

# **Supported Employment Resources:**

## **A Categorized Bibliography**

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## Supported Employment Resources

*Supported employment allows individuals with disabilities who might otherwise be unable to hold a job to enter the workforce. Support services allow individuals with disabilities to work in competitive employment. Ranging from employer's guides to research articles, a number of publications have been generated on this topic in recent years. By reviewing the available literature on supported employment, employers and policy-makers may be better able to recognize which strategies work, and which have been less successful.*

*Information on supported employment was gathered from several sources. The Library of Congress, PubMed, and Indiana University Catalog databases were searched through EndNote, using the terms "supported employment", "customized employment", and "school to work transition" along with "disability". These terms were then searched in ERIC (EBSCO) and PsycINFO and imported into EndNote. Additionally, works by the following authors were found in ERIC (EBSCO) and imported into EndNote: John Butterworth, Michael Callahan, Dale Dileo, Carey Griffin, Teresa Grossi, William Kiernan, John Kregel, Richard Leucking, David Mank, Jan Nisbet, Grant Revell, Patricia Rogan, Keith Storey, and Paul Wehman. Google Scholar and Amazon.com were searched for the same search terms and authors. In addition, a doctoral student's dissertation references and the reference sections of several newer articles were reviewed for further sources. Finally, a review of supported employment websites (listed at the end of the document) uncovered a few more useful resources. Articles which did not appear to fit the topic and sources published before 1993 are not included.*

*Sources are listed alphabetically by topic. The topics are not mutually exclusive, so one article may be listed under several categories. When available, the author's abstract is listed under each citation.*

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# Best Practices, Demonstration Programs

TASH Newsletter, 1997. (1997). *TASH Newsletter*, 23(1-10).

Ten issues of the 1997 newsletter of TASH comprise this document. An issue typically contains news items, a column by the organization's executive director, reports from special interest groups, legislative testimony, conference information, and several major articles, such as the following: "Multicultural Perspectives: Excerpts from Opening Plenary Session Remarks of Beth Henry"; "Celebration of Twenty Years of Circle of Friends" (Marsha Forest and others); "A Reflection of Parent Empowerment" (M. Carmen S. Ramirez); "School Inclusion and Social Relationships in Italy" (Carol Berrigan and Dennis Taylor); "India's Story: How IDEA Protected Her Rights" (Barbara and M. Wayne Dyer); "Frequently Asked Questions about Part B of the Individuals with Disabilities Education Act"; "Isn't It about Achieving Balance? Participation in Content-Area Classes and Community-Based Instruction in Secondary Schools" (John McDonnell); "Inclusion in the Public Schools: Strategies for Parents" (Mark Partin); "What We Want: By Self-Advocates Becoming Empowered, the New Self-Advocacy Organization" (Rick Betts and others); "The Underachievement of Supported Employment: A Call for Reinvestment" (David Mank); "Positive Behavioral Support with Families" (Joseph M. Lucyshyn and others); "Take Risks, Ride the River" (Barbara Buswell); "No Time for Silence" (Douglas Biklen); "Blending Best Practices for Young Children: Inclusive Early Childhood Programs" (Marquita Grenot-Scheyer and others); "One Community's Efforts To Promote Child Care Inclusion" (Dianne Apter and Pam Walker); "Dave Hingsburger's Hot Fudge Sunday" (Dave Hingsburger); "Practical and Useful Tools for Change" (Marsha Forest and Jack Pearpoint); "Standing in Support, Not Control: Training toward Self-Reliance, Inc." (Pam Walker); "Conversion from Facility-Based to Community-Based Employment Supports: Preliminary Results of a National Study" (Pat Rogan and others); "Why Are We Reinstitutionalizing People during the Day?" (Leslie L. Wilson); "People First Members Work To Tear Down Institution Walls"; "Supported Employment: Ten Years After" (Michael West and others); "Children with Disabilities in Youth Sports" (Cynthia Burkhour); "Inclusion as a Force for School Renewal" (John O'Brien and Connie Lyle O'Brien); "Solution Circle: Getting Unstuck: A Creative Problem Solving Tool" (Jack Pearpoint and Marsha Forest); "Gay Man with Disabilities Troubled by Life's Barriers" (Anne Harris); "Inclusion and the 1997 IDEA Amendments" (Frank Laski); "Self-Determination and the Search for Community" (Dennis Harkins); "Self-Determination: Transferring Agency Control by Re-Thinking Its Role" (James Dehem and Lisa Chapman); "Self-Determination--A Family Perspective" (Cameron Tease); "Self-Advocates Discuss What Self-Determination Has Meant to Them". (DB)

Ackerman, G. W., & McReynolds, C. J. (2005). Strategies to Promote Successful Employment of People with Psychiatric Disabilities. *Journal of Applied Rehabilitation Counseling. Special Issue: Psychiatric Rehabilitation*, 36(4), 35-40.

Achieving successful employment outcomes for people with psychiatric disabilities continues to be one of the greatest challenges for rehabilitation counselors. This is particularly true now that people with psychiatric disabilities constitute the largest client population for vocational rehabilitation agencies. Given the magnitude and complexity of the challenge, rehabilitation counselors need to utilize every strategy available to assist people with psychiatric disabilities in becoming successfully employed. Psychiatric rehabilitation intervention methods will be discussed, emphasizing the use of job trainers in working with individuals with psychiatric disabilities. (PsycINFO Database Record (c) 2006 APA) (journal abstract)

Arksey, H. (2003). People into Employment: supporting people with disabilities and carers into work. *Health Soc Care Community*, 11(3), 283-292.

Carers and people with disabilities are two disadvantaged groups at risk of social exclusion. Work is an important route to social inclusion, but carers and people with disabilities are under-represented in the work force. The present paper reports key findings from a new study that evaluated People into Employment (PIE), a pilot employment project in the north-east of England designed to support people with disabilities, carers and former carers in gaining mainstream work. The study aimed to identify what clients, partner agencies and employers perceived to be PIE's most important services, its strengths and areas where there was scope for further development. The study collected quantitative and qualitative data at the mid-point and at the end of the project through two questionnaire surveys, and interviews with PIE clients, the project development officer, partner agencies and employers. Drawing on the 'pathway model', the findings show that PIE's interventions included mobilising, matching, mediating and supporting activities. Key ingredients in PIE's success include: tailor-made job-search activities and training; adjusting the pace at which people move towards sustained employment; recognising and responding to the differing needs of people with disabilities, carers and former carers; confidence boosting; accompanying clients to job interviews; good job matching; and ongoing practical and emotional support for both clients and employers. Rudimentary calculations suggest that the cost per job to the project is less than the cost per job for large national projects. Overall, these findings illustrate how access to employment via flexible job-search services geared up to the local labour market can successfully promote social inclusion for carers and people with disabilities.

Barcus, M. E., Blankenship, T. E., Turner, E. E., Wehman, P. E., & Galloway, G. E. (2000). *Advocacy & Supported Employment for People with Disabilities: A Guide & Workbook for Individuals with Disabilities & Service Providers.*

This guide and workbook is a tool to be used to assist people with disabilities to play an active role in their job search. It provides ideas and examples to help individuals with disabilities and their job coaches through the process. Chapter titles for the workbook include: (1) "Power and Influence" (Valerie Brooke); (2) "Equality" (Paul Wehman); (3) "It's Up to Us: Practice and Attitudes Can Not Be Legislated" (Valerie Brooke); (4) "Maximizing Opportunities and Resources for Employment" (Teresa Grossi); (5) "Consumer Advocacy and Supported Employment" (Paul Wehman); (6) "Customer Initiated Supported Employment" (Michael Barcus and others); (7) "Training in Self-Advocacy and Future Planning" (Ed Turner and others); (8) "Peer Mentoring" (Ed Turner and others); and (9) "Personal Assistance Services" (Ed Turner and others). The information packet also includes a newsletter, "The Customer Is Right," that focuses on personal assistance services in the workplace. A 12-minute videotape recording, "Today's New Workforce: An Untapped Labor Pool," accompanies the guide and is suitable for staff training as well as marketing supported employment to individuals who are interested in facilitating employment for individuals with significant physical disabilities. The content focuses on job restructuring and assisted technology applications. (Contains 17 references.) (CR)

Barrett, J. C. (2003). Being an effective workplace Personal Assistant. *Journal of Vocational Rehabilitation. Special Issue: Personal Assistance Services in the Workplace*, 18(2), 93-97.

This article will discuss the importance of workplace personal assistants and how they can best support employees with significant disabilities in meaningful careers. The author will share insights from his experience supporting an employee with a significant disability in a variety of professional environments. Many best practices and attributes of an effective workplace personal assistant will be described. Providing workplace personal assistance can be both a valuable support to the employee with a disability and a meaningful career for those who wish to provide this valuable service. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Becker, D. R., & Drake, R. E. (2006). Supported employment interventions are effective for people with severe mental illness. *Evid Based Ment Health*, 9(1), 22.

Bond, G. R. (2004). Supported employment: evidence for an evidence-based practice. *Psychiatr Rehabil J*, 27(4), 345-359.

Supported employment for people with severe mental illnesses is an evidence-based practice, based on converging findings from 4 studies of the conversion of day treatment to supported employment and 9 randomized controlled trials comparing supported employment to a variety of alternative approaches. These two lines of research suggest that between 40% and 60% of consumers enrolled in supported employment obtain competitive employment while less than 20% of similar consumers do so when not enrolled in supported employment. Consumers who hold competitive jobs for a sustained period of time show benefits such as improved self-esteem and better symptom control, although by itself, enrollment in supported employment has no systematic impact on nonvocational outcomes, either on undesirable outcomes, such as rehospitalization, or on valued outcomes, such as improved quality of life. The psychiatric rehabilitation field has achieved consensus on a core set of principles of supported employment, although efforts continue to develop enhancements. A review of the evidence suggests strong support for 4 of 7 principles of supported employment, while the evidence for the remaining 3 is relatively weak. Continued innovation and research on principles is recommended.

Bond, G. R., Becker, D. R., Drake, R. E., Rapp, C. A., Meisler, N., Lehman, A. F., et al. (2001). Implementing supported employment as an evidence-based practice. *Psychiatr Serv*, 52(3), 313-322.

Supported employment for people with severe mental illness is an evidence-based practice, based on converging findings from eight randomized controlled trials and three quasi-experimental studies. The critical ingredients of supported employment have been well described, and a fidelity scale differentiates supported employment programs from other types of vocational services. The effectiveness of supported employment appears to be generalizable across a broad range of client characteristics and community settings. More research is needed on long-term outcomes and on cost-effectiveness. Access to supported employment programs remains a problem, despite their increasing use throughout the United States. The authors discuss barriers to implementation and strategies for overcoming them based on successful experiences in several states.

Botterbusch, K., & Menz, F. E. (1995). Diffusion Network Project. Final Report. Volume I: Technical Report. Volume II: Program Descriptions. Volume III: Coding Instructions and Variables.

The goals of this project were to demonstrate the use of a diffusion approach to develop replicable effective community-based models which pursue community integration goals for individuals with severe disabilities, and to extend the adoption of community-based integration practices by rehabilitation and consumer organizations. The project established 11 community-based and community-designed rehabilitation programs to provide employment and independent living services to consumers with psychiatric disabilities (N=187) or traumatic brain injury (N=29). Most clients moved into independent housing during their first 6 months with local programs. Unemployment among clients was reduced from 72% to 35%, although these jobs generally remained unskilled, part-time, and low-wage. The first volume of the project report analyzes consumer characteristics, program participation, consumer benefits, impact on facilities, capacity building, shared program characteristics, best practices, and common problems found among local programs. The first volume also describes data collection and analysis procedures.

The second volume provides descriptions of each local program, including the Vocational Options Model (Duluth, Minnesota); Project SAFE (Skill Acquisition For Employment) (South St. Paul, Minnesota); Supported Employment Program (Faribault, Minnesota); Scott-Carver Employability Project (Shakopee, Minnesota); Living Independently Through Employment Support (Milwaukee, Wisconsin); CMI Employment/Community Integration Services (Medford, Wisconsin); Coordinated Employment Services (Buffalo, Minnesota); Transitional Employment Options (Fergus Falls, Minnesota); Supported Employment for Persons with TBI (Sheboygan, Wisconsin); Community Connections Program (Milwaukee, Wisconsin); and Community-Based Employment Program for Persons with Traumatic Brain Injury (Appleton, Wisconsin). Numerous appendices provide program administration materials. The third volume contains coding instructions and lists of variables for consumer referral and demographic information, consumer progress and outcomes, and consumer success. (PB)

Brooke, V., & et al. (1995). Toward a Customer-Driven Approach of Supported Employment. *Education and Training in Mental Retardation and Developmental Disabilities*, 30(4), 308-320.

This paper describes a customer-driven approach to supported employment in which people with disabilities are able to exert choice and control. Best practices in supported employment are reviewed and contrasted with practices presently operating. Specific information on how a customer can select a supported employment provider (renamed a community employment specialist) is offered. (Author/DB)

Brooke, V., Green, H., O'Brien, D., White, B., & Armstrong, A. (2000). Supported employment: It's working in Alabama. *Journal of Vocational Rehabilitation*, 14(3), 163-171.

Examines the changes that one southern state made to improve the quality of employment services for individuals with significant disabilities. A new supported employment payment system is shared that compensates the employment service providers based upon the outcomes achieved by the employee in competitive employment. In addition, a newly developed personnel training certificate program is presented that integrates the new payment system with best practices in supported employment using an employee-directed approach. Participant training data and preliminary outcomes that demonstrate the supported employment quality improvements are described. (PsycINFO Database Record (c) 2005 APA)

Brooke, V. E., & et al. (1997). Supported Employment Handbook: A Customer-Driven Approach for Persons with Significant Disabilities.

This manual provides training information for implementing supported employment by using a customer-driven approach. Chapter 1, "Supported Employment: A Customer-Driven Approach" (Valerie Brooke and others), describes current best practices, a new customer-driven approach to supported employment, and the role of the employment specialist. Chapter 2, "Organizational Marketing" (Amy Armstrong and others), discusses developing and implementing a marketing strategy for supported employment programs. The following chapter, "Customer Profile" (Wendy Parent and others), describes the process of developing a customer profile to assist individuals in finding a job. Chapter 4, "Job Development: The Path to Careers" (Karen Flippo and others), discusses techniques for increasing customer involvement in job development, developing business partnerships, crafting the job search plan, job analysis, and accommodations. The next chapter, "Employment Selection" (J. Michael Barcus and others), describes how to assist a customer in applying for a job and job interviewing, and activities that need to be coordinated prior to a customer's first day of work. Chapter 6, "Job Site Training" (Katherine Inge), discusses job duty and task analysis, natural supports and cues, instructional strategies, self-management,



job site modifications, and fading from the job site. Expanding job responsibilities, monitoring and coordinating of supports, employee assistance programs, and funding supports and services are covered in chapter 7, "Long Term Supports" (Valerie Brooke and others). The final chapter, "Quality Supported Employment Services" (Howard Green and others), addresses the importance of assessing the quality of supported employment programs and the purpose of quality indicators. Each chapter includes case studies, related blank forms, and specific references. (CR)

Bruyere, S. M., Erickson, W. A., VanLooy, S. A., Sitaras, E., Cook, J. A., Burke, J., et al. (2002). *Employment and disability policy: Recommendations for a social sciences research agenda*. Paper presented at the NIDRR and APA conference on Bridging gaps: Refining the disability research agenda for rehabilitation and social sciences. Retrieved from <http://www.ed.psu.edu/cned/Big3/employment.pdf>.

Capo, L. C. (2001). Autism, employment, and the role of occupational therapy. *Work, 16*(3), 201-207.

The purpose of this article is to review the existing literature to generate guidelines for the role of occupational therapy in employment for persons with autism. Previous research about strengths and barriers to employment, and types of employment commonly offered to persons with autism are reviewed. The supported employment model is identified as the most productive approach for use with this population. The four approaches to the supported employment model and the best practice contributions of several innovative supported employment programs are discussed. The interdisciplinary team approach is best to assist persons with autism to gain employment and ensure success on the job. The role of the occupational therapist as a beneficial team member in assessment, job development, job placement and training, and supported employment is outlined.

Carie, M. H., Indiana University Bloomington. Center for School and Community Integration., & Indiana University Bloomington. Institute for the Study of Developmental Disabilities. (1995). *Supported employment in Indiana: a resource guide for individuals with disabilities and their families*. Bloomington, Ind.: Indiana Employment Initiative Center for School and Community Integration Institute for the Study of Developmental Disabilities.

Conley, R., Azzam, R., & Mitchell, A. (1995). *Evaluation of transition to work demonstration projects using a natural supports model*: Pelavin Research Institute; Office of the Assistant Secretary for Planning and Evaluation (ASPE) of the U.S. Department of Health and Human Services and the Employment Training Administration (ETA) of the U.S. Department of Labor.

Conley, R., Azzam, R., & Mitchell, A. (1995). *Evaluation of transition to work demonstration projects using a natural supports model*: Pelavin Research Institute; Office of the Assistant Secretary for Planning and Evaluation (ASPE) of the U.S. Department of Health and Human Services and the Employment Training Administration (ETA) of the U.S. Department of Labor.

Decker, P. T., & Thornton, C. (1996). Effective employment services for persons with mental retardation. *Journal of Vocational Rehabilitation, 7*(1), 29-40.

DiLeo, D. (1993). *The employer's pocket guide to supporting workers with disabilities: valuing what each of us brings to our work*. St. Augustine, Fla.: Training Resource Network.

DiLeo, D. (2005). *Supported employment and natural supports: A Florida training curriculum*. Tallahassee, FL: Florida Department of Education.

DiLeo, D., & Langton, D. (1996). *Facing the future: best practices in supported employment* (1st ed.). St. Augustine, Fla.: Training Resource Network.

DiLeo, D., McDonald, R., & Killam, S. (1998). Ethical guidelines for professionals in supported employment.

Doherty, J. E. (1994). Supported employment for people with severe mental retardation rehabilitation brief, vol. 26, no. 2. Washington, DC: National Institute on Disability and Rehabilitation Research, Department of Education.

This brief presents the findings of the Consensus Validation Conference sponsored by the National Institute on Disability and Rehabilitation Research. This article describes the status of supported employment for people with severe mental retardation and current best practices in the field of supported employment.

Drake, R. E., Becker, D. R., Clark, R. E., & Mueser, K. T. (1999). Research on the individual placement and support model of supported employment. *Psychiatr Q*, 70(4), 289-301.

This paper reviews research on the Individual Placement and Support (IPS) model of supported employment for people with severe mental illness. Current evidence indicates that IPS supported employment is a more effective approach for helping people with psychiatric disabilities to find and maintain competitive employment than rehabilitative day programs or than traditional, stepwise approaches to vocational rehabilitation. There is no evidence that the rapid-job-search, high-expectations approach of IPS produces untoward side effects. IPS positively affects satisfaction with finances and vocational services, but probably has minimal impact on clinical adjustment. The cost of IPS is similar to the costs of other vocational services, and cost reductions may occur when IPS displaces traditional day treatment programs. Future research should be directed at efforts to enhance job tenure and long-term vocational careers.

Dwyer, K. E., & et al. (1993). Common Threads '93: Equitable Solutions...Because Disability Is a Natural Part of Human Experience. Proceedings of a National Conference on Rural Disability Issues (Missoula, Montana, September 10-13, 1993).

This proceedings contains presentations, workshop summaries, program profiles, and other highlights of a conference on rural disability issues. The major conference theme was the normalcy of having a disability. A plenary discussion developed a list of 17 rural community disability priorities. Keynote speeches were: (1) "Rural Economies and Disability" (Dennis O'Donnell); (2) "Building Strong Inclusive Community through Servant Leadership" (Bob Jahner); and (3) "Community Development and Advocacy" (Jim DeJong). Workshops focused on strategies to use naturally occurring rural assets. Nine workshops are summarized, covering integration of health care with rural service delivery, child care and community inclusion for young children, vocational rehabilitation, aging in rural areas, issues in rural independent living, developing local support groups for rural independent living, parenting education to prevent child abuse and preserve families, community development and advocacy, and community and human development in the rural context. Five facilitators synthesized a blueprint for action that focuses on making personal connections between the disabled and nondisabled in the community and building support from diverse community groups. A final section summarizes a preconference forum "Choosing Inclusion: Consumer-Driven Supported Employment." Forum workshops covered diversified funding strategies, training and technical assistance for supported employment, and cross-cultural services for American Indians with disabilities. Six programs receiving awards for "best practices in rural independent living" are profiled. (SV)

Educational Resources Information Center (U.S.). (1997). Best practices for coordinating transition services information for consumers, parents, teachers and other service providers: a publication of the California School to Work Interagency Transition Partnership (SWITP) [microform]. Washington, DC: U.S. Dept. of Education Office of Educational Research and Improvement Educational Resources Information Center.

Educational Resources Information Center (U.S.). (1999). Ensuring access, equity, and quality for students with disabilities in school-to-work systems a guide to federal law and policies [microform]. Minneapolis, MN. Washington, DC: College of Education & Human Development University of Minnesota; U.S. Dept. of Education Office of Educational Research and Improvement Educational Resources Information Center.

Educational Resources Information Center (U.S.). (1999). A report on career development approaches and best practices in six West Virginia school-to-work sites [microform]. Charleston, W. Va. Washington, DC: AEL; U.S. Dept. of Education Office of Educational Research and Improvement Educational Resources Information Center.

Fabian, E. S., & Liesener, J. J. (2005). Promoting the Career Potential of Youth with Disabilities. In S. D. Brown & R. W. Lent (Eds.), *Career development and counseling: Putting theory and research to work*. (pp. 551-572): John Wiley & Sons, Inc, Hoboken, NJ, US.

(From the chapter) The barriers to work participation for youth and young adults with disabilities have been addressed by federal legislation, policy initiatives, and vocational program advances. Still, employment and educational data associated with this group suggest that they continue to fare worse than any other group in America. The purpose of this chapter is to review the context and issues confronted by youth and young adults with disabilities as they manage their careers and work lives. Specifically, we describe characteristics of the population, review significant legislative and policy issues that influence career and employment, summarize effective programmatic interventions, and recommend best practices. (PsycINFO Database Record (c) 2005 APA)

Fillary, R., & Pernice, R. (2006). Social inclusion in workplaces where people with intellectual disabilities are employed: implications for supported employment professionals. *Int J Rehabil Res*, 29(1), 31-36.

This research investigated elements of workplace culture across eight New Zealand workplaces where people with intellectual disability were employed. Using a semi-structured interview format, eight employers were surveyed, and variations in job entry procedures, orientation and training, company policies, job design, customs and practice, and social opportunities were examined. Factors influencing inclusion in the workplace culture of a total of 16 employees, eight supported employees and eight co-workers without disabilities, were identified and compared. The findings indicated that supported workers had a lower level of inclusion than co-workers. Several factors influencing inclusion of employees in the workplace culture were identified; full-time vs. part-time, level of employment support, limiting expectations and employer/co-worker attitudes. The use of a workplace culture survey by supported employment professionals has several benefits, including the identification of potentially inclusive workplaces, the facilitation of a good person and workplace environment match, the possibility of monitoring inclusion levels, encouragement of full work shift placements, and the provision of effective support on the job.

Ford, L. H. (1995). *Providing Employment Support for People with Long-Term Mental Illness. Choices, Resources, and Practical Strategies.*

Designed for professionals in the field of mental illness and staff involved in providing on-the-job support for persons with mental illness, this book provides an overview of employment issues relevant to such workers. The 23 chapters of the book are organized in 5 sections. The first two sections provide background information about the clients served and the systems that serve them. The third section addresses these topics: client screening and assessment; career development, teaching job seeking skills, job clubs, job development, and choosing and building the right job. The fourth section focuses on issues that arise after employment, including: learning the job; behavior management and self-management; and natural supports, integration, and social skills. The final section addresses long-term issues, such as routine follow-up, troubleshooting and crisis intervention, and dealing with job loss. Case studies and reproducible checklists are used throughout the book. Contains 193 references. (KC)

Gates, L. B., Klein, S. W., Akabas, S. H., Myers, R., Schawager, M., & Kaelin-Kee, J. (2005). Outcomes-based funding for vocational services and employment of people with mental health conditions. *Psychiatric Services, 56*(11), 1429-1435.

Objective: This study explored the likelihood of and identified the factors related to securing and sustaining jobs for people with psychiatric disabilities in New York State who received vocational services through an outcomes-based reimbursement program. Methods: Quantitative and qualitative data were collected over two years to characterize placement and retention through the performance-based contracting demonstration. Seven social service agencies located statewide were contracted by the New York State Office of Mental Health to provide vocational services to people with mental health conditions through the performance-based contracting milestone structure, which established incremental steps toward the goal of sustained integrated competitive employment at which providers were reimbursed. Intake was continuous throughout the demonstration period, from December 2000 to December 2002. Key outcomes included placement in employment, time to placement, and job retention. Results: Data were examined for the 171 participants who were still active in the demonstration at the end of the study period. A total of 108 participants (63 percent) were successful in securing jobs. Among those placed, 79 (73 percent) retained work at the end of the demonstration, a rate comparable to other best-practice models. Factors related to these outcomes included number of provider hours spent assisting consumers weekly, length of time to placement, consumer enrollment in the state's rehabilitation services program, and quality of the jobs developed. Conclusions; Outcomes funding was associated with successful employment for people with psychiatric disabilities. The performance-based funding structure may encourage providers to work more intensively with consumers early in the placement process, find jobs that consumers want to keep, and coordinate more effectively with the state rehabilitation agency. (PsycINFO Database Record (c) 2006 APA) (journal abstract)

Gerber, P. J. E., & Reiff, H. B. E. (1994). *Learning Disabilities in Adulthood: Persisting Problems and Evolving Issues.*

This book provides a multifaceted view of learning disabilities in adulthood through the efforts of many contributors who offer a diversity of perceptions and expertise. The focus spans from young to late adulthood and reflects state-of-the-art knowledge and the best practices of the field. The topic areas are clustered into psychological, educational, and vocational sections, with an introductory section of several chapters that establishes an overall foundation for these discussions. Adults with learning disabilities share their personal insights and experiences in a

chapter at the end of each topic cluster. Part I, an overview, contains the following: "Perspectives on Adults with Learning Disabilities" (Gerber, Reiff); "Learning Disabilities: Perspectives on Adult Development" (Bassett, Polloway, Patton); "Developing Issues for the Learning Disabled Community under Employment Discrimination Laws" (Grossman); and "Personal Perspective--Problems and Promises" (Brown). Part II has four chapters: "Clinical Diagnostic and Functional Assessment of Adults with Learning Disabilities" (McCue); "Social/Emotional and Daily Living Issues for Adults with Learning Disabilities" (Reiff, Gerber); "Counseling and Psychotherapy for Adults with Learning Disabilities" (Barton, Fuhrmann); and "Personal Perspectives on Learning Differences" (Druck). Part III consists of seven chapters: "Transition of Youth with Learning Disabilities to Adulthood" (Defur, Reiff); "Post-secondary Education and Vocational Training" (Minskoff); "Adult Literacy and Learning Disabilities" (Anderson); "Services for Students with Learning Disabilities in the Community Colleges" (Mellard); "College and University Programming" (Shaw, McGuire, Brinckerhoff); "Assistive Technology for Adults with Learning Disabilities" (Raskind); and "Personal Perspectives on Adult Educational Issues" (Wiig). Part IV has five chapters: "Serving Individuals with Specific Learning Disabilities in the Vocational Rehabilitation System" (Dowdy, Smith); "Supported Employment" (Inge, Tilson); "Employing People with Learning Disabilities" (Brown, Gerber); "Employment Success for Adults with Learning Disabilities" (Ginsberg, Gerber, Reiff); and "Personal Perspective on Vocational Issues" (Corcoran). An index is provided. (YLB)

Gervey, R., & Kowal, H. (2005). The job developer's presence in the job interview: is it helpful or harmful to persons with psychiatric disabilities seeking employment? *Psychiatr Rehabil J*, 29(2), 128-131.

This study examines the effect of having an employment specialist join supported employment participants at job interviews. The sample consists of 45 individuals with psychiatric disabilities who sought job placement services during a 28-month period between December 1991 and March 1994. Seventy-nine percent of the job offers occurred when the job developer was present in the interview as compared to only 21% when the job applicants went alone. The finding challenges "current" conventional wisdom about having rehabilitation staff at the worksite. Rehabilitation professionals need to take a fresh look at program policies and practices regarding on-site services to SE participants.

Gilson, S. F. (1998). Case management and supported employment: a good fit. *J Case Manag*, 7(1), 10-17.

Individuals with severe disabilities have often been denied the full range of vocational opportunities. Because of discrimination and oppression, and false beliefs regarding their skills, capacities, capabilities, and interests, individuals with disabilities have often been relegated to nonwork activities or sheltered work opportunities. Passage of legislation, such as the Developmental Disabilities Assistance and Bill of Rights Act of 1984 and Title VI, Part C of the Rehabilitation Act Amendments of 1986, in combination with systems change grants funded through Title III of the Rehabilitation Act, provided the basis for the initiation of a series of federal- and state-funded demonstration projects designed to provide opportunities and supports for individuals with severe or significant disabilities to work at competitive sites in the community. This model of vocational services, called supported employment, while initially conceived as a vocational program for individuals with mental retardation, has been modified to successfully provide services to individuals with mental illness, acquired brain injury, autism, cerebral palsy, physical disabilities, and other disabilities. A key to the success of these programs is the complementary working relationship between the case manager and the job coach. While

there may be some overlap in what each brings to the person with a disability, each professional plays distinctive and critical roles in the carrying out of supported employment.

Gowdy, E. A., Carlson, L. S., & Rapp, C. A. (2004). Organizational factors differentiating high performing from low performing supported employment programs. *Psychiatr Rehabil J*, 28(2), 150-156.

This study sought to uncover the factors that contributed to differences in competitive employment rates for adults with severe mental illness between high and low performing programs. The five programs with the highest competitive employment rates were compared to the four lowest performing programs. Using qualitative methods, researchers used site visits and in-depth interviews with program directors and supervisors, consumers, and front line staff. Using a combination of constant comparative methods and content analysis, the study found notable and consistent differences between the two groups in administrative practices and the roles of case managers and therapists. The role of administration has been largely overlooked in the supported work literature yet it may be the administrator's efforts to shape an organizational culture that is the driving force behind the implementation of evidence-based structures and practices.

Gowdy, E. L., Carlson, L. S., & Rapp, C. A. (2003). Practices differentiating high-performing from low-performing supported employment programs. *Psychiatr Rehabil J*, 26(3), 232-239.

This paper reports on a qualitative study designed to uncover the practices that differentiate programs producing high rates of competitive employment from those with low rates. The study found 13 differentiating practice factors in three areas: building consumer interest in working, getting a job, and maintaining a job. The congruence between these findings and current definitions of "best practice" is discussed.

Griffin, C., & Hammis, D. (2003). *Making self-employment work for people with disabilities*. Baltimore: Paul H. Brookes.

Hagner, D., Cheney, D., & Malloy, J. (1999). Career-related outcomes of a model transition demonstration for young adults with emotional disturbance. *Rehabilitation Counseling Bulletin*, 42(3), 228-242.

Reports the results of a model demonstration project for adolescents and young adults with chronic mental illness or emotional disturbance. Career and education specialists tailored a comprehensive support package consisting of personal futures planning, flexible educational programming, employment support, interagency collaboration, mentorship, social skill building, and flexible funding to the needs of each participant. Of the 18 participants with the project 2 yrs or more, 83% found employment, 67% completed high school, and 50% participated in postsecondary education. Involvement with law enforcement and corrections was substantially lower than at the start of the project, and Ss reported significant increases in their satisfaction with school, employment, handling of life problems, and progress toward personal goals. (PsycINFO Database Record (c) 2005 APA)

Hagner, D., McGahie, K., & Cloutier, H. (2001). A model career assistance process for individuals with severe disabilities. *Journal of Employment Counseling*, 38(4), 197-206.

This article describes a model process for providing career services to individuals with severe disabilities and presents the outcomes of a 3-year demonstration project. After completing a career workshop series based at a community college followed by job search support and ongoing

follow-up with employers and employees, all 40 project participants (23 men and 17 women, aged 17-35+ yrs) achieved paid employment, with 74.4% employed midway through Year 3. Jobs represented a wide range of occupational areas, and most jobs paid over the minimum wage and included benefits. Implications for enhancing career services and outcomes for this population are discussed. (PsycINFO Database Record (c) 2005 APA)

Hall, M., & Walker, P. (1997). "This Is Still a Work in Progress": Common Ground, Littleton, New Hampshire.

This site-visit report describes Common Ground, a program located in New Hampshire that supports 52 people with developmental disabilities, including some with severe and multiple impairments, in a broad range of individualized, integrated daytime activities, including supported and competitive employment, self-employment, volunteer work, and the pursuit of recreational/leisure activities. The organization of Common Ground, its development, and the changes it undertook in order to provide individualized support are discussed. Three key areas of innovative practices and challenging dilemmas at Common Ground are reviewed, including agency change, self-determination, and valued community roles and membership. Lessons learned are that: (1) change is not a formula; (2) new agency roles mean relinquishing control; (3) new staff roles mean reliance on the community; (4) support for staff is key to successful change; (5) change involves trade-offs that may bring both advantages and disadvantages; (6) individualized funding is needed to promote self-determination; (7) self-employment opportunities are important; (8) advocacy/self-advocacy must be encouraged; (9) roles and relationships take time; (10) roles and relationships require shared community place and experiences; and (11) Common Ground only supports people for a limited part of their day. (CR)

Hasazi, S. B., Furney, K. S., & DeStefano, L. (1999). Implementing the IDEA transition mandates. *Exceptional Children, 65*(4), 555-566.

Hess, A. (1997). *Best practices: strategies that enhance supported employment*. Columbus, Ohio (4949 Hayden Run Road, Columbus 43221-5930): I.M. Ward.

Inge, K. J., Barcus, M., Virginia Commonwealth University. School of Education. Rehabilitation Research and Training Center on Supported Employment, & Virginia Commonwealth University. Media Support Services. (1999). Today's new workforce, an untapped labor pool [videorecording]. Richmond, VA: Media Support Services Virginia Commonwealth University.

Video discusses how persons with disabilities can be successfully accommodated and integrated in the workplace. Discussion includes the role of employment specialists in hiring and training employees with disabilities, and in helping to identify necessary, often inexpensive accommodations. Accompanying newsletter, *The customer is right*, features articles on personal assistants in the workplace. Accompanying workbook, *Advocacy & supported employment for people with disabilities*, is a consumer guide to be used to help people with disabilities play and active role in their job search.

Inge, K. J., Wehman, P., Strobel, W., Powell, D., & Todd, J. (1998). Supported Employment and Assistive Technology for Persons with Spinal Cord Injury: Three Illustrations of Successful Work Supports. *Journal of Vocational Rehabilitation, 10*(2), 141-152.

Case studies of three adults with spinal cord injury illustrate the role of assistive technology, employment specialists, and types of workplace supports needed to enable them to secure and

maintain employment. Employment specialists are able to analyze accommodation needs and help employers understand them. (SK)

Inge, K. J. E., & Wehman, P. E. (1993). *Designing Community-Based Vocational Programs for Students with Severe Disabilities*. Vocational Options Project.

This manual presents six papers on the design of community-based employment programs for students with severe disabilities. The first paper is "Community-Based Vocational Preparation for Students with Severe Disabilities: Designing the Process" by Katherine J. Inge et al. This paper details a five-step process for designing such a program. The second paper is also by Katherine J. Inge et al. and is titled "Community-Based Vocational Instruction and the Labor Laws: A 1993 Update." It includes frequently asked questions about the Fair Labor Standards Act and case study examples to help interpret the guidelines. The third paper, by Katherine J. Inge and Stacy Dymond, is "Challenging Behaviors in the Work Place: Increasing One Student's Access to Community-Based Vocational Instruction Using a Changing Criterion Design." The fourth paper, "Supported Employment for School-Age Students with Severe Disabilities: Issues and Applications" by Stacy Dymond et al, uses a case study of one student in the Vocational Options Project to illustrate the movement from community-based vocational training to individual supported employment before exiting school. The fifth paper, "The Application of a Self-Management Procedure To Increase Work Productions: A Community-Based Case Study Example" by Katherine J. Inge et al., also uses a case study to demonstrate self-management procedures. The final paper is by Paul Wehman and is titled "A Selective Review of Supported Employment Literature: Progress Made and Challenges Ahead." A table entitled, "Number of Budgeted and Unfilled Positions by Occupation at Outside Providers of Purchased Services that State Directors Report Difficulty Obtaining" is appended. Most papers contain references. (DB)

Institute on Rehabilitation Issues. (2001). *Succession planning: Building a successful organization in a dynamic environment*. Menomonie, WI: University of Wisconsin-Stout, Vocational Rehabilitation Institute.

Johnson, D. R. (2004). Invited Commentary: Supported Employment Trends: Implications for Transition-Age Youth. *Research and Practice for Persons with Severe Disabilities*, 29(4), 243-247.

The emergence of supported employment programs in the United States has substantially raised expectations concerning the viability of employment in promoting the integration, productivity, and independence of persons with severe disabilities. The introduction and rapid expansion of supported employment during the 1980s was based, in large part, on response to federal and state social policies and legislation, aggressive advocacy efforts, improvements in job placement and training strategies, expansions in the development of community-based services for persons with severe disabilities as a result of de-institutionalization, infusions of federal discretionary funds to support research and model demonstration employment projects, and the increase in emphasis placed upon the potential benefits of supported employment to enable individuals to achieve economic self-sufficiency and increased levels of community integration. This commentary has attempted to make a contribution to the authors' thoughts and ideas by asking the fundamental question: What will it take to improve the capacity of schools and adult community-service agencies to improve the employment and related outcomes of young people with severe disabilities, as they complete their educational programs? I have conveyed but a few of the strategies necessary to bring about such improvements. (PsycINFO Database Record (c) 2005 APA)



Johnson, D. R., & et al. (1993). Exemplary Programs for Persons with Disabilities in Transition, Supported Employment, and Parent-Professional Collaboration.

This resource guide profiles 12 exemplary programs serving people with disabilities through interagency collaboration for transition, supported employment, and parent-professional collaboration. The guide opens with a description of the North Central Regional Information Exchange, a federally funded project that is identifying and promoting adoption of exemplary practices within the Region V states of Minnesota, Wisconsin, Illinois, Indiana, Michigan, and Ohio. The guide outlines the process by which programs are evaluated and awarded exemplary status. The individual profiles of the 12 programs are then provided, containing information about each program's mission, services, target population, larger organization, and staff. Key program components are highlighted and stories of how the programs have worked for specific individuals are shared. (JDD)

Kane, K. R., & Del George, E. (1994). Employer Resource Manual. Project Path.

Project Path at Illinois' College of DuPage was established to provide pre-employment training and career counseling for disabled students. To encourage the integration of qualified individuals with disabilities into the workplace, the project compiled this resource manual for area businesses, providing tips for interacting with disabled people and names, addresses and telephone numbers of service providers. Following a brief introduction, the manual presents a glossary of terms related to disabilities, tips on changing common habits of speech that reinforce myths and stereotypes about people with disabilities, tips on communicating with deaf/hearing impaired people, suggestions for interacting with persons with visual impairments, and tips for preparing for encounters with wheelchair users. Next, a fact sheet is provided on Americans with Disabilities Act (ADA) requirements from the U.S. Department of Justice Civil Rights Division. Also, information related to appropriate interview questions for disabled job candidates and writing non-discriminatory job descriptions and advertisements is presented. The bulk of the manual consists of telephone numbers and/or addresses of resource agencies, including Illinois and national government agencies dealing with ADA, disabilities, and access; national advocacy groups; groups dealing with specific disabilities; organizations providing assistive technology training and consulting; groups providing materials, services, and publications; transportation service organizations; job training centers in Illinois; agencies offering job placement or other services to employers; and educational institutions with employment services for people with disabilities. (TGI)

Kemp, K., Savitz, B., Thompson, W., & Zanis, D. A. (2004). Developing employment services for criminal justice clients enrolled in drug user treatment programs. *Subst Use Misuse*, 39(13-14), 2491-2511.

Approximately 80% of parolees have a history of substance abuse and nearly all are unemployed following release from prison. Common stipulations of parole require offenders to obtain employment and to not use mood-altering substances. This article explores a series of strategies implemented from 1999 to 2001 to help offenders paroled to substance user treatment to gain employment. A total of 245 paroled offenders enrolled in an outpatient substance abuse treatment program voluntarily agreed to participate in one of four different vocational intervention programs (Job Skill Development and Supported Work, Life Skill Development, Job Training, and Welfare to Work). Programmatic data (e.g., attendance, completion, job acquisition, and wage) were collected and reported for each of the vocational programs. Additionally, a 12-month pilot study examined criminal justice, substance use, and employment outcomes of 36 offenders referred to the job skill development and supported work project. Overall, 78% of the offenders

enrolled in the vocational services completed the program and 134/245 (55%) were able to obtain employment. The data showed that completion of vocational services was strongly associated with obtaining employment 12 months postenrollment. Offenders identified the employment services as an integral part of their improved overall functioning. A series of practice recommendations and policy suggestions is offered to develop and manage vocational services for substance-using offenders. Employment services for parolees require considerable coordination of activities with parole officers, vocational programs, substance abuse treatment professionals, and funding systems.

King, G. A., Baldwin, P. J., Currie, M., & Evans, J. (2005). Planning Successful Transitions From School to Adult Roles for Youth With Disabilities. *Children's Health Care, 34*(3), 195-216.

This article provides a conceptual model and review of the effectiveness of approaches for providing transition education and planning services for youth with disabilities. The model incorporates four approaches: skills training, prevocational/vocational guidance, a client-centered approach, and an ecological/experiential approach. The model links these approaches to commonly used transition strategies, which reflect the personal, person-environment, and environmental levels of intervention. The model specifies the short-term goals addressed by the approaches and strategies and links these to the long-term outcome of multifaceted role engagement. Evidence for the effectiveness and utility of the identified approaches is reviewed. Recommendations are made for best practices in the delivery of transition education and planning services, for research, and for clinical practice. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Langton, D., & DiLeo, D. (1996). *Facing the future: Best practices in supported employment*. St. Augustine, FL: Training Resource Network, Inc.

Leach, S., & NetLibrary Inc. (2002). *A supported employment workbook using individual profiling and job matching*. London: Jessica Kingsley.

Lerman, R. I., & United States. Employment and Training Administration. (2001). *Improving career outcomes for youth: lessons from the U.S. and OECD experience*. Washington, D.C.: Dept. of Labor Employment and Training Administration: Urban Institute.

Luecking, R. G., Fabian, E. S., Tilson, G., Donovan, M., & Fabian, E. S. (2004). *Working relationships: creating career opportunities for job seekers with disabilities through employer partnerships*. Baltimore, MD: Paul H. Brookes.

Mank, D., Cioffi, A., & Yovanoff, P. (2003). Supported Employment Outcomes across a Decade: Is There Evidence of Improvement in the Quality of Implementation? *Mental Retardation, 41*(3), 188-197.

Data from 13 supported employment programs and 680 employees with developmental disabilities show little or no increase in wages or hours outcomes for people in jobs acquired in the late 1990s compared to the early 1990s. There are, however, improvements in the typical features of job acquisition, roles, and orientation. (Contains references.) (CR)

Mank, D., O'Neill, C. T., & Jensen, R. (1998). Quality in Supported Employment: A New Demonstration of the Capabilities of People with Severe Disabilities. *Journal of Vocational Rehabilitation, 11*(1), 83-95.

In King County (Washington) government agencies, jobs were developed for 55 people with severe disabilities through leadership by county officials and developmental disabilities staff. The program was cost effective and also resulted in improved wages for the workers with disabilities. (SK)

Mank, D., & Revell, G. (2001). Systemic change for supported employment: Old lessons and new possibilities. In P. Wehman (Ed.), *Supported employment in business: Expanding the capacity of workers with disabilities* (pp. 215-226). St. Augustine, FL: TRN Publications.

Mank, D., & Supported Employment Telecourse Network. (1996). Restructuring supported employment services [videorecording]. Richmond, Va.: Rehabilitation Research and Training Center on Supported Employment Virginia Commonwealth University.

David Mank discusses the research outcomes of the Oregon Natural Supports Research Project.

McGaughey, M., & Mank, D. (2001). Empirical evidence of systems change in supported employment. *Journal of Disability Policy Studies, 11*(4), 210.

McHugh, S. A., Storey, K., & Certo, N. J. (2002). Training job coaches to use natural support strategies. *Journal of Vocational Rehabilitation, 17*(3), 155-163.

Supported Employment provides assistance to people with disabilities in competitive jobs. The supported employment model has developed beyond the use of job coaches as primary trainers to include natural support strategies, that is, enlisting the commitment of personnel employed at the work site to train and assist employees with disabilities. This study used a multiple probe design to educate and evaluate job coaches use of natural supports strategies. Results indicate that this intervention lead to increased integration of workers with disabilities in the workplace.

McLaughlin, P. J. E., & Wehman, P. E. (1996). *Mental Retardation and Developmental Disabilities*. Second Edition.

This book presents 19 chapters on life span perspectives and service issues for people with mental retardation and developmental disabilities. The book presents best practices and provides a view of the range of services necessary to work with people who have those disabilities. It is intended to provide a core reference for providers in the helping disciplines and makes extensive use of case studies to demonstrate key concepts. Chapter titles and authors are: (1) "Service Delivery" (Pamela Wolfe and others); (2) "Early Intervention" (Rebecca Anderson Weissman and David C. Littman); (3) "Going to School" (Kathryn A. Blake and others); (4) "Transition from School to Adulthood" (Katherine Inge and others); (5) "Growing Older" (Michael Malone and Nancy Kropf); (6) "Mild Mental Retardation" (John Langone); (7) "Severe Mental Retardation" (William R. Sharpton and Michael D. West); (8) "Cerebral Palsy" (Katherine Inge); (9) "Seizure Disorders" (Elizabeth Perry-Varner); (10) "Behavioral Disabilities" (Elaine Clark); (11) "Autistic Disorder" (Ronald C. Eaves); (12) "Self-Injurious Behavior" (David Pitonyak); (13) "Deaf-Blind" (JoAnn M. Marchant); (14) "Learning Disabilities" (William N. Bender); (15) "Case Management" (Susan Neal and Beth Gilson); (16) "Community-Based Vocational Training" (Katherine Inge and others); (17) "Supported Employment" (Paul Wehman and Wendy Parent); (18) "Supported Living and Collaborative Transition" (Tom J. Clees); and (19) "Social Security" (Susan O'Mara and John Kregel). (Individual chapters contain references.) (DB)

Meisler, N., & Williams, O. (1998). Replicating effective supported employment models for adults with psychiatric disabilities. *Psychiatr Serv, 49*(11), 1419-1421.

Menz, F. E. E., & et al. (1997). *Lessons for Improving Employment of People with Disabilities from Vocational Rehabilitation Research*.

This book was designed to share lessons learned from vocational rehabilitation research conducted at 11 Rehabilitation Research and Training Centers. Papers for the book were developed to provide practical guidance to the common efforts of professionals, advocates, consumers, and public figures interested in creating workable rehabilitation programs that return and sustain people with disabilities into the mainstream of their communities. Specifically, the papers address: (1) strategies for creating programs to achieve meaningful employment outcomes; (2) effectiveness of the public vocational rehabilitation programs; and (3) strategies for devising and incorporating the wishes, needs, and desires of people with disabilities into the design of rehabilitation alternatives. The book is organized into three sections. The first section, "Perspectives on How To Improve Employment Outcomes," provides slightly edited copies of presentations made to the National Employment Conference in July 1996. The second section, "Program Oriented Research," presents a series of research papers on programs that are effective or on how to make programs effective in achieving important rehabilitation outcomes. The third section, "Rehabilitation Populations Oriented Research," presents a comparable series of papers that looks at how to increase employment outcomes from the point of view of selected populations, including persons with psychiatric disabilities, mental illness, and persons who are blind or visually impaired. (Most papers contain references.) (CR)

Metzel, D. S., Foley, S. M., & Butterworth, J. (2005). State-level interagency agreements for supported employment of people with disabilities. *Journal of Disability Policy Studies, 16*(2), 102-115.

Moll, S., Huff, J., & Detwiler, L. (2003). Supported employment: evidence for a best practice model in psychosocial rehabilitation. *Can J Occup Ther, 70*(5), 298-310.

**BACKGROUND:** Traditional approaches to vocational rehabilitation in mental health settings have had only limited effectiveness in enabling clients to meet their employment goals. Within the last decade the individual Placement and Support Model (IPS) has emerged as an alternate, evidence-based approach to providing vocational services with individuals who have severe and persistent mental illness. **METHOD AND SCOPE:** This review of the literature critically examines research regarding the IPS model of supported employment then discusses implications of this research for occupational therapists. **PRACTICE IMPLICATIONS:** In order to enable clients to achieve their competitive employment goals, it is imperative that occupational therapists incorporate best practice models of supported employment. IPS is one model that appears to hold significant promise for occupational therapists and their clients.

Murphy, S., & et al. (1993). *Developing Natural Supports in the Workplace: A Manual for Practitioners*.

The Pioneer-Syracuse University Project was designed to help people with severe disabilities find community jobs and become integral participants in their work places, using on-site and off-site resources and supports from job personnel and other community members. Specifically, project staff who had directly trained and supported people with disabilities began instead to find and develop the natural sources of training and support that exist within and around individuals and work places. This manual presents ideas, strategies, and experiences about this modified approach to supported employment which uses natural supports in the work place. The manual covers: (1) natural support characteristics in the chapter titled "Introduction and Definitions"; (2) getting to know the person and his/her support network as well as developing job leads and contacting employers in "Finding Jobs Using a Natural Supports Framework"; (3) "Job Creation, Job

Modification, and Individual Adaptations"; (4) "On-Site Training and Natural Support Strategies"; and (5) "Ongoing Supports" such as participant evaluations, ancillary supports, and work incentive programs. The manual concludes that supported employees must be involved to the maximum extent possible in all aspects of support planning and provision, that the role of the employment consultant (formerly titled the job coach or job specialist) be clearly understood by all involved parties; and that a good job match does not necessarily produce good natural supports. Appendixes provide a checklist for evaluating natural work place supports and an example of a plan for achieving self-support. (JDD)

Murphy, S. T., & Rogan, P. M. (1994). Natural workplace supports quality checklist. In S. T. Murphy & P. M. Rogan (Eds.), *Developing natural supports in the workplace: A practitioner's guide* (pp. 99-104). St. Augustine, FL: TRN Publications.

Nathanson, J. H. E. (1994). Independent Living. *OSERS*, 6(2).

This issue of "OSERS" addresses the subject of independent living of individuals with disabilities. The issue includes a message from Judith E. Heumann, the Assistant Secretary of the Office of Special Education and Rehabilitative Services (OSERS), and 10 papers. Papers have the following titles and authors: "Changes in the Rehabilitation Act of 1973 and Federal Regulations" (John Nelson); "Title VII: A Major Step Forward" (Robert E. Michaels); "Perspectives on Personal Assistance Services" (Bob Kafka); "Consumer-Driven Supported Employment: Consolidating Services for People with Significant Disabilities" (John D. Westbrook); "The Effects of Insurance Benefits Coverage: Does It Affect Persons with Spinal Cord Injury?" (Denise Tate and Julie Daugherty); "Learning from the Experts: Best Practices in Rural Independent Living" (R. Mark Mathews); "Improving Management Effectiveness in Independent Living Centers through Research and Training" (Quentin Smith and others); "Independent Living: Driven by Principles of Democracy" (Duane French); "How Parent Networks Are Working with Independent Living Centers" (Martha Ziegler); and "Independent Living and Personal Assistance Services: The Research, Training, and Technical Assistance Programs at the World Institute on Disability" (Jae Kennedy and others). (References accompany most papers.) (JDD)

National Alliance for Secondary Education and Transition. (2005). *National standards and quality indicators: Transition toolkit for systems improvements*. Minneapolis, MN: University of Minnesota, National Center for Secondary Education and Transition.

This toolkit contains 1) high quality and effective transition standards and indicators for all youth, 2) supporting evidence and research, 3) a self-assessment tool, 4) a priority setting tool, and 4) a two-part action plan. This living document, which will be updated regularly, can guide state and local administrators and practitioners in planning and implementing transition systems. Standards and indicators are provided in the areas of schooling, career preparatory experiences, youth development and leadership, family involvement, and connecting activities.

National Association of Rehabilitation Facilities (U.S.). (1997). *Supported employment resource guide*. Washington, DC?: National Association of Rehabilitation Facilities.

O'Bryan, A., & Joseph Rowntree Foundation. (2000). *A framework for supported employment*. York: York Publishing Services.

Ohio Rehabilitation Services Commission. (1997). *Transition guidelines & best practices: a bridge from school to-- employment, community participation, independence*. Columbus, OH: Ohio Rehabilitation Services Commission Office of Public Information.

Ordover, E. L., Annexstein, L. T., Center for Law and Education (U.S.), National Transition Network (U.S.), & University of Minnesota. College of Education & Human Development. (1999). *Ensuring access, equity, and quality for students with disabilities in school-to-work systems: a guide to federal law and policies*. Minneapolis, MN: College of Education & Human Development University of Minnesota.

Parent, W. S. (1998). *Employee satisfaction in supported employment services: administration manual* (1st ed.). St. Augustine, Fla.: Training Resource Network.

Pierangelo, R., & Crane, R. (1997). *Complete Guide to Special Education Transition Services: Ready-to-Use Help and Materials for Successful Transitions from School to Adulthood*.

This book is intended to provide a comprehensive guide to the transition of students from special education programs into adulthood. The 13 chapters address the following specific issues, with sample sub-topics indicated in parentheses: (1) fundamentals of transition services (self-determination, importance of keeping records); (2) transitional Individualized Education Plans (who determines what services are needed, adult service providers, and a transition planning timeline); (3) vocational education planning (assessments, rehabilitation services, supported employment, employment rights); (4) living arrangements (residential models, housing subsidies, respite care); (5) transportation concerns (travel training, paratransit systems); (6) recreational and leisure options (mastering leisure skill activities and leisure resources); (7) social skills (acquiring social skills, fostering relationships); (8) sexual issues (sexuality education, how particular disabilities affect sexuality); (9) communication and assistive technology (computer access, current technologies for specific impairments); (10) postsecondary educational options (financial aid, accommodations for specific disabilities, distance learning); (11) estate planning for parents (guardianship, the letter of intent, and wills); (12) insurance issues for parents (insurance policies, Medicare and Medicaid); and (13) financial concerns (Supplemental Security Income and Social Security Disability Insurance). Twelve appendices provide a comprehensive directory of additional resources. (DB)

Rabe, R. L. (1998). *Systems change in supported employment for the state of Ohio: Project MORE, maximizing opportunities and resources for employment*. Columbus, OH: Ohio Rehabilitation Services Commission.

Radtke, J. E. (1998). *Achieving Successful Employment Outcomes with the Use of Assistive Technology*. Report from the Study Group, Institute on Rehabilitation Issues (24th, Washington, DC, May 1998).

Developed as a result of an institute on rehabilitation issues, this document is a guide to assistive technology as it affects successful competitive employment outcomes for people with disabilities. Chapter 1 offers basic information on assistive technology including basic assumptions, service provider approaches, options for technology provision, and costs and benefits. Chapter 2 focuses on the pivotal role of the consumer, stressing the importance of attitude, the awareness process, and approach. Chapter 3 considers the assistive technology team including the counselor, consumer, rehabilitation technologist, employer, and others. The following chapter examines administrative challenges with emphasis on the importance of listening and then taking necessary actions. Chapter 5 is on application of assistive technology for the consumer and covers

technology applications in the vocational rehabilitation process and employment, home-based employment, and marketplace issues. Chapter 6 considers some innovative approaches to assistive technology such as equipment loan banks, used equipment exchanges, and telecommunication device distribution programs. Chapter 7 addresses the legislative foundation of assistive technology including 18 specific laws or regulations such as the Rehabilitation Amendments of 1998. Chapter 8 lists additional information resources including Internet resources, related projects, and rehabilitation engineering research centers. (Contains 32 references.) (DB)

Razzano, L. A., & Cook, J. A. (2005). Evidence-Based Practices in Supported Employment. In C. E. Stout & R. A. Hayes (Eds.), *The evidence-based practice: Methods, models, and tools for mental health professionals*. (pp. 10-30): John Wiley & Sons, Inc, Hoboken, NJ, US.

(From the chapter) The existing literature on people with psychiatric disabilities provides support for a series of research-based principles related to vocational rehabilitation services. Although several of these principles have been demonstrated in the multidisability vocational rehabilitation field, others have emerged from specific efforts designed to address the unique employment needs of people with psychiatric disabilities. To provide an overall understanding of the evidence-based best practices in vocational rehabilitation among psychiatric populations, these principles are reviewed and relevant supporting research is discussed. However, as others have provided comprehensive reviews of this research (e.g., Bond, Drake, Mueser, & Becker, 1997; Lehman, 1995), this section presents an overview of the critical issues related to these studies and their findings, as well as their role in supported employment services within the larger context of vocational rehabilitation. Further, methods of assessment for outcomes efficacy, provider competency and training in vocational rehabilitation are also discussed and success stories and a case example of successful vocational rehabilitation are provided. (PsycINFO Database Record (c) 2005 APA)

Razzano, L. A., Cook, J. A., Burke-Miller, J. K., Mueser, K. T., Pickett-Schenk, S. A., Grey, D. D., et al. (2005). Clinical factors associated with employment among people with severe mental illness: findings from the employment intervention demonstration program. *J Nerv Ment Dis*, 193(11), 705-713.

Research has shown that supported employment programs are effective in helping psychiatric outpatients achieve vocational outcomes, yet not all program participants are able to realize their employment goals. This study used 24 months of longitudinal data from a multisite study of supported employment interventions to examine the relationship of patient clinical factors to employment outcomes. Multivariate random regression analysis indicated that, even when controlling for an extensive series of demographic, study condition (experimental versus control), and work history covariates, clinical factors were associated with individuals' ability to achieve competitive jobs and to work 40 or more hours per month. Poor self-rated functioning, negative psychiatric symptoms, and recent hospitalizations were most consistently associated with failure to achieve these employment outcomes. These findings suggest ways that providers can tailor supported employment programs to achieve success with a diverse array of clinical subpopulations.

Richards, C. (2005). Toward universal access in the workforce development system.

Riemer-Reiss, M. L. (1999). *Assisting People with Mental Illnesses in the Pursuit of Employment*.

This paper reviews the literature concerned with vocational placement and rehabilitation for individuals with severe mental disorders (SMD), and offers recommendations for rehabilitation counselors. It notes that about 85 percent of this population is unemployed, and the rate of job placement for people with SMD is about half that of other people with disabilities. The paper identifies barriers to job placement and rehabilitation counseling including societal discrimination, lack of marketable skills, and negative social skills. Strategies to combat these barriers are described, such as vocational counseling, disclosure counseling, marketing, self-advocacy promotion, skills training, and supported employment. Additionally, the use of reasonable accommodations for individuals with SMD are suggested, such as substitute workers, shortened work schedules, and shared jobs. A supported employment design is proposed which uses an integrated service approach combining both vocational and mental health services to address such on-the-job problems as forming and maintaining relationships, giving and receiving feedback, responding to social cues, and integrating work maintenance skills. (Contains 29 references.) (DB)

Rogan, P., Banks, B., & Howard, M. (2000). Workplace Supports in Practice: As Little as Possible, as Much as Necessary. *Focus on Autism and Other Developmental Disabilities, 15*(1), 2-11.

This study investigated the ways in which workplace supports are conceptualized and implemented by four organizations that provide supported employment services. Findings indicate that each agency was driven by strong leadership and a cohesive vision and values with a history of innovation and change. Natural workplace supports were promoted in each organization. Interview protocols are appended. (Contains references.) (Author/DB)

Rogan, P. M., Novak, J., Mank, D., & Martin, R. (2002). From values to practice: State level implementation of supported employment. *Journal of Vocational Rehabilitation, 17*(1), 2002.

To what extent have states implemented supported employment in a manner consistent with the Rehabilitation Act? Why is there such a variation across states in supported employment outcomes? Why have some states developed progressive systems of supported employment, while others maintain more restrictive policies and practices? This article highlights the values and principles embodied in the Rehabilitation Act and explores the extent to which state supported employment policies and practices reflect the spirit of the law. Examples of state policies and practices that exemplify the key values of the Rehabilitation Act are discussed, and challenges and choices faced by states are presented in the context of systems change.

Salyers, M. P., Becker, D. R., Drake, R. E., Torrey, W. C., & Wyzik, P. F. (2004). A ten-year follow-up of a supported employment program. *Psychiatr Serv, 55*(3), 302-308.

**OBJECTIVE:** Supported employment has steadily increased in prominence as an evidence-based mental health practice, and research shows that the service significantly improves employment outcomes over one to two years. The objective of this study was to examine the outcomes of supported employment ten years after an initial demonstration project. **METHODS:** The study group consisted of 36 clients who had participated in a supported employment program at one of two mental health centers in 1990 or 1992. Clients were interviewed ten years after program completion about their employment history, facilitators to their employment, and their perceptions of how working affected areas of their lives. **RESULTS:** Seventy-five percent of the participants worked beyond the initial study period, with 33 percent who worked at least five years during the ten-year period. Current and recent jobs tended to be competitive and long term; the average job tenure was 32 months. However, few clients made the transition to full-time employment with health benefits. Clients reported that employment led to substantial benefits in



diverse areas, such as improvements in self-esteem, hope, relationships, and control of substance abuse. CONCLUSIONS: On the basis of this small sample, supported employment seems to be more effective over the long term, with benefits lasting beyond the first one to two years.

Sitzman, K. (2005). Supporting visually impaired adults in the workplace. *Aaohn J*, 53(7), 328.

Skarlinski, R. W. (2000). *Supported employment occupations guide*. Rock Hill, SC: Basic Educational Materials.

Sowers, J.-A., McLean, D., & Owens, C. (2002). Self-directed employment for people with developmental disabilities: Issues, characteristics, and illustrations. *Journal of Disability Policy Studies*, 13(2).

Storey, K. (2002). Strategies for increasing interactions in supported employment settings: An updated review. *Journal of Vocational Rehabilitation*, 17(4), 231-237.

Integration of workers with disabilities is a critical outcome of supported employment. But in practice it has been difficult to achieve. This paper reviews data-based research designed to increase the social interactions of workers with disabilities in supported employment settings. The literature is divided into four areas for review (social skills instruction, communication instruction, problem solving, and co-worker assistance). Specific interventions for increasing integration are analyzed and evaluated with suggestions for best practice for instructional procedures. Recommendations for future research are discussed

Targett, P. S., Wehman, P. H., McKinley, W. O., & Young, C. L. (2004). Successful work supports for persons with SCI: Focus on job retention. *Journal of Vocational Rehabilitation*, 21(1), 19-26.

This paper review barriers to work for individuals with SCI and how these can be overcome using a Supported Employment approach. Problems faced at work and six job retention strategies are described.

Tenpas, S. (2003). *Job coaching strategies: A handbook for supported employment*. Verona, WI: Attainment Company, Inc.

U.S. Department of Education. (2000). *Advocacy and supported employment for people with disabilities: A guide and workbook for individuals with disabilities and service providers*. Richmond, VA: Virginia Commonwealth University, Rehabilitation Research and Training Center on Workplace Supports, U.S. Department of Education, Office of Educational Research and Improvement, Educational Resources Information Center.

Wehman, P. (1990). School-to-Work: Elements of Successful Programs. *Teaching Exceptional Children*, 23(1), 40-43.

Critical elements and best practices in school-to-work transition programs for disabled youth are identified. Noted are local factors, individual student choice, shared resources, vocational rehabilitation counselors in the schools, and school-business linkages. Best practices include individualized transition planning, community-based instruction, integrated schools/classes, family involvement, and job placement. (DB)

Wehman, P., & Revell, W. G. (1996). Supported Employment from 1986 to 1993: A National Program that Works. *Focus on Autism and Other Developmental Disabilities*, 11(4), 235.

Summarizes the major achievements of the supported employment initiative for individuals with mental retardation and other significant disabilities from 1986 through 1993. Focus is on the number of program participants, consumer characteristics, reduced dependence on Social Security income maintenance, participant earnings, and program expenditures. (DB)

Wehman, P., & Targett, P. (2002). Supported Employment: The Challenges of New Staff Recruitment, Selection and Retention. *Education and Training in Mental Retardation and Developmental Disabilities*, 37(4), 434-446.

This article discusses the role of supported employment specialists, professionals who help identify, coordinate, and/or provide individualize employment and related services to person with the most significant disabilities. Recruitment of employment specialists, hiring considerations, and selection criteria are discussed. Sample interview questions are provided, along with sample exit interview questions. (Contains references.) (CR)

West, M. D., Wehman, P. B., & Wehman, P. (2005). Competitive employment outcomes for persons with intellectual and developmental disabilities: The national impact of the Best Buddies Jobs Program. *Journal of Vocational Rehabilitation*, 23(1), 51-63.

This paper describes two programs designed to enhance social and employment opportunities for individuals with mental retardation, Best Buddies Jobs and Best Buddies College. A case study is included that demonstrates the growth and value of the relationships developed for a Best Buddies College participant and his college "buddy". In addition, competitive employment outcomes are reported for two Best Buddies Jobs projects in Miami and Los Angeles. Implications for the field are presented.

## Conversion from Sheltered Workshops

Albin, J. M., & et al. (1994). Realigning Organizational Culture, Resources, and Community Roles: Changeover to Community Employment. *Journal of the Association for Persons with Severe Handicaps (JASH)*, 19(2), 105-115.

A telephone survey was conducted of eight rehabilitation organizations pursuing changeover from facility-based to community-integrated services (i.e., supported employment). This paper provides information on the experience of these organizations related to their reinvestment and agency changeover to supported employment and offers recommendations. (Author/DB)

Attanasio, M. E. (2003). The relationship between locus of control, residential setting, and employment status within a sample of adults with mental retardation. *Dissertation Abstracts International: Section B: The Sciences and Engineering*, 64(6-B), 2904.

As individuals with mental retardation transition from the school setting to vocational and residential services, one of the primary referrals made by special educators and school psychologists is to developmental disability programs. Since the 1990's the guiding philosophy of these programs has been consumer empowerment, which attempts to promote self-determination and self-efficacy in individuals with disabilities. While the consumer empowerment philosophy creates a shift in locus of control from the program staff to the consumers, there has been little study of locus of control within populations with mental retardation. Previous research has suggested that individuals with mental retardation exhibit a more external locus of control than do peers without disabilities, but few studies have looked at factors that are associated with greater internal locus of control within this population. Of the studies that have examined correlates of internal control within normal populations, paid employment, independent living, increased intelligence, and male gender have been found to be associated with greater internal locus of control. The purpose of this study was to determine if these factors are also correlated with greater internal locus of control within a sample of individuals with mental retardation. The participants in this study were 77 individuals with diagnoses of mental retardation who received services from a non-profit agency for the developmentally disabled in Staten Island. All subjects participated in vocational activities, received residential services, were over 18 years of age, and were within the mild to moderate range of mental retardation. Locus of control was assessed via the Adult Version of the Nowicki-Strickland Internal-External Scale (ANS-IE), and case records were reviewed to determine cognitive level, demographic information, and relevant employment and residential information. The results of the study reveal that individuals with mental retardation who were engaged in supported employment were significantly more internal than those in workshop settings. Significant differences in locus of control were not found between individuals in supported apartments and those in group homes, but a trend was found in the predicted direction. Individuals who were residing in supported housing and engaged in supported employment did not exhibit greater internal locus of control than those who were functioning in more supportive settings, as the predicted interaction effect was not significant. The results also reveal that a significant difference in locus of control did not exist between individuals with mild and moderate mental retardation. Finally, this study also found that gender difference in locus of control did not exist within the sample. The results of this study have implications for school psychology and the agencies serving individuals with mental retardation. Given the association between paid employment and internal locus of control, service agencies may do well to increase efforts to integrate individuals with mental retardation into the general workforce, while providing counseling that specifically aims at promoting self-determination, self-efficacy, and internal locus of control. For the school psychologist, this study suggests that an understanding of both disabled students' perceptions of control and service agencies' ability to foster control and choice are important considerations during the transitioning process. In addition, as studies suggest that internal locus of control is associated with more adaptive adult

outcomes, school-based intervention strategies that foster internal control may have important long-term implications for students. (PsycINFO Database Record (c) 2005 APA)

Becker, D. R., Bond, G. R., McCarthy, D., Thompson, D., Xie, H., McHugo, G. J., et al. (2001). Converting day treatment centers to supported employment programs in Rhode Island. *Psychiatr Serv, 52*(3), 351-357.

>OBJECTIVE: The purpose of the study was to compare vocational and nonvocational outcomes of clients of two community mental health centers that underwent conversion from day treatment programs to supported employment programs with outcomes of clients of a center that delayed conversion until after the study was completed. METHODS: As part of a statewide effort in Rhode Island to convert day treatment programs to supported employment programs, the authors assessed 127 day treatment clients with severe mental illness in three community mental health centers. Two of the centers converted to supported employment, and one continued its rehabilitative day program. Participants were assessed prospectively for 30 to 36 months, with special attention to vocational and social outcomes. RESULTS: Former day treatment clients in the converted centers attained higher rates of competitive employment than those in the comparison group (44.2 percent and 56.7 percent versus 19.5 percent). Other employment outcomes also improved, and hospitalization rates and overall social functioning were unchanged. CONCLUSIONS: This study supports findings of previous studies suggesting that replacing rehabilitative day treatment programs with supported employment programs yields improvements in employment outcomes without adverse effects.

Block, L. (1993). Saying goodbye to an old friend: The closure of a sheltered workshop. *Canadian Journal of Rehabilitation, 7*(2), 111-118.

Bond, G. R., Resnick, S. G., Drake, R. E., Xie, H., McHugo, G. J., & Bebout, R. R. (2001). Does competitive employment improve nonvocational outcomes for people with severe mental illness? *Journal of Consulting and Clinical Psychology, 69*(3), 489-501.

The authors examined the cumulative effects of work on symptoms, quality of life, and self-esteem for 149 unemployed clients with severe mental illness receiving vocational rehabilitation. Nonvocational measures were assessed at 6-month intervals throughout the 18-month study period, and vocational activity was tracked continuously. On the basis of their predominant work activity over the study period, participants were classified into 4 groups: competitive work, sheltered work, minimal work, and no work. The groups did not differ at baseline on any of the nonvocational measures. Using mixed effects regression analysis to examine rates of change over time, the authors found that the competitive work group showed higher rates of improvement in symptoms; in satisfaction with vocational services, leisure, and finances; and in self-esteem than did participants in a combined minimal work-no work group. The sheltered work group showed no such advantage. (PsycINFO Database Record (c) 2005 APA)

Brackhane, R. (1996). [Mentally handicapped and learning disordered co-workers in the occupational environment]. *Rehabilitation (Stuttg), 35*(1), 38-43.

Attention is drawn to the specific issues faced--in contrast to other disability groups--in the vocational rehabilitation of persons with mental retardation and learning disorders. Current practice serves as a background for pointing out specific desiderations and outlining possible solutions. In particular posited is the need for a more tangible definition of modularized occupational qualifications as well as upgrading and refinement of flexible, community-based supports to be made available at the special/general labour market interface.

Brooks-Lane, N., Hutcheson, S., & Revell, G. (2005). Supporting consumer directed employment outcomes. *Journal of Vocational Rehabilitation. Special Issue: Funding consumer directed employment outcomes*, 23(2), 123-134.

Nationally, participation in sheltered/segregated programs continues to exceed participation in community-integrated employment for many individuals with significant disabilities. However, a number of community rehabilitation programs have evolved from providing services and supports that maintain individuals in segregated settings to a primary, at times singular focus on providing supports to individuals in community-integrated, inclusive employment settings. This paper briefly reviews the factors influencing this evolutionary process for community rehabilitation programs. It provides detailed examples of the organizational change process with two specific community rehabilitation programs, the Cobb and Douglas Counties Community Services Boards in Georgia and HPS, Helping People Succeed, Inc. in Florida. The core mission of both programs is to support consumer directed employment outcomes. The organizational change descriptions are accompanied by stories about individuals who are now working in inclusive employment opportunities after receiving supports through these programs. (PsycINFO Database Record (c) 2006 APA) (journal abstract)

Butterworth, J., Fesko, S. L., & Ma, V. (2000). Because it was the right thing to do: Changeover from facility-based services to community employment. *Journal of Vocational Rehabilitation*, 14(1), 23-35.

This manuscript presents findings from a qualitative study of six community rehabilitation providers that successfully closed a facility-based program. Potential organizations were selected using a national nominations process and results from a 1991 national survey of community rehabilitation providers. Following a screening process, participating organizations were selected to provide diversity in location and size. Primary data collection took place during a two-day site visit with each program. The six organizations that participated in this study established an explicit goal to redirect resources from facility-based services to community employment, and each succeeded in closing a sheltered workshop or other facility-based program. Catalysts for the change were almost exclusively internal to the organization. The change in each organization was based on a change in organizational values and goals, but was often supported by other factors including financial concerns or other pressures. While leadership and the approach used to implement the change process varied, there was striking consistency across seven themes or characteristics of the organization that suggest organizational and systems strategies for approaching change. These themes included an openness to risk taking, shared values that drive service delivery, an ongoing process of self evaluation, linkages to external resources, a holistic focus on consumer needs, direct staff roles in organizational goals and decision-making, and an emphasis on continuous improvement. Strategies for state systems, community rehabilitation providers, and advocates are reviewed.

Butterworth, J. E., & Fesko, S. E. (1998). *Conversion to Integrated Employment: Case Studies of Organizational Change*. Volume 1.

This report presents three case studies that are part of a larger study of six organizations which have closed a sheltered workshop or a nonwork, segregated program and replaced them with integrated employment or other integrated, community-based activities for individuals with disabilities. The three organizations reported on are Bonney Enterprises in Corvallis, Oregon; United Cerebral Palsy Association of the Capitol Area in Austin, Texas; and Independence Association in Brunswick, Maine. To assist other organizations interested in pursuing a similar

goal, the study examined the process of organizational change and the internal and external factors that influence it. Site visits were conducted over a period of two days with each organization, during which key players in the conversion process and representatives of the major constituencies affected by the change were interviewed. The case studies indicate that the decision to close a facility-based program required courage and a willingness to take concrete and often risky steps toward these goals. Some of the themes emerging from these successful organizations have been a value base that prioritizes community employment, a willingness to take risks, and the evidence of clear substantial decision points in the conversion process. (CR)

Callahan, M. J., & Garner, J. B. (1997). *Keys to the workplace: skills and supports for people with disabilities*. Baltimore, Md.: Paul H. Brookes Pub.

Cimera, R. E. (1998). Are individuals with severe mental retardation and multiple disabilities cost-efficient to serve via supported employment programs? *Mental Retardation*, 36(4), 280-292.

The relations between cost-efficiency (from the perspective of worker, taxpayer, and society) and personal characteristics of supported employees (i.e., IQ, level of mental retardation, multiple disabilities, gender, ethnicity, and age) were examined. Results suggest that when sheltered workshops were used as alternative placements, supported employees with high IQs benefited more from employment within the community than did supported employees with lower IQs. From society's perspective, African American and male supported employees were more cost-efficient than were European American and female supported employees. Further, regardless of the severity or number of disabilities, all individuals were cost-efficient from each perspective (i.e., worker, taxpayer, and society) and time period (i.e., 1990, 1994, and projected lifelong).

Cimera, R. E., & Rusch, F. R. (1999). The cost-efficacy of supported employment programs: A review of the literature. In L. M. Glidden (Ed.), *International review of research in mental retardation*, Vol. 22. (pp. 175-225): Academic Press, San Diego, CA, US.

(From the preface) Most adults with mental retardation have skills that help them seek and obtain employment. This employment, although sometimes competitive, often must be supported in a variety of ways. This support can be justified from a humanitarian point of view, but in this chapter the authors present an economic analysis. They examine the cost-efficiency of supported employment programs through an extensive review of the literature, comparing supported employment with sheltered workshops. They explore the issue from 3 different perspectives: the worker, the taxpayer, and the society. They conclude that, in general, from an economic perspective, supported employment is a better investment than are sheltered workshops. (PsycINFO Database Record (c) 2005 APA)

Coker, C. C., & et al. (1995). A Comparison of Job Satisfaction and Economic Benefits of Four Different Employment Models for Persons with Disabilities.

This study compared four different extended employment models for people with disabilities using a procedure to control for disability characteristics. The study compared sheltered employment, enclaves, affirmative industry, and supported employment involving a job coach. Four samples of workers (total N=160) were matched on age, gender, measured intelligence, primary disability, secondary disability, and performance on a Functional Assessment Inventory. Wage and benefits information as well as fees for supportive services were obtained and each worker was interviewed using an instrument designed to assess job satisfaction, socialization and integration, etc. Findings indicated: (1) the sheltered employment model scored lowest on most measures except annual number of days worked and job variety; (2) the enclave model's major

negative factor was low number of days worked per year; (3) the affirmative industry model was very stable but downtime and job awareness of workers were deficits; and (4) the job coach model, the only individual model, paid the highest hourly wages and had the highest productivity but dependence on the job coach and a short work day were deficits. The importance of consumer choice in model selection is stressed. Tables and text present the data and conclusions in substantial detail. Appendices include the data collection forms and item analysis of job awareness and satisfaction questions. (Contains 50 references.) (DB)

Coombe, E. (1993). Sheltered Workshops and Transition: Old Bottles, New Wine?

This paper provides a historical overview of sheltered workshops and presents information about service innovations and mission expansion. The first workshop in the United States was the Perkins Institute, opened in 1837 for individuals with visual handicaps. This workshop was typical of "categorical" workshops that were established during this time to serve people with particular disabilities. Many workshops were private non-profit organizations, and almost no workshops were fully funded by public or private sources. Rural community sheltered workshops that have operated for over 20 years have changed and are now more likely to resemble a small business than a rehabilitation facility. Many facilities are involved in service contracts related to collating, mailing, packaging, labeling, and maid/janitorial services. Many employees or clients of today's workshops transitioned from school without the benefits of a free and appropriate education (mandated under PL-94-142, the Individuals with Disabilities Education Act) and program options such as vocational education. One southeastern rural state has developed well managed and innovative community sheltered workshops. This state has 29 workshops that serve over 2,000 individuals. The shops recently reported \$5.25 million in annual sales of goods and services and placed 8 percent of their employees or clients in competitive employment. Only 13 percent of their budgets come from state dollars, leaving 87 percent to be raised by contracts, sales, and services. This paper suggests that rural community or regional workshops should be evaluated in three major areas: the workshop as a business, service to potential employers, and service to employees and clients. (LP)

Crowther, R. E., Marshall, M., Bond, G. R., & Huxley, P. (2001). Helping people with severe mental illness to obtain work: systematic review. *Bmj*, 322(7280), 204-208.

Objective: To determine the most effective way of helping people with severe mental illness to obtain competitive employment—that is, a job paid at the market rate, and for which anyone can apply. Design: Systematic review. Participants: Eligible studies were randomised controlled trials comparing prevocational training or supported employment (for people with severe mental illness) with each other or with standard community care. Outcome measures: The primary outcome was number of subjects in competitive employment. Secondary outcomes were other employment outcomes, clinical outcomes, and costs. Results: Eleven trials met the inclusion criteria. Five (1204 subjects) compared prevocational training with standard community care, one (256 subjects) compared supported employment with standard community care, and five (484 subjects) compared supported employment with prevocational training. Subjects in supported employment were more likely to be in competitive employment than those who received prevocational training at 4, 6, 9, 12, 15, and 18 months (for example, 34% v 12% at 12 months; number needed to treat 4.45, 95% confidence interval 3.37 to 6.59). This effect was still present, although at a reduced level, after a sensitivity analysis that retained only the highest quality trials (31% v 12%; 5.3, 3.6 to 10.4). People in supported employment earned more and worked more hours per month than those who had had prevocational training. Conclusion: Supported employment is more effective than prevocational training at helping people with severe mental illness obtain competitive employment.



DiLeo, D., & Langton, D. (1996). *Facing the future: best practices in supported employment* (1st ed.). St. Augustine, Fla.: Training Resource Network.

Drake, R. E., Becker, D. R., Biesanz, J. C., Torrey, W. C., McHugo, G. J., & Wyzik, P. F. (1994). Rehabilitative day treatment vs. supported employment: I. Vocational outcomes. *Community Ment Health J*, 30(5), 519-532.

Day treatment remains a core component in many community mental health programs for persons with severe mental disorders throughout the United States. Many other mental health centers are moving away from day treatment toward psychosocial and vocational rehabilitation programs. Empirical research directly comparing these two systems of organizing outpatient services is needed. In this study the authors compared a rehabilitative day treatment program in one small city with a similar program in a nearby city that changed from day treatment to a supported employment model. Clients who were enrolled in community support services during a baseline year prior to the change and during a follow-up year after the change (71 in the program that changed and 112 in the other) were evaluated during both intervals. In the program that changed, competitive employment improved from 25.4% to 39.4% for all clients, and from 33.3% to 55.6% for those clients who had been regular attenders of day treatment during the baseline. Hours worked and wages earned similarly improved after the program change. For all work variables, clients who had not worked during the baseline year accounted for the improvements in outcome. Meanwhile, employment remained stable in the day treatment program. No negative outcomes were detected. These results indicate that eliminating day treatment and replacing it with a supported employment program can improve integration into competitive jobs in the community.

Drake, R. E., Becker, D. R., Biesanz, J. C., Wyzik, P. F., & Torrey, W. C. (1996). Day treatment versus supported employment for persons with severe mental illness: a replication study. *Psychiatr Serv*, 47(10), 1125-1127.

Outcomes for 112 clients with severe mental disorders in a community mental health center that converted its rehabilitative day treatment program to a supported employment program were assessed during the year after the program conversion. The study replicated a previous study in showing that the rate of competitive employment improved, especially among clients who had formerly attended the day treatment program, without evidence of adverse effects.

Drake, R. E., McHugo, G. J., Bebout, R. R., Becker, D. R., Harris, M., Bond, G. R., et al. (1999). A randomized clinical trial of supported employment for inner-city patients with severe mental disorders. *Arch Gen Psychiatry*, 56(7), 627-633.

**BACKGROUND:** This experiment evaluated the effectiveness of 2 approaches to vocational services for persons with severe mental disorders: (1) individual placement and support (IPS), in which employment specialists within the mental health center help patients to obtain competitive jobs and provide ongoing support, and (2) enhanced vocational rehabilitation (EVR), in which stepwise vocational services are delivered by rehabilitation agencies. **METHODS:** One hundred fifty-two unemployed, inner-city patients with severe mental disorders who expressed interest in competitive employment were randomly assigned to IPS or EVR and followed up for 18 months. Following diagnostic assessment, participants were assessed with standardized measures of work, income, self-esteem, quality of life, symptoms, and hospitalization at baseline and at 6-, 12-, and 18-month follow-up evaluations. Employment was tracked monthly and job satisfaction every 2 months. **RESULTS:** During the 18-month study, participants in the IPS program were more likely

to become competitively employed (60.8% vs. 9.2%) and to work at least 20 hours per week in a competitive job (45.9% vs. 5.3%), whereas EVR participants had a higher rate of participation in sheltered employment (71.1% vs. 10.8%). Total earnings, job satisfaction, and nonvocational outcomes were similarly improved for both groups. CONCLUSION: The IPS model of supported employment is more effective than standard, stepwise EVR approaches for achieving competitive employment, even for inner-city patients with poor work histories and multiple problems.

Eggleton, I., Robertson, S., Ryan, J., & Kober, R. (1999). The impact of employment on the quality of life of people with an intellectual disability. *Journal of Vocational Rehabilitation, 13*(2), 95-107.

This article reports the results of an evaluation of the impact on employment on the quality of life reported by a sample of people with an intellectual disability drawn from the register of Edge Employment Solutions incorporated, a large Australian competitive employment agency. Specifically, the article compares the quality of life of a group of 25 individuals placed in open employment through the agency (some of who previously attended a sheltered workshop) with that of a matched sample of individuals seeking employment through the agency (all of whom were unemployed, but some of whom attended a sheltered workshop, while the others remained at home.) The survey instrument was the Quality of Life Questionnaire (R. L. Schalock et al, 1990). The results indicate that employed individuals report a statistically significantly higher quality of life than their unemployed counterparts. Among the employed group, no statistically significant difference in quality of life was reported by those who previously had attended a sheltered workshop and those who previously had remained at home. Among the unemployed group, no statistically significant difference in the quality of life reported by individuals attending a sheltered workshop and those remaining at home, was observed. (PsycINFO Database Record (c) 2005 APA)

Fesko, S. L., & Butterworth, J. (2001). Conversion to integrated employment: Case studies of organizational change. from <http://www.communityinclusion.org/publications/pdf/conversion3.pdf>

Case studies of organizations that closed a sheltered workshop or a nonwork, segregated program and replaced it with integrated employment or other integrated, community-based activities for individuals with disabilities. The monograph analyzes the process of organizational change and the internal and external factors that influence it, Volume 2 includes a summary chapter that identifies consistent themes and practices across the six organizations.

Gilmore, D. S., & Butterworth, J. (1996). Trends in Supported Employment: The Experiences of Ninety-Four Community Rehabilitation Providers between 1986 to 1991. *Research To Practice*.

This fact sheet summarizes data on integrated employment (supported and competitive) and facility-based employment activities (sheltered workshops) from two national surveys of community rehabilitation providers (CRPs). The 1986 survey used a random sample of 952 CRPs from all states, while the 1991 survey used a stratified sample of 643 CRPs from 20 states. Key findings included the following: (1) between 1986 and 1991 most providers incorporated supported employment into their array of service options; however, there was no change in the percent offering sheltered employment services; (2) there has been a substantial increase in the percent of people in supported employment services and a decrease in the percent of people in sheltered employment; and (3) despite strong growth in integrated employment, the number of people in sheltered employment also grew between 1986 and 1991. Results suggest that integrated options, especially supported employment, are being used as an "add-on" service with little effort to transition people away from sheltered employment. Findings support the need for

system change efforts, adequate funding of services, and policy initiatives that create incentives for CRPs to shift resources from facility-based to integrated services. (DB)

Gilmore, D. S., & Butterworth, J. (1997). Work Status Trends for People with Mental Retardation. *Research To Practice*.

This fact sheet summarizes evidence on the work status of successful rehabilitations/closures for people with mental retardation in light of the Rehabilitation Act Amendments of 1992, which strengthened the focus of state vocational rehabilitation (VR) programs on community employment outcomes. Data analyzed were drawn from the Rehabilitation Services Administration national data collection system, the RSA-911 database, which contains demographic and employment information on each individual whose case was closed by VR across the nation each year. In 1993, over 25,000 people with mental retardation made up 13.2 percent of all successful VR closures. Comparison of trend data indicated that there was a decrease in successful closures/rehabilitations from 1985 to 1993 and the distribution of successful closures in competitive (83 percent) and sheltered (3 percent) employment remained constant. Comparison of people with mental retardation with others served by VR from 1985 to 1993 indicated that people with MR had a higher rate of sheltered employment closures than all other people closed by VR; the percent of closures into competitive employment increased, especially for people with moderate (68 percent) to severe (50 percent) mental retardation; and, since 1991, more people with severe mental retardation were closed into competitive employment than sheltered employment. Recommendations for increased utilization of competitive employment outcomes are offered. (DB)

Gilmore, D. S., Schuster, J. L., Timmons, J. C., & Butterworth, J. (2000). An Analysis of Trends for People with MR, Cerebral Palsy, and Epilepsy Receiving Services from State VR Agencies: Ten Years of Progress. *Rehabilitation Counseling Bulletin*, 44(1), 30-38.

Presents the results of a secondary analysis of the RSA- 911 database from the Rehabilitation Services Administration. All successful vocational rehabilitation (VR) closures for individuals with mental retardation, cerebral palsy, and epilepsy for five data points between 1985 and 1995 were investigated. Trends in the use of competitive employment versus sheltered workshops and employment outcomes are examined. (Contains 27 references and 5 tables.) (GCP)

Gilson, S. F. (1998). Case management and supported employment: a good fit. *J Case Manag*, 7(1), 10-17.

Individuals with severe disabilities have often been denied the full range of vocational opportunities. Because of discrimination and oppression, and false beliefs regarding their skills, capacities, capabilities, and interests, individuals with disabilities have often been relegated to nonwork activities or sheltered work opportunities. Passage of legislation, such as the Developmental Disabilities Assistance and Bill of Rights Act of 1984 and Title VI, Part C of the Rehabilitation Act Amendments of 1986, in combination with systems change grants funded through Title III of the Rehabilitation Act, provided the basis for the initiation of a series of federal- and state-funded demonstration projects designed to provide opportunities and supports for individuals with severe or significant disabilities to work at competitive sites in the community. This model of vocational services, called supported employment, while initially conceived as a vocational program for individuals with mental retardation, has been modified to successfully provide services to individuals with mental illness, acquired brain injury, autism, cerebral palsy, physical disabilities, and other disabilities. A key to the success of these programs is the complementary working relationship between the case manager and the job coach. While

there may be some overlap in what each brings to the person with a disability, each professional plays distinctive and critical roles in the carrying out of supported employment.

Goodwin, A. M., & Kennedy, A. (2005). The psychosocial benefits of work for people with severe and enduring mental health problems. *Community, Work & Family*, 8(1), 23-35.

Perceptions of the value of work for people with severe and enduring mental health problems have changed frequently over the last two decades. With the new social inclusion agenda manifest in the Disability Discrimination Act and in the NHS modernization agenda, work is once again in vogue. There is a need for a way of evaluating work which draws on its potential contribution to psychological well-being as well as its provision of a valued social role and which is less susceptible to fluctuations in health and social policy. Jahoda's work on the psychosocial functions of work provides such a framework and this study sets out to explore its utility among workers who are severely disabled by mental health problems. Twelve of the psychosocial functions of work were rated by 50 people attending two sheltered work placements according to how important they were perceived to be and the extent to which the functions were fulfilled through their attendance. Satisfaction of the psychosocial functions through work was compared with their satisfaction through other aspects of the respondents' lives. All functions were perceived as important, but self-confidence/self-esteem was rated as more important than most of the others. Structure to the day, self-confidence and social contact were better satisfied through work than were decision making, practising old skills and having goals to aim for. In general, the results showed that the functions were fulfilled better by work than by other aspects of the respondents' lives. The study supports the notion that work is of value in the rehabilitation of people with severe and enduring mental health problems and offers a possible framework for the further exploration of this theme, both within mental health services and the community at large. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Gosling, V., & Cotterill, L. (2000). An employment project as a route to social inclusion for people with learning difficulties? *Disability & Society*, 15(7), 1001-1018.

Discusses the findings of an evaluation of a project in the North West of England for people with learning difficulties, which sought to create opportunities for paid and/or integrated employment. A combination of social research methods was used for the evaluation of the North West project, including 3 rounds of semi-structured interviews with all existing workshop staff and newly employed project staff, and 1 round of semi-structured interviews with a sample of 20 users attending the 4 workshops and a sample of carers (3 married couples and 2 lone carers) whose relatives attended the workshops. The findings suggest that the project's goal can be undermined by many factors such as the isolation of social care services from employers and the disinclination of service organisations to include users, carers and staff in the development of new service approaches. Social welfare policies also mitigate against this aim, by failing to enable providers to translate the rhetoric of social inclusion into a reality. The authors discuss some of the obstacles preventing people with learning difficulties from inclusion into mainstream employment, by considering their impact upon the achievements of the North West project. (PsycINFO Database Record (c) 2005 APA)

Griffin, D. K., & et al. (1996). A Comparison of Self-Esteem and Job Satisfaction of Adults with Mild Mental Retardation in Sheltered Workshops and Supported Employment. *Education and Training in Mental Retardation and Developmental Disabilities*, 31(2), 142-150.

Two hundred adults with mild mental retardation were assessed on overall job satisfaction and self-esteem. Subjects worked either in a sheltered workshop or a supported employment setting.

Subjects who worked in supported employment reported significantly higher levels of job satisfaction and self-esteem. Subjects living in semi-independent settings had the highest self-esteem. (Author/DB)

Hagner, D., McGahie, K., & Cloutier, H. (2001). A model career assistance process for individuals with severe disabilities. *Journal of Employment Counseling, 38*(4), 197-206.

This article describes a model process for providing career services to individuals with severe disabilities and presents the outcomes of a 3-year demonstration project. After completing a career workshop series based at a community college followed by job search support and ongoing follow-up with employers and employees, all 40 project participants (23 men and 17 women, aged 17-35+ yrs) achieved paid employment, with 74.4% employed midway through Year 3. Jobs represented a wide range of occupational areas, and most jobs paid over the minimum wage and included benefits. Implications for enhancing career services and outcomes for this population are discussed. (PsycINFO Database Record (c) 2005 APA)

Hoffmann, H. (1999). [Is vocational integration in the competitive labor market a realistic goal for the chronically mentally ill?]. *Psychiatr Prax, 26*(5), 211-217.

A wide range of sheltered jobs has been created in the second or special labour market with the aim of enabling the chronically mentally ill to participate in working life. However, having a job in the special labour market often precludes the chance of obtaining employment in the competitive labour market. To date, vocational integration programs enable only a small number of persons with psychiatric disabilities to attain reintegration into competitive employment. The predictors of successful vocational integration are subsequently discussed. A substantial increase in both sheltered and competitive jobs on the common labour market could be achieved for mentally ill and disabled people by adapting the "supported employment" model, as widely practised in the USA, to European labour market standards and appropriately funding its implementation. The utilisation of this model could serve to reduce the necessity of further expansion in the special labour market.

Holloway, J. B., & Sigafos, J. (1998). Quality of life for young adults with mental retardation in open versus sheltered employment. *European Journal on Mental disability, 5*, 13-25.

Hyde, M. (1998). Sheltered and supported employment in the 1990s: The experiences of disabled workers in the UK. *Disability & Society, 13*(2).

ABSTRACT Sheltered and supported employment are important areas of social policy provision for disabled people in the UK, but they have received little attention in the sociological literature on disability. This omission is addressed by developing a framework for understanding the state's employment policy for disabled people. It is argued that recent changes in sheltered and supported employment provision must be understood in the context of broader labour market restructuring. This argument is illustrated by an exploratory survey of workers in both programmes. The findings suggest that sheltered and supported employment tend to prioritise the needs of employers over those of disabled workers. In concluding, it is argued that an adequate approach to the employment needs of disabled people needs to go beyond micro-policy debates on the relative merits of existing employment programmes and, instead, engage at a broader level of societal change.

Inge, K. J. E. (1994). Conversion: The Time Is NOW! *RRTC*.

This topical newsletter focuses on ways to convert segregated day programs for people with disabilities into community integrated employment programs. Individual sections cover: common "conversion" myths and appropriate responses; a national status report on conversion; Florida's innovative use of the Medicaid waiver to fund conversion; a consumer's view on employment; a blueprint for conversion (a four-step process for organizations); and barriers to successful conversion (contrasting a "disability focus" with an "ability focus"). Two books, one addressing vocational programs for students with severe disabilities and the other, addressing employment opportunities for individuals with disabilities, are discussed. (DB)

Jordan de Urries, F. B., Verdugo, M. A., Jenaro, C., Crespo, M., & Caballo, C. (2005). Supported employment and job outcomes. Typicalness and other related variables. *Work, 25*(3), 221-229.

The purpose of this study is to improve supported employment programs analyzing the relationships between different variables involved in its development on job outcomes. One important variable is typicalness (understood as the degree to which the job of the person with a disability is similar in its different characteristics to that of co-workers without a disability). It also compares sheltered employment and supported employment in employment outcomes. The results showed more length of service in the job and salary for supported employment workers. As regards the developmental variables, time of external support, type of support, and adaptations are critical to get better outcomes. Finally, the need to finely balance the typicalness of the job and the characteristics of the worker involved is stressed.

Julius, E., Wolfson, H., & Yalon-Chamovitz, S. (2003). Equally unequal: Gender discrimination in the workplace among adults with mental retardation. *Work: Journal of Prevention, Assessment & Rehabilitation, 20*(3), 205-213.

Gender discrimination in the work place has been widely reported. Women are usually discriminated against in level of occupation and salary. This study explored the correlation between gender and employment among adults (aged 21-50 years) with mental retardation, specifically, whether gender discrimination in the work place is as prominent among people with mental retardation as in the general population. Level of occupation and salary earned were studied in 227 adults with mild and moderate mental retardation residing in institutions, hostels, and sheltered homes. The findings suggest a correlation between gender and employment similar to that in the general population. Women were found to be employed mainly in sheltered workshops and lower levels of occupation, and to earn significantly less than the men. However, closer examination of each work place revealed that within each level of occupation there were no significant gender differences in salary. The finding suggests that while women with mental retardation earn lower salaries than men, this is mainly the result of their lower level of occupation. Rehabilitation efforts should therefore be directed toward ensuring higher levels of occupation as well as community employment among women with mental retardation. (PsycINFO Database Record (c) 2005 APA)

Kiernan, W. E., Butterworth, J., & McGaughey, M. J. (1995). Movement from segregated to integrated services in the United States. *Mental Retardation, 33*(64).

State MR/DD agencies report a 38 percent increase in the percentage of people served in integrated employment from 1988 to 1990. In this period, the percentage served in integrated employment increased from 13 percent of the total to 18 percent. Statistics on percentages of segregated and integrated services by state for 1988 and 1990 are provided.

Kilsby, M., & Beyer, S. (1996). Engagement and interaction: a comparison between supported employment and day service provision. *J Intellect Disabil Res*, 40 (Pt 4), 348-357.

Work and non-work experiences of 16 adults with learning disabilities were compared. The results indicated that people spent significantly more of their time engaged in task-related activities during paid work than in non-work situations, where high levels of disengagement were observed. Interaction patterns varied considerably across conditions, people spending more of their time interacting with others in the non-work condition, possibly as a result of high levels of supervisory support from service staff. Differences were also observed in the direction of interaction, with clients more likely to initiate interactions in the non-work condition. A breakdown of who interactions occurred with revealed that clients tended to talk with supervisors more often than anyone else in the non-work condition. During work, clients tended to interact more often with their non-disabled co-workers, and a significant proportion of time was spent interacting with the public. The findings are discussed in relation to the relative success of the employment movement and suggestions for further research are made.

Kirby, N. (1997). Employment and mental retardation. In N. W. Bray (Ed.), *International review of research in mental retardation*, Vol. 20. (pp. 191-249): Academic Press, San Diego, CA, US.

(From the chapter) Reviews research on vocational habilitation and employment of those with mental retardation (MR) in the US. Issues discussed include the goals of vocational habilitation, the availability of work, work and quality of life, traditional employment options (sheltered, competitive), improving vocational habilitation outcomes (supported employment), improving transition from school to employment (secondary and tertiary education), assistance with transition from industry, legislation, research, assessment, and training. It is concluded that there is much to be done to achieve widespread use of employment alternatives and habilitation procedures, since the majority of those with MR remain underemployed in sheltered workshops or, particularly those with severe MR, with no employment. (PsycINFO Database Record (c) 2005 APA)

Kober, R., & Eggleton, I. R. C. (2005). The effect of different types of employment on quality of life. *Journal of Intellectual Disability Research*, 49(10), 756-760.

Background: Despite research that has investigated whether the financial benefits of open employment exceed the costs, there has been scant research as to the effect sheltered and open employment have upon the quality of life of participants. The importance of this research is threefold: it investigates outcomes explicitly in terms of quality of life; the sample size is comparatively large; and it uses an established and validated questionnaire. Method: One hundred and seventeen people with intellectual disability (ID) who were employed in either open or sheltered employment by disability employment agencies were interviewed. Quality of life was assessed using the Quality of Life Questionnaire. After making an initial assessment to see whether the outcomes achieved depended on type of employment, quality of life scores were analyzed controlling for participants' level of functional work ability (assessed via the Functional Assessment Inventory). Results: The results showed that participants placed in open employment reported statistically significant higher quality of life scores. When the sample was split based upon participants' functional work ability, the type of employment had no effect on the reported quality of life for participants with a low functional work ability. However, for those participants with a high functional work ability, those in open employment reported statistically significantly higher quality of life. Conclusions: The results of this study support the placement of people with ID with high functional work ability into open employment. However, a degree of caution needs

to be taken in interpreting the results presented given the disparity in income levels between the two types of employment. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Kregel, J. (1997). Perspective: Supported Employment. *Remedial and Special Education, 18*(4), 194-197.

Summarizes the present status of supported employment for people with disabilities, discusses major accomplishments of the initiative (such as positive results in benefit-cost analyses) and identifies challenges, including continuing high numbers of individuals in segregated programs, lack of supported employment services for individuals with significant support needs, and need for strategies to foster economic independence in participants. (DB)

Kregel, J. (2001). Promoting employment opportunities for individuals with mild cognitive limitations: A time for reform. In A. J. Tymchuk, K. C. Lakin & R. Luckasson (Eds.), *The forgotten generation: The status and challenges of adults with mild cognitive limitations*. (pp. 87-98): Paul H. Brookes Publishing, Baltimore, MD, US.

(From the chapter) Identifies and describes 4 major obstacles to employment faced by individuals with mild cognitive limitations (MCLs): the need to develop new partnerships with business and industry; the need to reform the nation's system of sheltered workshops and activity centers; the need to remove disincentives in the Social Security disability programs; and the need to increase access to programs operated through the Workforce Investment Act of 1998. For each obstacle, recommendations are offered that specify actions that can be taken by federal, state, and local governments as well as employers and community rehabilitation programs to address and overcome the identified barriers. (PsycINFO Database Record (c) 2005 APA)

Kregel, J., Dean, D. M., & Wehman, P. (no date). Achievements and challenges in employment services for people with disabilities: The longitudinal impact of workplace supports. from <http://www.worksupport.com/Main/deanmanual.asp>

This manual contains articles on (1) A paradigm for evaluation of the federal-state vocational rehabilitation program, (2) Competitive employment: Has it become the "first choice" yet?, (3) Sheltered vs. supported employment: A direct comparison of long-term earnings outcomes for individuals with cognitive disabilities, (4) Extended services in supported employment: What are providers doing? Are customers satisfied?

Krupa, T., Lagarde, M., & Carmichael, K. (2003). Transforming sheltered workshops into affirmative businesses: An outcome evaluation. *Psychiatric Rehabilitation, 26*(4), 359-367.

This paper examines the outcomes associated with Voices, Opportunities and Choices Employment Club (VOCEC), which used the resources of a sheltered workshop to evolve affirmative businesses for people receiving mental health services. Quantitative and qualitative methodologies were used to understand the impact of VOCEC on employment and well-being outcomes compared to the former sheltered workshops and to competitive work. The results suggest that VOCEC has been successful in creating paid employment opportunities at levels approximating minimum wage and establishing a structure to incubate new businesses. The evaluation revealed the process by which Associates experience their participation as rewarding. It also indicated constraints on participation within the VOCEC model.

Latimer, E. A. (2001). Economic impacts of supported employment for persons with severe mental illness. *Can J Psychiatry, 46*(6), 496-505.



**BACKGROUND:** Most persons with severe mental illness prefer competitive to sheltered vocational settings. Supported employment (SE) has become a clearly defined model for helping people with severe mental illness to find and maintain competitive jobs. It involves individualized and rapid placement, ongoing support and assessment, and integration of vocational and mental health staff within a single clinical team. Previous studies show that SE secures competitive employment much more effectively than do other approaches. This review focuses on its economic impacts. **METHODS:** Studies reporting some service use or monetary outcomes of adding SE programs were identified. These outcomes were tabulated and are discussed in narrative form. **RESULTS:** Five nonrandomized and 3 randomized studies compare SE programs with day treatment or transitional employment programs. The introduction of SE services can result in anything from an increase to a decrease in vocational service costs, depending on the extent to which they substitute for previous vocational or day treatment services. Overall service costs tend to be lower, but differences are not significant. Earnings increase only slightly on average. **CONCLUSIONS:** Converting day treatment or other less effective vocational programs into SE programs can be cost-saving or cost-neutral from the hospital, community centre, and government points of view. Investments of new money into SE programs are unlikely to be materially offset by reductions in other health care costs, by reductions in government benefit payments, or by increased tax revenues. Such investments must be motivated by the value of increasing the community integration of persons with severe mental illness.

Lawhead, B. (1996). *Program conversion: from segregated, sheltered workshops to supported employment services*. Richmond, Va.: The Association for Persons in Supported Employment.

Lewis, D. R., & et al. (1993). Accounting for Costs of Habilitation Training, Sheltered Workshops, and Supported Employment. *Education and Training in Mental Retardation*, 28(1), 75-89.

Procedures are outlined for employing a resource components approach to collect and report cost information on training and supported employment programs for adults with developmental disabilities. Examination of the costs of 41 Minnesota programs indicates that costs are functionally related to different consumer and program factors. (Author/JDD)

Lunt, N., & Thornton, P. (1994). Disability and employment: Towards an understanding of discourse and policy. *Disability & Society*, 9(2), 223-238.

Explores the nature of disability employment policy, using 1992-1993 evidence from 15 countries and describes 2 ways of framing policy: through individual and through social perspectives. Dimensions of employment policy (legislative measures, open employment-financial measures, employment support services, and sheltered or supported provision) are critically evaluated from the point-of-view of these 2 perspectives. It is noted that employment support and sheltered employment both involve creation of new jobs, workplace adaptations, and training. Dilemmas of objectives and measures that may arise during implementation of policy are discussed as are contradictions between policies. The consequences for the construction of an emancipatory employment policy are reviewed. Suggestions are given for themes or dimensions that should be included in a coherent disability policy. (PsycINFO Database Record (c) 2005 APA)

McCaughrin, W. B., Ellis, W. K., Rusch, F. R., & Heal, L. W. (1993). Cost-effectiveness of supported employment. *Ment Retard*, 31(1), 41-48.

Monetary costs and benefits of supported employment to individuals, taxpayers, and society were assessed as was the cost-effectiveness of the nonmonetary benefit, namely, quality of life of employees, as a result of supported employment. Participants were 20 individuals from two

Central Illinois agencies serving clients with developmental disabilities. Costs and effects were evaluated using benefit-cost and cost-effectiveness analyses. Supported employment was found to be cost-beneficial from the perspectives of the supported employee, the taxpayer, and society over a 5-year period as programs move from sheltered employment. In addition, supported employment was also more cost-effective with regard to quality of life than was sheltered employment.

McCrovitz, A. M. (2001). The perception of the job coach in the natural and traditional models. *Dissertation Abstracts International: Section B: The Sciences and Engineering*, 61(12-B), 6748.

This study defines the perception of the job coach's role from job coaches themselves, their consumers, and employers in the two different models of support, traditional and natural, to see if there is any relationship or determining factors in the outcome of services for people with disabilities. Some critics suggest a job coach hinders the natural work environment, while others maintain that the role of a job coach needs to change to facilitate this employment service in the community. As current trends shift from a traditional support employment model to a natural employment model, the role of the job coach for people with disabilities should be examined. Three traditional supported employment providers, along with three natural support employment providers, are reviewed using a survey design method to analyze this study. Each provider designated eight job coaches and eight consumers to be interviewed from their supported employment model for a total of 24 job coaches and 24 consumers from each model, the traditional support model and the natural support model. A survey design provides information for policy recommendations related to improving practices and training associated with supporting individuals with a disability in integrated, competitive employment settings. This study has substantial policy implications for Indiana and Michigan, which could be applied in other states to facilitate quality programming. The strength of the paper is in understanding the importance of and facilitating social support in the work environment. As demonstrated by the two support models, it is this component that is needed in all work environment relationships in order to maintain employment. The findings of this study suggest that supported employment, although a relatively new initiative aimed at enabling people with disabilities to find meaningful employment, has served a purpose in eliminating the segregation of disabled workers in sheltered workshops to programs that promote integration. The job coach's role in achieving integration for consumers, however, is not clearly understood in social support structures. (PsycINFO Database Record (c) 2005 APA)

McGaughey, M. J., Kiernan, W. E., McNally, L. C., & Gilmore, D. S. (1993). National Perspectives on Integrated Employment: State MR/DD Agency Trends.

This report details the findings of a national follow-up survey that investigated day and employment services provided by the mental retardation/developmental disabilities (MR/DD) state agencies for FY 1990 and makes comparisons with services provided during FY 1988. Key findings from the survey include: (1) a substantial increase in the percentage of individuals served in integrated employment, from 13 percent in FY 1988 to 19 percent in FY 1990; (2) utilization of sheltered employment and day programs continues to be strong; (3) the total number of persons served in supported employment increased by 58 percent; (4) states that received supported employment change grants had higher supported employment rates; (5) new participants were more likely to be served in competitive and supported employment; (6) the percentage of people waiting for supported employment services was twice as large as the percentage who received supported employment services in FY 1990; (7) 88 percent of individuals served by state MR/DD agencies had mental retardation; and (8) the most commonly cited barriers to integrated employment include funding issues, problems with old style providers,

the economy, and lack of suitable training. Appendices include the survey instrument and list of respondents. (Contains 31 references.) (CR)

McGaughey, M. J., Kiernan, W. E., McNally, L. C., Gilmore, D. S., & Keith, G. R. (1994). *Beyond the Workshop: National Perspectives on Integrated Employment*.

This report discusses the findings of a survey that explored integrated employment services of 643 day and employment service providers for individuals with disabilities. Specifically, the survey investigated: (1) services provided; (2) the prevalence of other nonwork services; (3) funding practices related to group and individual supported employment; (4) trends in day and employment services; and (5) the influence of state practices and incentives on both segregated and integrated employment services. Key findings indicated that most providers offer a combination of facility-based services and integrated employment; the smallest agencies are less likely to provide facility-based services and more likely to focus exclusively on integrated employment; 81 percent of respondents offer individual supported employment and 62 percent provide group supported employment services, however, 72 percent still offer facility-based services; the majority of people served have developmental disabilities; and a number of factors influence an organization's capacity to provide integrated employment services. The discussion of these factors is organized according to: state and federal policies; agency size and focus; reimbursement practices; use of fixed assets; and disincentives to program conversion. The last section of the report discusses issues and potential incentives that may influence future integrated employment development and facility-based conversion. An appendix includes the survey instrument. (Contains 28 references.) (CR)

McGurk, S. R., Mueser, K. T., Harvey, P. D., LaPuglia, R., & Marder, J. (2003). Cognitive and symptom predictors of work outcomes for clients with schizophrenia in supported employment. *Psychiatr Serv, 54*(8), 1129-1135.

**OBJECTIVES:** This study examined the relationships of measures of cognitive functioning and psychiatric symptoms with work outcomes and use of vocational services for clients with schizophrenia in a supported employment program. **METHODS:** Thirty clients who were newly enrolled in a supported employment program were evaluated with cognitive and symptom measures at program entry and two years later. The clients' amounts of competitive work, wages earned, on-job support, and contact with employment specialists during the two-year follow-up period were documented. **RESULTS:** Predictors of clients' work outcomes included previous work history, amount of government entitlement income received, severity of negative symptoms, involvement in sheltered work activity at baseline, and level of cognitive functioning, including scores on measures of executive functioning and verbal learning and memory. The amounts of on-job support and contact with employment specialists were predicted by the cognitive domains of executive functioning, verbal learning, attention, and psychomotor speed as well as by the severity of psychotic symptoms. **CONCLUSIONS:** Clients with schizophrenia who have higher levels of cognitive impairment may require greater amounts of vocational support than those with lower levels of impairment. A variety of rehabilitation strategies may be required to improve vocational outcomes and reduce the amount of supported employment services needed by clients with schizophrenia.

Murphy, S. T., & Rogan, P. M. (1995). *Closing the Shop: Conversion from Sheltered to Integrated Work*.

Designed as a hands-on guide for job development specialists, vocational rehabilitation professionals, and agency leaders and staff, this book provides an indepth analysis of the conversion process of Pioneer, a sheltered workshop in Syracuse, New York. The book moves

from an examination of the historical roots of sheltered workshops in chapter 1 to an analysis in chapters 2-3 of one workshop's underlying assumptions, functions, and organizational changes. To present indepth examples of agency conversion and the related perspectives of those who experienced it, chapters 4-5 examine the process and outcomes of conversion as it occurred within Pioneer as described by workshop participants, agency staff, board representatives, family members, and community professionals. Chapters 6-8 present the reports of directors from three organizations that also had successful conversion efforts: Kaposia, New Horizons, and Avatrac. In chapter 9, the data gathered from each of the four agencies are synthesized and translated into specific strategies for pursuing organizational conversion to integrated employment. Chapter 10 provides recommendations for a national agenda aimed at revitalizing the supported employment movement and promoting full citizenship for all people with disabilities. Appendixes contain 138 references and an index. (YLB)

Murphy, S. T., Rogan, P. M., Handley, M., Kincaid, C., & Royce-Davis, J. (2002). People's situations and perspectives eight years after workshop conversion. *Ment Retard, 40*(1), 30-40.

Our purpose in this study is to describe the circumstances and views of 16 individuals 8 years after their participation in one agency's conversion from a sheltered workshop to an exclusively community employment service. Individual interviews were conducted to examine participants' present employment circumstances and their perspectives on the agency changes and on their current life situations. Participant reactions varied. Most individuals, although describing the conversion as initially anxiety-provoking, attributed to it many long-term benefits. Some reported disappointing and painful experiences manifested by prolonged service delays, a return to a segregated facility, or their rejection of any community employment. Findings were analyzed with regard to previous research and implications suggested for policy, systems, and practice changes.

National Association of Rehabilitation Facilities (U.S.). (1997). *Supported employment resource guide*. Washington, DC?: National Association of Rehabilitation Facilities.

Novak, J., Rogan, P., Mank, D., & DiLeo, D. (2003). Supported employment and systems change: Findings from a national survey of state vocational rehabilitation agencies. *Journal of Vocational Rehabilitation, 19*(3), 157-166.

This paper presents findings from a national survey of state Vocational Rehabilitation agencies regarding systems change in supported employment. Respondents from the 50 states and the District of Columbia assessed the impact of state systems change activities and policy implementation efforts on supported employment. Activities perceived to be most important to the implementation and expansion of state supported employment programs were training, technical assistance, capacity building, and policy and funding initiatives. While respondents reported that significant efforts were devoted to conversion during state Title III supported employment system change projects, they reported a lower level of sustained effort following the conclusion of these projects. Respondents from 26 states reported that fiscal incentives exist to provide supported employment services over segregated services. Fiscal disincentives were also reported. Federal and state policies and practices were perceived to influence the administration and operation of state supported employment programs. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Oldman, J., Thomson, L., Calsafferri, K., Luke, A., & Bond, G. R. (2005). A case report of the conversion of sheltered employment to evidence-based supported employment in Canada. *Psychiatr Serv, 56*(11), 1436-1440.

This case report describes the transformation of a sheltered workshop program to a program that provides evidence-based supported employment services in partnership with five community treatment teams. Over a 15-year period, a Canadian nonprofit agency that provides employment services for persons with severe mental illness made a series of programmatic changes to increase the effectiveness of the services. The agency initially modified its facility-based sheltered workshop to include a prevocationally oriented work preparation program, later added brokered supported employment services, and finally completely transformed its organization by relocating its vocational rehabilitation counselors to five community mental health teams, in order to implement an evidence-based supported employment program that is based on the individual placement and support model. During the initial period in which the sheltered employment program was utilized, less than 5 percent of clients who were unemployed when they entered the workshop achieved competitive employment annually. The annual competitive employment rate did not increase during the prevocational phase; it increased during the brokered supported employment phase but did not exceed 25 percent. By contrast, after shifting to evidence-based supported employment, 84 (50 percent) of 168 unemployed clients who received between six and 27 months of individual placement and support services achieved competitive employment. This article also documents the role of agency planning and commitment quality improvement in implementing change.

Pallisera, M., Vila, M., & Valls, M. J. (2003). The Current Situation of Supported Employment in Spain: Analysis and perspectives based on the perception of professionals. *Disability & Society, 18*(6), 797-810.

At present, supported employment is emerging in Spain. It must be recognised that these programmes are more effective than the traditional sheltered structures, in accounting for the number of placements achieved in the mainstream employment market. Despite this fact, recent developments arising from social welfare policies do not encourage the consolidation of supported employment. This article briefly traces the evolution of employment integration of disabled people in Spain, and gives the results of research on professional workers in supported employment programmes. This data enables us to consider proposals to extend the experience of supported employment, thereby improving the employment situation of people with disabilities in our society. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Racino, J. A. (1993). Community Integration and Deinstitutionalization: Characteristics, Practices, and Comparative Roles in the Change Process.

This qualitative research study aimed to examine the nature of systems change and to identify practices and strategies that states, specifically New Hampshire, use to promote community integration and deinstitutionalization of people with developmental disabilities. The study describes the New Hampshire system, including state practices, characteristics, issues and problems, and historical and thematic areas. Thematic areas include the role of the courts, the role of state institutions, structural factors in community services development, family support, and self advocacy and guardianship. Community integration service practices have focused on family support, supported employment, community living and home ownership, self advocacy, case management, guardianship, and aging and developmental disabilities. The study highlights comparative roles of groups in the change process, including families, external advocates, state and community administrators, media, litigators, and legislators and policymakers. A framework for thinking about systems change is presented, which views community integration as a slowly evolving process with key "events" occurring along the way which significantly altered or shaped

others that followed. Selected research areas and hypotheses are outlined. (Contains 95 references.) (JDD)

Reid, D. H., Green, C. W., & Parsons, M. B. (1998). A Comparison of Supported Work versus Center-Based Program Services on Selected Outcomes for Individuals with Multiple Severe Disabilities. *Journal of the Association for Persons with Severe Handicaps*, 23(1), 69-76.

Effects of supported work versus center-based program services were evaluated with four adults with multiple severe disabilities. Results found most participants displayed more alert and active behavior and were involved in more purposeful activity in supported work than in center-based programs. Differences in expectations and staff competence between delivery systems are examined. (Author/PB)

Reker, T., Hornung, W. P., Schonauer, K., & Eikermann, B. (2000). Long-term psychiatric patients in vocational rehabilitation programmes: a naturalistic follow-up study over 3 years. *Acta Psychiatr Scand*, 101(6), 457-463.

**OBJECTIVE:** This paper aims at assessing the vocational integration attained after a 3-year period by psychiatric patients who participated in different vocational rehabilitation programmes. **METHOD:** In the north-western German region of Westphalia-Lippe a naturalistic follow-up study was carried out on 471 patients from three different types of vocational rehabilitation programmes. The sample comprised chronically ill patients with a history of repeated and long-term hospitalization. **RESULTS:** After 3 years 11% of the patients were in competitive employment, 67% (still) in sheltered employment, 7% in out-patient work therapy programmes and 15% were unemployed. It is important to notice that 74% achieved their subjective rehabilitation goals expressed at baseline. **CONCLUSION:** Vocational rehabilitation programmes are an essential part in the treatment of people with chronic mental illness. Integration into work varies markedly while patients' satisfaction is comparably good. Competitive employment represents a realistic objective only for patients with high motivation and favourable preconditions.

Rogan, P. (In press). Moving from secretation to integration: Organizational change strategies and outcomes. In P. Wehman, V. Brooke & G. Inge (Eds.), *Inclusive employment: People with disabilities going to work*. Baltimore: Paul H. Brookes.

Rogan, P. (1993). *Toward Integrated Employment for All*.

This site visit report reviews activities of Monadnock Developmental Services, Inc., a program serving people with developmental disabilities in one New Hampshire region. The report focuses on the development of employment services in the state and region, including system change strategies, practices being used to support people in jobs, and current issues and dilemmas. Sections of the report address: the development of integrated employment in New Hampshire through the 1980s; state and regional funding structures for employment; and the development of employment opportunities in Region V of the state, utilizing such principles as closure of sheltered workshops, tying of funding directly to people needing services (rather than providers), person-centered planning and individualized job placements, development of natural supports on the job, and facilitation of school-to-work transition. Three Region V agencies were visited, and three individuals being served by the program are described. Specific issues are identified, including low staff salaries, transportation needs, the requirement that 6 hours of service be provided each day, waiting lists, and possible overselling of supported employment. (DB)

Rogan, P., & Held, M. (1999). National efforts to promote conversion: Days programs to supported employment. *TASH Newsletter* (6/7), 23-25.

Ruesch, P., Graf, J., Meyer, P. C., Rossler, W., & Hell, D. (2004). Occupation, social support and quality of life in persons with schizophrenic or affective disorders. *Soc Psychiatry Psychiatr Epidemiol*, 39(9), 686-694.

**BACKGROUND:** Most people suffering from severe mental illness (SMI) lack paid employment. This study investigates the relationship between work status and objective as well as subjective quality of life (QoL) in people with SMI. **METHODS:** The sample consists of 261 subjects (102 women, 159 men) aged 35 (men) and 38 (women) years on average, of whom 158 suffer from a schizophrenic disorder (ICD-10: F2) and 103 were diagnosed as having an affective disorder (ICD-10: F3). Subjective QoL was assessed with the WHOQOL-BREF scale. **RESULTS:** Subjects with an occupation in general have a larger social network at their disposal and receive more social support. With regard to income, few (12%) of the subjects with a job on the open labour market live below the poverty level, but many (28-38%) of those engaged in sheltered or other work-like activities do. Occupation ameliorates satisfaction with life domains referring to social integration (social relationships, environment), whereas the individual's well-being (psychological, physical) is hardly affected. Social support is an important mediator of the relationship between occupation and subjective QoL. Income is weakly and negatively related to subjective QoL. **CONCLUSIONS:** Supportive relationships to colleagues at the workplace mainly explain the better subjective QoL of SMI people with an occupation. When designing specific employment possibilities for people with SMI, we should take notice of the social support dimension at the workplace. Mentally ill people have a substantial poverty risk, even when they are working. In particular, payment for sheltered work should be ameliorated.

Siporin, S., & Lysack, C. (2004). Quality of life and supported employment: a case study of three women with developmental disabilities. *Am J Occup Ther*, 58(4), 455-465.

This paper presents the findings of a qualitative case study of the quality of life of three women with developmental disabilities. In-depth interview data were collected from the women who had previously worked in a sheltered workshop environment and were, at the time of study, working in supported employment in the community. Interviews were also conducted with each woman's job coach and a family member or close friend. On-site observations of the women in their supported employment environments were also undertaken. Results show that the women's own perceptions about their quality of life were not always as family members and job coaches expected, and that the purported benefits of supported employment for the three women with developmental disabilities were not always realized. Occupational therapists have an opportunity to facilitate the occupational performance of adults with developmental disabilities but they must be willing to engage in wider health and social policy change if they are to make significant gains.

Stephens, D. L., Collins, M. D., & Dodder, R. A. (2005). A longitudinal study of employment and skill acquisition among individuals with developmental disabilities. *Res Dev Disabil*, 26(5), 469-486.

Recent legislation, especially the Americans with Disabilities Act in 1990, generated the closure of institutions for people with disabilities and inclusion into community residences and employment. It has been well documented that individuals with developmental disabilities often experience difficulties with employment including both obtaining and maintaining jobs, and many researchers have looked for ways to make employment more successful [McConkey, R. & Mezza F. (2001). Employment aspirations of people with learning disabilities attending day

centers. *Journal of Learning Disabilities*, 5(4), 309-318; Stevens, G. (2002). Employers' perceptions and practice in the employability of disabled people: a survey of companies in south east UK. *Disability and Society*, 17(7), 779-796; Capella, M., Roessler, R., & Hemmeria, K. (2002). Work-related skills awareness in high-school students with disabilities. *Journal of Applied Rehabilitation Counseling*, 33(2), 17-23; Ingraham, K., Rahimi, M., Tsang, H., Chan, F., & Oulvey, E. (2001). Work support groups in state vocational rehabilitation agency settings: a case study. *Psychiatric Rehabilitation Skills*, 5(1), 6-21; Gosling, V. & Cotterill, L. (2000). An employment project as a route to social inclusion for people with learning difficulties? *Disability and Society*, 15(7), 1001-1018; Neitupski, J. & Hamre-Nietupski, S. (2000). A systematic process for carving supported employment positions for people with severe disabilities. *Journal of Developmental and Physical Disabilities*, 12(2), 103-119]. While research has accumulated that has examined predictors of successful employment, this research assessed longitudinal outcomes of employment. Data were obtained from an existing data set of all known persons receiving services from the Developmental Disabilities Division of the Oklahoma Department of Human Services (N=2760). Results indicated that as people moved to employment, scores on adaptive skills increased, that as people moved from employment, adaptive skills decreased, and that as employment status remained constant, adaptive skills also remained unchanged. No consistent impact was found on challenging behaviors. Type of employment (sheltered, supported, and competitive) was then examined, and the same pattern of changes in adaptive skills was found; i.e., changes in employment to more/less competitive was accompanied by more/less adaptive skills. This suggests that employment itself, especially work in the competitive workforce, may be a significant source of enhancing adaptive skills for people with developmental disabilities and, thus, greatly adding to the success of community living.

Storey, K. (2000). Why employment in integrated settings for people with disabilities? *Int J Rehabil Res*, 23(2), 103-110.

This paper reviews the reasons why work in integrated settings for people with disabilities is important. Current controversial issues in employment of people with disabilities are discussed. These issues are sheltered work versus supported employment and natural supports versus the job coach model.

Storey, K., & Horner, R. H. (1991). Social interactions in three supported employment options: a comparative analysis. *J Appl Behav Anal*, 24(2), 349-360.

Controversy exists over the benefits that workers with severe disabilities accrue under different supported employment options. This study focused upon one benefit of supported employment: social integration. Direct observation procedures were used to assess the social interactions of 37 adults with severe disabilities in 18 employment programs representing three different supported employment contexts (individual, enclave, and work crew). Results indicated that workers employed in individual and enclave programs had significantly more contact with nondisabled persons than did members of work crews. No differences were detected in the social contact rate between disabled and nondisabled workers in individual versus enclave sites. Furthermore, few differences in type of interactions across the three different work options were revealed. Results suggest that both individual and enclave models are capable of facilitating social integration. However, characteristics of specific job sites, more so than the employment model per se, may determine whether a particular employment setting is conducive to social integration.

Thompson, J. R., & et al. (1994). Minnesota Post-school Follow-up Study, 1994. Everything You Ever Wanted To Know... After High School - What's Happening to Young Adults with Disabilities?



This report explores the status and experiences of 388 students with disabilities who have benefited from transition improvement efforts in Minnesota over the last decade. Improvements in transition services have included establishment of a state transition interagency committee and an interagency office on transition services, development of an interagency cooperative planning agreement, receipt of federal systems change grants to fund training and model demonstration projects, and establishment of community transition interagency committees. The findings of the report are categorized into 10 areas: employment, postsecondary education and training, living arrangements, social networks, recreation and leisure, community participation, government and special services, personal satisfaction, former students who did not graduate, and high school experiences. Among findings were the following: 80 percent of the surveyed students were employed (50 percent in competitive jobs, 16 percent in sheltered employment, and 13 percent in supported employment); 28 percent had started postsecondary education; most students lived in their family homes 1 to 5 years after leaving high school; 66 percent had social networks ranging from three to eight people; few respondents made much use of state and community services; and students expressed satisfaction with their lives. Appendices include a list of six resources, survey items, and Minnesota and Federal transition legislation. (CR)

Visier, L. (1998). Sheltered Employment for Persons with Disabilities. *International Labour Review*, 137(3), 347-365.

Across nations, sheltered workshops for people with disabilities follow several models: therapeutic (protection vs. employee status), intermediate (disabled worker as "quasi-employee"), mixed/dual, and wage employment (protection and labor legislation). Impairment should present no insurmountable obstacle to integration into working life. (SK)

Warner, R., Huxley, P., & Berg, T. (1999). An evaluation of the impact of clubhouse membership on quality of life and treatment utilization. *Int J Soc Psychiatry*, 45(4), 310-320.

A group of clubhouse users matched with similar patients (not clubhouse users) in a neighbouring area were compared in terms of quality of life (Lancashire Quality of Life Profile), service utilization and treatment costs over a two year period. The clubhouse group achieved a reasonable employment status and good social relationships, and advantages in subjective well-being favoured the clubhouse group. Over two years the pattern of service utilization and costs also favoured the clubhouse group. When the two groups were disaggregated for employment status the group with least treatment utilization and lowest costs was the employed clubhouse group.

Wehmeyer, M. L. (1994). Employment Status and Perceptions of Control of Adults with Cognitive and Developmental Disabilities. *Research in Developmental Disabilities*, 15(2), 119-131.

A survey of 216 adults with cognitive and developmental disabilities who belong to self-advocacy groups found that individuals unemployed and employed in sheltered settings perceived themselves as having less control than individuals employed competitively. Results are examined in light of quality of life findings, focusing on the need to include choice and control in programming. (Author/JDD)

Weiner-Zivolich, J., & Zivolich, S. (1995). In not now, when?: The case against waiting for sheltered workshop changeover. *The Journal of the Association for Persons with Severe Handicaps*, 20, 311-312.

The writers call for the development of new integrated employment opportunities and strategies as immediate alternatives to segregated services. They favor an approach that would focus on

changing the behavior of employers in the for-profit sector and suggest that the equivalent of a full year's minimum wage salary might be given to these employers to encourage them to employ, train, and integrate unemployed people with severe disabilities. Such a strategy would have a beneficial effect on the economy by increasing the country's labor force and would help to resolve the unemployment problem among people with severe disabilities.

West, M., Revell, G., & Wehman, P. (1998). Conversion from Segregated Services To Supported Employment: A Continuing Challenge to the VR Service System. SDAT 1998. *Education and Training in Mental Retardation and Developmental Disabilities*, 33(3), 239-247.

Reports findings from a national survey of 385 day support providers regarding conversion of resources from segregated services to supported employment. Approximately 23% of all agencies and 37% of agencies with both facility-based programs and supported employment indicate that they had converted resources to community-based employment. (Author/CR)

Whitney-Thomas, J., Thomas, D. M., Gilmore, D. S., McNally, L. C., & Fesko, S. L. (1996). National Study of Day and Vocational Services for Adults with Developmental Disabilities in State Mental Health Agencies: Report of Data from FY 1993.

This monograph reports data from a national investigation of day and vocational services for individuals with developmental disabilities provided by 50 state mental health agencies and the District of Columbia. Respondents were asked to report FY 1993 data on variables such as total numbers served, data collection systems, types and level of data collected, types of day and vocational services, referral sources and discharge placements, and information on the agency's commitment to the expansion of integrated employment. Findings from the study indicated that individuals with mental illness and developmental disabilities are being served by state mental health agencies. Data also revealed that state mental retardation/developmental agencies are the number one referral and discharge source for these individuals. The study also found that many state mental health agencies had difficulty reporting data on day and vocational service categories as defined on the survey questionnaire and the numbers served in these categories at the state level. Finally, information was gathered on states' commitment to expanding integrated employment services and their perception of barriers. The report concludes with suggestions for future research on individuals with developmental disabilities served by state mental health systems. Appendices include the data collection instrument. (Contains 22 references.) (Author/CR)

Zivolich, S., Shueman, S. A., & Weiner, J. S. (1997). An Exploratory Cost-Benefit Analysis of Natural Support Strategies in the Employment of People with Severe Disabilities. *Journal of Vocational Rehabilitation*, 8(3), 211-221.

Presents a cost-benefit analysis of a supported-employment program using natural support strategies to assist 59 workers with severe disabilities in integrated employment settings. Results suggest substantial benefits to participants, the taxpayer, and society resulting from the choice of a natural support approach over the sheltered workshop model. (Author/PB)

## Cost Studies

The Northern Virginia Supported Employment "Safety Nets" Demonstration Project. Final Evaluation Report (for October 1, 1991, through September 30, 1992). (1993).

This report describes results and conclusions of a third-party evaluation of a 1-year demonstration project in Alexandria (Virginia) to develop "safety nets" for 12 people with disabilities who were either unemployed or with a history of unemployment. An Employment Security Specialist worked with these individuals and their families to: (1) fashion an individual career development and employment security plan (safety net); and (2) identify, broker, coordinate, and assist in accessing and monitoring use of existing public and private services and resources. The evaluation reports major results in the areas of consumer development (nine consumers developed "safety net" plans); consumer choice and use of alternative activities and resources; and resource, staff, organizational, and systems development. It is concluded that the project demonstrated the value of such a planning approach for addressing career development and potential unemployment. The evaluation identified as areas of concern the supported employment funding and service delivery system, which does not currently support this type of activity, and the segregation of financing, planning, and delivery of supported employment services from other services. Attachments include a sample Individual Safety Net Plan, a resource list, guidelines developed for completing unemployment paperwork, and a report describing the essential elements of a competent supported employment service. (DB)

Supported Employment: Long Term Funding Supports and Services for People with Severe Disabilities. (1993). *RRTC*, 3.

This newsletter theme issue focuses on accomplishments around the country in finding new and alternative funding sources and support strategies for supported employment programs serving people with disabilities. It looks at the impact of long-term supports, their relationship to a range of supported employment services, and different types of service and funding arrangements. Common elements are identified, stressing the importance of collaboration, flexibility, and new ways of thinking. Individual newsletter sections address: long-term services and supports, including job-specific supports and individual and community supports; Medicaid home and community-based waiver program (Title IX); the Job Training Partnership Act; the Plan for Achieving Self-Support; and the Impairment-Related Work Expense (for establishing eligibility to receive Social Security benefits). (DB)

The Funding Book: Rural Supported Employment Resources for Montana. (1994).

This guide provides information on funding resources for supported employment in Montana. Supported employment provides individuals with severe disabilities the tools necessary to enter into an integrated work setting at a competitive wage. Supported employment generally consists of the professional expertise of a job coach, job development strategies, on-site training, and on-going support for continued employment. This guide overviews resources available for long-term supported employment, including Social Security programs such as Supplemental Security Income, Social Security Disability Income, and Social Security work incentive programs; Department of Veterans Affairs; Rural Institute on Disabilities; Rehabilitation/Visual Services Division of the Montana State Department of Social and Rehabilitation Services; Developmental Disabilities Division of the Montana Department of Social and Rehabilitation Services; Montana's Home and Community Based Medicaid Waiver Program; Mental Health Services; Montana Department of Labor and Industry; state unions; Montana Office of Public Instruction; and private fund raising, grants, and foundations. Descriptions include services available, benefits, and eligibility criteria. Also includes a list of contact information for various agencies and a glossary. (LP)

The Ins and Outs of Supported Employment: A Montana Case Manager's Curriculum. (1994).

This curriculum on supported employment for individuals with disabilities is intended for case managers in Montana and focuses on programs and processes relevant to the case manager's typical roles of long-range planning, coordination, and facilitation. Part 1 discusses the move toward inclusion, including its value, the concept of normalization, and past service delivery systems. Part 2 reviews the values and philosophies of supported employment, noting differences between traditional vocational programs and supported employment and characteristics of supported employment. Part 3 is on community integration, with information on how to facilitate social interactions. Part 4 discusses the referral process, the funding of supported employment services, how vocational rehabilitation works, and funding for extended services. Part 5 presents information on consumer assessment including different assessment procedures. Various employment advocacy activities are described in Part 6. Ways to establish supportive relationships in supportive employment are highlighted in Part 7, with suggestions on meeting the unique needs and desires of families and caregivers, job coach techniques that enhance supportive relationships with families, and addressing common concerns of families. Finally, Part 8 surveys the Supplemental Security Income system and Social Security Disability Insurance program. Each chapter includes a quiz for self-evaluation. (Contains 21 references.) (CR)

Meeting the Needs of Youth with Disabilities: Examples of Students with Disabilities Accessing SSI Work Incentives. (1999).

This handbook is designed for school personnel, youth with disabilities, parents, Individualized Education Program/transition team members, service providers, and others who are involved in student-focused transition planning. It provides detailed examples illustrating the process of applying for Social Security Income (SSI) work incentives and demonstrates how students with disabilities can benefit from SSI work incentives when utilized during the transition planning process. The handbook focuses on two of the SSI work incentives: Plan for Achieving Self-support (PASS) and Impairment-related Work Expense (IRWE). PASS provides students with a mechanism for maintaining SSI eligibility while moving toward a career goal by acquiring the necessary training and/or support required to reach that goal. The IRWE provides ongoing support required to maintain employment. Similarities and differences between the two programs are explained, followed by four examples of the PASS initiative and three examples of the IRWE incentive. The PASS examples include a narrative and a completed PASS application form. IRWE examples are presented in narrative format along with calculations that demonstrate how the IRWE incentive will affect the student's SSI benefit rate and earned income. Appendices include hints for completing a PASS application, examples of letters of support, and definitions of SSI related terms. (CR)

Finding the Gold: Hiring the Best and the Brightest. Tips for Employers To Hire Individuals with Disabilities. (2002).

This guide is intended to encourage employers to hire people with disabilities. It notes the value of internship and other work-based learning programs that allow the employer and student to "try each other out." The paper points out that under the Americans with Disabilities Act (ADA), employers are required to make reasonable accommodations for employees with disabilities. Data are reported showing that 71% of such accommodations cost \$500 or less. The data also indicate that companies realize a return of \$28.69 in benefits for every dollar spent on accommodation. Two federal programs that provide tax credits to small businesses making such accommodations are briefly described. Suggestions are also offered about where employers can find interns and

employees with disabilities and about ways to determine appropriate accommodations. Which accommodations are the employee's responsibility and which are the employer's are then specified. A chart lists eight national organizations, with contact information, that can provide information on employing people with disabilities. To accompany this publication, DO-IT has created a short videotape by the same title. (DB)

Arksey, H. (2003). People into Employment: supporting people with disabilities and carers into work. *Health Soc Care Community, 11*(3), 283-292.

Carers and people with disabilities are two disadvantaged groups at risk of social exclusion. Work is an important route to social inclusion, but carers and people with disabilities are under-represented in the work force. The present paper reports key findings from a new study that evaluated People into Employment (PIE), a pilot employment project in the north-east of England designed to support people with disabilities, carers and former carers in gaining mainstream work. The study aimed to identify what clients, partner agencies and employers perceived to be PIE's most important services, its strengths and areas where there was scope for further development. The study collected quantitative and qualitative data at the mid-point and at the end of the project through two questionnaire surveys, and interviews with PIE clients, the project development officer, partner agencies and employers. Drawing on the 'pathway model', the findings show that PIE's interventions included mobilising, matching, mediating and supporting activities. Key ingredients in PIE's success include: tailor-made job-search activities and training; adjusting the pace at which people move towards sustained employment; recognising and responding to the differing needs of people with disabilities, carers and former carers; confidence boosting; accompanying clients to job interviews; good job matching; and ongoing practical and emotional support for both clients and employers. Rudimentary calculations suggest that the cost per job to the project is less than the cost per job for large national projects. Overall, these findings illustrate how access to employment via flexible job-search services geared up to the local labour market can successfully promote social inclusion for carers and people with disabilities.

Baer, R., Simmons, T., Flexer, R., & Smith, C. (1995). A study of the costs and benefits of supported employees with severe physical and multiple disabilities. *Journal of Rehabilitation Administration, 18*(1), 46-57.

Beyer, S., Goodere, L., Kilsby, M., & Great Britain. Dept. for Education and Employment. (1996). *The costs & benefits of supported employment agencies*. London: Stationery Office.

Beyer, S., Thomas, J., & Thornton, P. (2003). *The net costs and individual benefits of the supported employment programme*. Sheffield: WAE152, Department for Work and Pensions.

Bond, G. R., Becker, D. R., Drake, R. E., Rapp, C. A., Meisler, N., Lehman, A. F., et al. (2001). Implementing supported employment as an evidence-based practice. *Psychiatr Serv, 52*(3), 313-322.

Supported employment for people with severe mental illness is an evidence-based practice, based on converging findings from eight randomized controlled trials and three quasi-experimental studies. The critical ingredients of supported employment have been well described, and a fidelity scale differentiates supported employment programs from other types of vocational services. The effectiveness of supported employment appears to be generalizable across a broad range of client characteristics and community settings. More research is needed on long-term outcomes and on cost-effectiveness. Access to supported employment programs remains a problem, despite their

increasing use throughout the United States. The authors discuss barriers to implementation and strategies for overcoming them based on successful experiences in several states.

Cimera, R. E. (1998). Are individuals with severe mental retardation and multiple disabilities cost-efficient to serve via supported employment programs? *Mental Retardation*, 36(4), 280-292.

The relations between cost-efficiency (from the perspective of worker, taxpayer, and society) and personal characteristics of supported employees (i.e., IQ, level of mental retardation, multiple disabilities, gender, ethnicity, and age) were examined. Results suggest that when sheltered workshops were used as alternative placements, supported employees with high IQs benefited more from employment within the community than did supported employees with lower IQs. From society's perspective, African American and male supported employees were more cost-efficient than were European American and female supported employees. Further, regardless of the severity or number of disabilities, all individuals were cost-efficient from each perspective (i.e., worker, taxpayer, and society) and time period (i.e., 1990, 1994, and projected lifelong).

Cimera, R. E. (2000). The cost-efficiency of supported employment programs: A literature review. *Journal of Vocational Rehabilitation*, 14(1), 51-112.

Twenty-one studies on the cost-efficiency of supported employment were reviewed to answer three questions: (a) "Is supported employment cost-efficient?" (b) "Are supported employees with severe or multiple disabilities cost-efficient?" and (c) "Are certain models of supported employment more cost-efficient than others?" This review concluded that supported employment is eventually cost-efficient from the worker's and taxpayer's perspectives. Further, all supported employees are cost-efficient, however, individuals with mild mental retardation are more cost-efficient than individuals with severe mental retardation. Finally, although literature is sparse, individual placements appear to be the most cost-efficient methods of supported employment.

Cimera, R. E. (2001). Utilizing co-workers as "natural supports." Evidence of cost efficiency, job retention, and other employment outcomes. *Journal of Disability Policy Studies*, 11, 194-201.

Cimera, R. E. (2002). The monetary benefits and costs of hiring supported employees: A primer. *Journal of Vocational Rehabilitation*, 17(1), 23.

The fiscal aspects of supported employment programs are well explored from the perspectives of the supported employee, taxpayer, and society in general. However, little has been written regarding the economic advantages or disadvantages experienced by employers who hire supported employees. A potential cause for this lack of emphasis on the employer's perspective may be the convoluted nature of the issue. This manuscript proposes an economic, cost-accounting, framework that could help determine whether hiring supported employees is a good financial decision for businesses

Cimera, R. E., & Rusch, F. R. (1999). The cost-efficacy of supported employment programs: A review of the literature. In L. M. Glidden (Ed.), *International review of research in mental retardation*, Vol. 22. (pp. 175-225): Academic Press, San Diego, CA, US.

(From the preface) Most adults with mental retardation have skills that help them seek and obtain employment. This employment, although sometimes competitive, often must be supported in a variety of ways. This support can be justified from a humanitarian point of view, but in this chapter the authors present an economic analysis. They examine the cost-efficiency of supported employment programs through an extensive review of the literature, comparing supported

employment with sheltered workshops. They explore the issue from 3 different perspectives: the worker, the taxpayer, and the society. They conclude that, in general, from an economic perspective, supported employment is a better investment than are sheltered workshops. (PsycINFO Database Record (c) 2005 APA)

Clark, R. E., Bush, P., Becker, D., & Drake, R. E. (1996). A cost-effectiveness comparison of supported employment and rehabilitative day treatment. *Administration and Policy in Mental Health, 24*, 63-77.

Clark, R. E., Dain, B. J., Xie, H., Becker, D. R., & Drake, R. E. (1998). The economic benefits of supported employment for persons with mental illness. *J Ment Health Policy Econ, 1*(2), 63-71.

**BACKGROUND:** Policies and programs that emphasize employment for persons with mental illness are often promoted with the goals of improving economic self-sufficiency and reducing dependence on public welfare programs. At present, there is little empirical evidence about the actual effect of vocational interventions on economic self-sufficiency or on use of public benefits by persons with mental illness. **STUDY AIMS:** This study provides a preliminary look at how participating in supported employment, a form of vocational rehabilitation emphasizing ongoing support in competitive jobs, affects the amount that participants earn from work and the total amount of income they receive from all sources. Further, we examine the extent to which receiving public benefits affects the amount earned from private employment, taking into consideration other factors that might be associated with benefit status. **METHODS:** Data are from a randomized trial of supported employment interventions. This analysis followed 137 of those study participants with severe mental illness for 18 months after they enrolled in either of two supported employment programs. Income from various sources was estimated based on interviews with study participants upon study entry and at six-month intervals thereafter. Changes in income from work, government and other sources were analyzed using paired Wilcoxon matched-pairs signed-ranks tests and t-tests. Using ordinary least-squares regression, we analyzed the effect of benefit status on changes in earnings, taking into account diagnosis, work history, education, program type, site of program, psychiatric symptoms, global functioning and previous earnings. **RESULTS:** Estimated total income increased by an average of \$134 (US) per month after enrolling in supported employment. More than three-quarters of this increase was from government sources, such as Social Security and educational grants. The increase in government income was largely due to participants applying for and getting cash benefits for the first time. Social Security payments for those receiving benefits before enrollment did not change significantly. A small group of persons ( $n = 22$ ) who did not receive Social Security benefits before or after enrollment earned significantly more from competitive employment after enrolling than did those who received benefits. This finding persisted after taking into account differences in work history, clinical and functional variables and education. **LIMITATIONS:** Because of the relatively small sample size and the lack of continuous measures of income these results should be considered preliminary. **CONCLUSIONS:** Supported employment, one of the more effective forms of vocational rehabilitation for persons with mental illness, did not reduce dependence on government support. Receiving government benefits was associated with lower earnings from work. **IMPLICATIONS FOR HEALTH CARE PROVISION AND USE:** These findings suggest that most persons in treatment for severe mental illness need continued public financial support even after enrolling in vocational rehabilitation programs. **IMPLICATIONS FOR HEALTH POLICY FORMULATION:** Undoubtedly increased labor force participation can benefit persons with mental illness in a number of ways. However, policy makers should be careful about justifying increased access to vocational programs on the basis of reduced spending for income support. Further, targeting such programs only to persons receiving income support may overlook the clients who can benefit most: those who are not currently receiving benefits.



**IMPLICATIONS FOR FURTHER RESEARCH:** Policy makers need a better understanding of how vocational interventions and income support programs affect the income and well-being of persons with mental illness. Studies similar to this one should be repeated with larger, more diverse samples that will allow use of instrumental variables statistical techniques.

Clark, R. E., Xie, H., Becker, D. R., & Drake, R. E. (1998). Benefits and costs of supported employment from three perspectives. *J Behav Health Serv Res*, 25(1), 22-34.

Administrators, consumers, and policy makers are increasingly interested in supported employment as a way of helping persons with severe mental illness get and keep competitive jobs. However, in an atmosphere of increased expectations for performance and declining public financing, administrators want to know the costs and benefits of different approaches before they reallocate scarce treatment or rehabilitative dollars. This article discusses the net benefits of two approaches to supported employment that were compared in a randomized trial: Individual Placement and Support (IPS) and Group Skills Training (GST). The authors analyze costs and benefits from societal, government, and consumer perspectives. Although a previous analysis showed that IPS participants were significantly more likely to find work, worked more hours, and had higher earnings, net benefits of the two programs were not significantly different. The authors also discuss some of the strengths and weaknesses of cost-benefit analysis in mental health care and suggest future directions for policy and research.

Coker, C. C., & et al. (1995). A Comparison of Job Satisfaction and Economic Benefits of Four Different Employment Models for Persons with Disabilities.

This study compared four different extended employment models for people with disabilities using a procedure to control for disability characteristics. The study compared sheltered employment, enclaves, affirmative industry, and supported employment involving a job coach. Four samples of workers (total N=160) were matched on age, gender, measured intelligence, primary disability, secondary disability, and performance on a Functional Assessment Inventory. Wage and benefits information as well as fees for supportive services were obtained and each worker was interviewed using an instrument designed to assess job satisfaction, socialization and integration, etc. Findings indicated: (1) the sheltered employment model scored lowest on most measures except annual number of days worked and job variety; (2) the enclave model's major negative factor was low number of days worked per year; (3) the affirmative industry model was very stable but downtime and job awareness of workers were deficits; and (4) the job coach model, the only individual model, paid the highest hourly wages and had the highest productivity but dependence on the job coach and a short work day were deficits. The importance of consumer choice in model selection is stressed. Tables and text present the data and conclusions in substantial detail. Appendices include the data collection forms and item analysis of job awareness and satisfaction questions. (Contains 50 references.) (DB)

Coombe, E. (1993). Sheltered Workshops and Transition: Old Bottles, New Wine?

This paper provides a historical overview of sheltered workshops and presents information about service innovations and mission expansion. The first workshop in the United States was the Perkins Institute, opened in 1837 for individuals with visual handicaps. This workshop was typical of "categorical" workshops that were established during this time to serve people with particular disabilities. Many workshops were private non-profit organizations, and almost no workshops were fully funded by public or private sources. Rural community sheltered workshops that have operated for over 20 years have changed and are now more likely to resemble a small business than a rehabilitation facility. Many facilities are involved in service contracts related to

collating, mailing, packaging, labeling, and maid/janitorial services. Many employees or clients of today's workshops transitioned from school without the benefits of a free and appropriate education (mandated under PL-94-142, the Individuals with Disabilities Education Act) and program options such as vocational education. One southeastern rural state has developed well managed and innovative community sheltered workshops. This state has 29 workshops that serve over 2,000 individuals. The shops recently reported \$5.25 million in annual sales of goods and services and placed 8 percent of their employees or clients in competitive employment. Only 13 percent of their budgets come from state dollars, leaving 87 percent to be raised by contracts, sales, and services. This paper suggests that rural community or regional workshops should be evaluated in three major areas: the workshop as a business, service to potential employers, and service to employees and clients. (LP)

Crowther, R. E., Marshall, M., Bond, G. R., & Huxley, P. (2001). Helping people with severe mental illness to obtain work: systematic review. *Bmj*, 322(7280), 204-208.

Objective: To determine the most effective way of helping people with severe mental illness to obtain competitive employment—that is, a job paid at the market rate, and for which anyone can apply. Design: Systematic review. Participants: Eligible studies were randomised controlled trials comparing prevocational training or supported employment (for people with severe mental illness) with each other or with standard community care. Outcome measures: The primary outcome was number of subjects in competitive employment. Secondary outcomes were other employment outcomes, clinical outcomes, and costs. Results: Eleven trials met the inclusion criteria. Five (1204 subjects) compared prevocational training with standard community care, one (256 subjects) compared supported employment with standard community care, and five (484 subjects) compared supported employment with prevocational training. Subjects in supported employment were more likely to be in competitive employment than those who received prevocational training at 4, 6, 9, 12, 15, and 18 months (for example, 34% v 12% at 12 months; number needed to treat 4.45, 95% confidence interval 3.37 to 6.59). This effect was still present, although at a reduced level, after a sensitivity analysis that retained only the highest quality trials (31% v 12%; 5.3, 3.6 to 10.4). People in supported employment earned more and worked more hours per month than those who had had prevocational training. Conclusion: Supported employment is more effective than prevocational training at helping people with severe mental illness obtain competitive employment.

Dal-Yob, L., Byung-Ju, Y., & Peters, R. (2003). Cost-benefit analysis of a supported employment program: An experience in Korea. *Journal of Rehabilitation*, 69(1), 46-52.

The cost-effectiveness of a program is often the critical element that is used to determine whether that program is continued, discontinued, or replaced by another. This article describes the cost-benefit analysis of a supported employment program in Korea as well as several political and economic reasons for this type of analysis. Program costs associated with sixty-six participants was evaluated according to a cost-benefit model. Results indicated that the program and its participants yielded a positive benefit to the society, employers and participants. Additionally, the article provides American Rehabilitation practitioners a better understanding of the Korean Rehabilitation System.

Dixon, L., Hoch, J. S., Clark, R., Bebout, R., Drake, R., McHugo, G., et al. (2002). Cost-effectiveness of two vocational rehabilitation programs for persons with severe mental illness. *Psychiatr Serv*, 53(9), 1118-1124.

**OBJECTIVE:** This study sought to determine differences in the cost-effectiveness of two vocational programs: individual placement and support (IPS), in which employment specialists within a mental health center help patients obtain competitive jobs and provide them with ongoing support, and enhanced vocational rehabilitation (EVR), in which stepwise services that involve prevocational experiences are delivered by rehabilitation agencies. **METHODS:** A total of 150 unemployed inner-city patients with severe mental disorders who expressed an interest in competitive employment were randomly assigned to IPS or EVR programs and were followed for 18 months. Wages from all forms of employment and the number of weeks and hours of competitive employment were tracked monthly. Estimates were made of direct mental health costs and vocational costs. Incremental cost-effectiveness ratios (ICERs) were calculated for competitive employment outcomes and total wages. **RESULTS:** No statistically significant differences were found in the overall costs of IPS and EVR. Participation in the IPS program was associated with significantly more hours and weeks of competitive employment. However, the average combined earnings-earnings from competitive and noncompetitive employment-were virtually the same both programs. The ICER estimates indicated that participants in the IPS program worked in competitive employment settings for an additional week over the 18-month period at a cost of \$283 (\$13 an hour). **CONCLUSIONS:** The analyses suggest that IPS participants engaged in competitive employment at a higher cost. When combined earnings were used as the outcome, data from the statistical analyses were insufficient to enable any firm conclusions to be drawn. The findings illustrate the importance of choice of outcomes in evaluations of employment programs.

Drake, R. E., Becker, D. R., Biesanz, J. C., Torrey, W. C., McHugo, G. J., & Wyzik, P. F. (1994). Rehabilitative day treatment vs. supported employment: I. Vocational outcomes. *Community Ment Health J*, 30(5), 519-532.

Day treatment remains a core component in many community mental health programs for persons with severe mental disorders throughout the United States. Many other mental health centers are moving away from day treatment toward psychosocial and vocational rehabilitation programs. Empirical research directly comparing these two systems of organizing outpatient services is needed. In this study the authors compared a rehabilitative day treatment program in one small city with a similar program in a nearby city that changed from day treatment to a supported employment model. Clients who were enrolled in community support services during a baseline year prior to the change and during a follow-up year after the change (71 in the program that changed and 112 in the other) were evaluated during both intervals. In the program that changed, competitive employment improved from 25.4% to 39.4% for all clients, and from 33.3% to 55.6% for those clients who had been regular attenders of day treatment during the baseline. Hours worked and wages earned similarly improved after the program change. For all work variables, clients who had not worked during the baseline year accounted for the improvements in outcome. Meanwhile, employment remained stable in the day treatment program. No negative outcomes were detected. These results indicate that eliminating day treatment and replacing it with a supported employment program can improve integration into competitive jobs in the community.

Drake, R. E., Becker, D. R., Clark, R. E., & Mueser, K. T. (1999). Research on the individual placement and support model of supported employment. *Psychiatr Q*, 70(4), 289-301.

This paper reviews research on the Individual Placement and Support (IPS) model of supported employment for people with severe mental illness. Current evidence indicates that IPS supported employment is a more effective approach for helping people with psychiatric disabilities to find and maintain competitive employment than rehabilitative day programs or than traditional,

stepwise approaches to vocational rehabilitation. There is no evidence that the rapid-job-search, high-expectations approach of IPS produces untoward side effects. IPS positively affects satisfaction with finances and vocational services, but probably has minimal impact on clinical adjustment. The cost of IPS is similar to the costs of other vocational services, and cost reductions may occur when IPS displaces traditional day treatment programs. Future research should be directed at efforts to enhance job tenure and long-term vocational careers.

Eikelmann, B., Reker, T., & Richter, D. (2005). [Social exclusion of the mentally ill -- a critical review and outlook of community psychiatry at the beginning of the 21st century]. *Fortschr Neurol Psychiatr*, 73(11), 664-673.

The social implications and disabilities of long-term mental disorders have been well described and are known for a long time. The classical paradigm of social psychiatry postulating that dehospitalization automatically generates social integration has proven to be wrong. Along that line the view that living in the community supported by different services aiming at integration has also failed to be successful. Without explicitly labelling it: community-based psychiatry has yielded a psychiatry-based community. It never served the majority of the non-chronically mentally ill with disordered social skills who also need specific support or are as well bound for unemployment and social disadvantages. Without doubt, the progress made by community psychiatry in the past was eminently linked to the ideology and implementation of deinstitutionalization. Defining and dealing with social exclusion means a turning point for social and community psychiatry - a new paradigm that could generate a different view upon therapeutical outcomes and the way that therapy and rehabilitation have to be organised and implemented. Especially the example of vocational rehabilitation could mark a stepping stone by initiating further investigations and progress for new approaches in community support. Supported employment programmes have shown the superiority of "place and train" instead of first train in institutions or services and then place on the spot. Thus a so-called inclusion therapy could arise that takes place "in vivo et actu" and near to the individual's real world of tasks and demands. Progress in any part of multidimensional therapy is legitimized only by empirical validation of functional outcome and social inclusion measures. Such an evaluation of complex programmes taking social inclusion into account is sophisticated but seems to be necessary in the field of general psychiatric therapies as well as for the legitimation of financial resources needed. Foreseeing the perspective of social psychiatry a next substantial step could be the identification of social and functional outcome variables.

Farris, B., & Stancliffe, R. J. (2001). The co-worker training model: Outcomes of an open employment pilot project. *Journal of Intellectual & Developmental Disability*, 26(2), 143-159.

This pilot study evaluated the viability of trained co-workers providing direct job training and support to employees with a disability in open employment. Selected staff from 11 KFC restaurants attended a 2 day co-worker training course. Following training they placed a modestly but significantly higher value on persons with a disability in the workplace than previously. Subsequently, an individual with a disability was employed in each of 10 KFC restaurants and received job training and support from a co-worker trainer. Employment outcomes for consumers with co-worker support were as good as for a comparison group who worked in similar jobs at KFC restaurants with job coach support. Comparison group members received substantially more support hours from job coaches. Consumers with co-worker support experienced high levels of involvement with co-workers. The co-worker training model may provide a viable, cost-effective alternative to the traditional place and train model. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Fassmann, H., Lenk, E., Maier-Lenz, R. J., & Steger, R. (2005). [Chances and successes of vocational training of disabled youth in occupational and vocational school--findings of the BAR-pilot study "Regional Networks for Vocational Rehabilitation of (Learning-) Disabled Juvenile (REGINE)"]. *Rehabilitation (Stuttg)*, 44(2), 107-112.

The pilot study "REGINE" was realized on initiative of the Federal Rehabilitation Council (BAR) to test the opportunities of vocational training of learning-disabled youth under "normal" conditions: That means the young people are trained in firms and regular vocational schools, and -- while doing so -- are supported by educational institutions. The project was finished successfully. The results of the evaluation, realized by the Institute for Empirical Sociology at the University of Erlangen-Nurnberg were already published in December 2003. They encourage making use of the opportunities of in-firm vocational training of disabled youth more frequently. More than half of the participants of the first REGINE-cohort successfully finished their vocational training. Nearly 40 % were taken over by the firm that provided vocationally trained, and 12.8 % found a job in another company. The second cohort showed even better results: the corresponding rates are 47.1 and 32.4 %. This success speaks in favour of this place of vocational training, particularly considering the difficult job situation. It seems to be possible, that disabled youth are successfully and cost-effectively trained vocationally, if an individual support of both youth and firms can be provided. Prerequisite for this is a conscientious preparation of the vocational training, which may already begin in the last classes of school. "Achilles heel" of the new place of vocational training for disabled youth is the theoretical training in regular vocational schools which usually can not meet the needs of the learning-disabled. These shortcomings had to be compensated by special educational institutions which are not financed by educational administration but by employment agencies (which actually have no jurisdiction over this kind of duties).

Ford, J., & Ford, C. (1998). Self-Reported Training Needs of Supported Employment Program Managers in South Australia. *Journal of Intellectual and Developmental Disability*, 23(2), 171-182.

A survey of 21 supported-employment program-managers in South Australia found highest identified priority training needs focused on areas of systems development and evaluation, and technological skills. Few reported training needs in areas related to direct-service delivery, even though most had some professional duties in this capacity. (Author/CR)

Gardner, M. (2000). Procedures used to identify and measure benefits and costs of supported employment provision. *Journal of Vocational Rehabilitation*, 14(1), 63-76.

Supported employment consists of an array of services and is one of many service venues available to individuals with disabilities. Analyses of costs and benefits provide valuable evidence with regard to the economic feasibility of alternative programs and assist with the decisions of which of these programs to expand, reduce, or discontinue. Human service providers must also be accountable to the recipients of their services, and have an obligation to ensure that individuals with disabilities and their families benefit from service participation. These seemingly incongruent perspectives, the participant's perspective, the provider's perspective, the taxpayer's perspective and the perspective of society in general, may be addressed individually, or addressed concurrently in an effort to fulfill all obligations of service provision. Likewise, cost analyses may be used to compare supported employment services to other service venues, or they may be used within the supported employment venue to compare cost efficiency of various supported employment services. This article is a review of the procedures used in benefit-cost analyses of supported employment provision, with emphasis upon the purposes of various analyses.

Graffam, J., Smith, K., Shirkfield, A., & Polzin, U. (2002). Employer benefits and costs of employing a person with a disability. *Journal of Vocational Rehabilitation, 17*(4), 251-266.

This paper derives from a national study of employer outcomes when employing a person with a disability. Questionnaires were completed by 643 Australian employers who had employed a person with a disability. Individual performance was considered by comparison of the employee with a disability and the "average" employee. The "average" employee was rated significantly better on productivity variables, and employees with a disability were rated somewhat, but not significantly, better on reliability variables and employee maintenance variables. Organization performance was considered in terms of benefits and costs of workplace modifications and changes to staff training and supervision. In each domain, employers identified more organization benefits than costs, a large majority considering the financial effect of modifications and changes cost-neutral, with financial benefit more common than net cost. Employers reported short-term, but no long-term or broader benefits from employer subsidies and/or incentives. The need to take a broad, "big picture" view to understand cost effectiveness is discussed.

Hallam, A., & Schneider, J. (1999). Sheltered work schemes for people with severe mental health problems: Service use and costs. *Journal of Mental Health, 8*(2), 171-177.

Presents a study, funded by the Department of Health in Great Britain that described and cost a range of schemes which provide work for people with severe mental illness. Methodology used; Findings; Discussion of the study.

Howlin, P., Alcock, J., & Burkin, C. (2005). An 8 year follow-up of a specialist supported employment service for high-ability adults with autism or Asperger syndrome. *Autism, 9*(5), 533-549.

Few supported employment programmes have been specifically designed for people with autism, especially those who are more able. This study examines the outcome of a supported employment service (NAS Prospects) for adults with autism or Asperger syndrome (IQ 60+) over an 8 year period. Approximately 68 percent of clients found employment. Of the 192 jobs, the majority were permanent contracts and most involved administrative, technical or computing work. Assessment of current clients indicates that IQ, language skills and educational attainments are high. However, work has also been found for those of lower abilities. Individuals supported by Prospects show a rise in salaries, contribute more tax and claim fewer benefits. Satisfaction with the scheme is high among clients, employers and support workers. Although the programme continues to incur a financial deficit, this has decreased. Moreover, there are many non-financial benefits, which are difficult to quantify. The importance of specialist employment support of this kind is discussed.

Hughes, M., & Kingsford, M. (1997). A Real Job - with Prospects: Supported Employment Opportunities for Adults with Learning Difficulties and Disabilities. FEDA Paper. *FE Matters, 1*(13).

Effective models for helping adults with disabilities and/or learning difficulties obtain and maintain employment were identified through a research project that included the following activities: collection of background information from 20 providers of support for employment in England and Wales; case studies of a geographically representative sample of 8 of the 20 organizations; and structured interviews with staff from the 8 organizations. The study confirmed that employment and meaningful "work" are key factors in the achievement of adult status by learners with disabilities and/or learning difficulties. It was concluded that although increasing numbers of people with learning difficulties/disabilities are participating in vocationally based education and training, their opportunities to achieve accreditation have not been matched by

opportunities for progression into employment. The following were among the factors identified as key to successful supported employment systems: recognition of adult status; support for client and employer; use of "natural" workplace support; use of job and task analysis; regular review of support; individual approach to clients; high expectations; positive marketing of clients' skills; good job match; partnerships with parents and caregivers; and recognition of service by stakeholders. (Appended are a good practice checklist and list of publications/organizations/agencies providing additional information about supported employment in the United Kingdom.) (MN)

Jell, J. R. (2005). *From school to a career: a student's guide to success in the real world*. Lanham, Md.: ScarecrowEducation.

Johnson, D. R., & et al. (1993). Evaluating the Effectiveness and Efficiency of Supported Employment Programs. Policy Research Brief. *Policy Research Brief*, 5(2).

This policy research summary outlines the paradigms and processes used in recent research and evaluation studies conducted on supported employment and rehabilitation programs in Minnesota. First, the paper reviews evaluation strategies and models for assessing the individual and societal efficacy of supported employment. It identifies key effectiveness evaluation activities such as identifying outcomes, developing a conceptual framework, specifying comparisons, and specifying outcomes and indicators. Principles of efficiency evaluation are also addressed. Second, the paper presents a case study and methodology for evaluating supported employment costs and benefits. The case study sample included 11 agencies at 13 sites in Minnesota, with 41 program options. Results are reported in terms of: consumer demographic characteristics and work activity, agency and program costs, and benefit-cost estimates. Third, the paper offers recommendations for strengthening current evaluation methods and practices as a means of improving the quality, effectiveness, and efficiency of supported employment programs. Recommendations focus on: the importance of reaching professional consensus on desired goals and outcomes; the need for improved conceptual frameworks; and the importance of controlling for individual characteristics. (Contains 44 references.) (DB)

Kober, R., & Eggleton, I. R. C. (2005). The effect of different types of employment on quality of life. *Journal of Intellectual Disability Research*, 49(10), 756-760.

Background: Despite research that has investigated whether the financial benefits of open employment exceed the costs, there has been scant research as to the effect sheltered and open employment have upon the quality of life of participants. The importance of this research is threefold: it investigates outcomes explicitly in terms of quality of life; the sample size is comparatively large; and it uses an established and validated questionnaire. Method: One hundred and seventeen people with intellectual disability (ID) who were employed in either open or sheltered employment by disability employment agencies were interviewed. Quality of life was assessed using the Quality of Life Questionnaire. After making an initial assessment to see whether the outcomes achieved depended on type of employment, quality of life scores were analyzed controlling for participants' level of functional work ability (assessed via the Functional Assessment Inventory). Results: The results showed that participants placed in open employment reported statistically significant higher quality of life scores. When the sample was split based upon participants' functional work ability, the type of employment had no effect on the reported quality of life for participants with a low functional work ability. However, for those participants with a high functional work ability, those in open employment reported statistically significantly higher quality of life. Conclusions: The results of this study support the placement of people with ID with high functional work ability into open employment. However, a degree of caution needs

to be taken in interpreting the results presented given the disparity in income levels between the two types of employment. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Kregel, J. (1997). Perspective: Supported Employment. *Remedial and Special Education, 18*(4), 194-197.

Summarizes the present status of supported employment for people with disabilities, discusses major accomplishments of the initiative (such as positive results in benefit-cost analyses) and identifies challenges, including continuing high numbers of individuals in segregated programs, lack of supported employment services for individuals with significant support needs, and need for strategies to foster economic independence in participants. (DB)

Kregel, J., Dean, D. M., & Wehman, P. (no date). Achievements and challenges in employment services for people with disabilities: The longitudinal impact of workplace supports. from <http://www.worksupport.com/Main/deanmanual.asp>

This manual contains articles on (1) A paradigm for evaluation of the federal-state vocational rehabilitation program, (2) Competitive employment: Has it become the "first choice" yet?, (3) Sheltered vs. supported employment: A direct comparison of long-term earnings outcomes for individuals with cognitive disabilities, (4) Extended services in supported employment: What are providers doing? Are customers satisfied?

Kregel, J., Wehman, P., Revell, G., Hill, J. W., & Cimera, R. E. (2000). Supported employment benefit-cost analysis: Preliminary findings. *Journal of Vocational Rehabilitation, 14*(3), 153-161.

Cost efficiency research is reviewed. This literature is followed by discussion on the state variation in the costs of supported employment with an analysis of "high" cost vs. "low" cost states funding patterns. An examination of the preliminary impact of the Home and Community Based Waiver on costs of supported employment is also provided on a state-by-state basis.

Latimer, E. (2005). Economic considerations associated with assertive community treatment and supported employment for people with severe mental illness. *J Psychiatry Neurosci, 30*(5), 355-359.

This article discusses economic considerations associated with evidence-based practices for people with severe mental illness that involve grouping treatment and rehabilitation staff into a single team. The article includes a brief review of the evidence and arguments that both assertive community treatment and supported employment are effective in promoting recovery, as well as having other favourable outcomes. In terms of cost, assertive community treatment appears to allow flexible deployment of resources such that the number of days in hospital is reduced, which means that in many cases this form of treatment pays for itself. Evidence for a similar cost offset with supported employment is much more limited. Even when such practices increase overall costs, they appear to be more cost-effective than the alternatives with which they have been compared. Consideration of these findings together suggests that improved synthesis and use of individual-level clinical information, which are more easily achieved by a team, are key to more cost-effective service delivery for people who need the expertise of different kinds of professionals.

Latimer, E. A. (2001). Economic impacts of supported employment for persons with severe mental illness. *Can J Psychiatry, 46*(6), 496-505.



**BACKGROUND:** Most persons with severe mental illness prefer competitive to sheltered vocational settings. Supported employment (SE) has become a clearly defined model for helping people with severe mental illness to find and maintain competitive jobs. It involves individualized and rapid placement, ongoing support and assessment, and integration of vocational and mental health staff within a single clinical team. Previous studies show that SE secures competitive employment much more effectively than do other approaches. This review focuses on its economic impacts. **METHODS:** Studies reporting some service use or monetary outcomes of adding SE programs were identified. These outcomes were tabulated and are discussed in narrative form. **RESULTS:** Five nonrandomized and 3 randomized studies compare SE programs with day treatment or transitional employment programs. The introduction of SE services can result in anything from an increase to a decrease in vocational service costs, depending on the extent to which they substitute for previous vocational or day treatment services. Overall service costs tend to be lower, but differences are not significant. Earnings increase only slightly on average. **CONCLUSIONS:** Converting day treatment or other less effective vocational programs into SE programs can be cost-saving or cost-neutral from the hospital, community centre, and government points of view. Investments of new money into SE programs are unlikely to be materially offset by reductions in other health care costs, by reductions in government benefit payments, or by increased tax revenues. Such investments must be motivated by the value of increasing the community integration of persons with severe mental illness.

Latimer, E. A., Bush, P. W., Becker, D. R., Drake, R. E., & Bond, G. R. (2004). The cost of high-fidelity supported employment programs for people with severe mental illness. *Psychiatr Serv, 55*(4), 401-406.

**OBJECTIVE:** This study determined the costs of evidence-based supported employment programs in real-world settings. **METHODS:** A convenience sample of 12 supported employment programs known to follow closely the principles of evidence-based supported employment was asked to provide detailed information on program costs, use, and staffing. Program fidelity was assessed by using the Supported Employment Fidelity Scale. Cost and utilization data were analyzed in a comparable manner to yield direct and total costs per client served, per full-year-equivalent client, and per employment specialist. **RESULTS:** Usable data were obtained from seven programs in rural and urban locations in seven states: Indiana, Kansas, Massachusetts, New Hampshire, Oregon, Rhode Island, and Vermont. All programs received high fidelity ratings, ranging from 70 to the maximum value of 75. Annual direct costs per client served varied from dollars 860 in New Hampshire to dollars 2723 in Oregon, and direct costs per full-year-equivalent client varied from dollars 1423 in Massachusetts to dollars 6793 in Indiana. Direct costs per employment specialist did not show as much variation, ranging from dollars 37339 in Rhode Island to dollars 49603 in Massachusetts, with a mean of dollars 44082. Differences in cost per client arose in part from differences in rules for determining who is or is not considered to be on a program's caseload. By assuming a typical caseload of about 18 clients, it was estimated that the cost per full-year-equivalent client averaged dollars 2449 per year, ranging from dollars 2074 to dollars 2756. **CONCLUSIONS:** The results point to the need for greater uniformity in caseload measurement and help specify the costs of high-fidelity supported employment programs in real-world settings.

Lewis, D. R., & et al. (1993). Accounting for Costs of Habilitation Training, Sheltered Workshops, and Supported Employment. *Education and Training in Mental Retardation, 28*(1), 75-89.

Procedures are outlined for employing a resource components approach to collect and report cost information on training and supported employment programs for adults with developmental

disabilities. Examination of the costs of 41 Minnesota programs indicates that costs are functionally related to different consumer and program factors. (Author/JDD)

Lewis, D. R., Johnson, D. R., & Mangen, T. (1998). Evaluating the multidimensional nature of supported employment. *Journal of Applied Research in Intellectual Disabilities, 11*(2), 95-115.

This paper examines the multidimensional outcomes of supported employment in terms of its effectiveness and efficiency and offers several policy recommendations for improving these outcomes. Three sets of questions are addressed. The first examines factors that separately influence each of the multiple outcomes through ordinary least-squares regression techniques. A second set estimates recursive relationships among the multiple outcomes through the use of two-stage least-squares regression techniques. A third set explores efficiency relationships between these outcomes and the costs of providing employment-related services. The data used in the study were originally collected in 1991 for a purposive sample of 40 programmes for estimating the economic costs and benefits of supported employment in Minnesota. 706 individuals with mild to moderate levels of disability participated. Preliminary conclusions indicate positive degrees of both efficacy and efficiency in the programmes examined. (PsycINFO Database Record (c) 2005 APA)

Mank, D., Cioffi, A., & Yovanoff, P. (1999). The impact of coworker involvement with supported employees on wage and integration outcomes *Mental Retardation, 36*, 205-216.

Mank, D., O'Neill, C. T., & Jensen, R. (1998). Quality in Supported Employment: A New Demonstration of the Capabilities of People with Severe Disabilities. *Journal of Vocational Rehabilitation, 11*(1), 83-95.

In King County (Washington) government agencies, jobs were developed for 55 people with severe disabilities through leadership by county officials and developmental disabilities staff. The program was cost effective and also resulted in improved wages for the workers with disabilities. (SK)

Marshall, C. A., Longie, B. J., Miller, J. F., Cerveney, L. K., & Monongye, D. (1994). A National Survey of Indian Health Service Employees and the Development of a Model Job Training Demonstration Project: Identifying Work Opportunities for American Indians and Alaska Natives with Disabilities. Executive Summary.

This project involved a national survey of Indian Health Service (IHS) agencies to assess the working environment, the extent to which IHS agencies employ and provide support services for persons with disabilities, and the need for program and consumer services to enhance the employability of American Indians with disabilities. A total of 676 interviews with IHS employees (62 percent American Indian) with disabilities, supervisors, co-workers of employees with disabilities, and other employees was conducted. The survey found that employees believed their work sites were accessible but needed to learn more about disability issues. Employees with disabilities believed that IHS needs to take specific steps to recruit persons with disabilities. The project also developed and pilot tested a supported employment job training model to demonstrate effective practices in hiring and providing support services to American Indians with disabilities. Supervisors and a job coach worked with nine trainees (six of whom had severe disabilities) to provide on-the-job training and solve work-related issues. An unanticipated outcome of the pilot project was the amount of emotional support the trainees needed to sustain their involvement. Recommendations focus on training costs, provision of psychological counseling to trainees, and staff requirements. (DB)

McCaughrin, W. B., Ellis, W. K., Rusch, F. R., & Heal, L. W. (1993). Cost-effectiveness of supported employment. *Ment Retard, 31*(1), 41-48.

Monetary costs and benefits of supported employment to individuals, taxpayers, and society were assessed as was the cost-effectiveness of the nonmonetary benefit, namely, quality of life of employees, as a result of supported employment. Participants were 20 individuals from two Central Illinois agencies serving clients with developmental disabilities. Costs and effects were evaluated using benefit-cost and cost-effectiveness analyses. Supported employment was found to be cost-beneficial from the perspectives of the supported employee, the taxpayer, and society over a 5-year period as programs move from sheltered employment. In addition, supported employment was also more cost-effective with regard to quality of life than was sheltered employment.

McDonald, S., & et al. (1996). *The Road to Work: An Introduction to Vocational Rehabilitation. A Booklet for Youth and Adults with Disabilities, Family Members and Advocates.*

This booklet for Minnesota young people with disabilities and their families is intended to explain vocational rehabilitation services required under the Rehabilitation Act as amended in 1992. The first section considers eligibility for vocational rehabilitation, the role of state agencies, the application process, and assessment. The next section describes the Individualized Written Rehabilitation Program (IWRP), which identifies job goals and needed services, and discusses rehabilitation technology and supported employment. The third section is on financial factors, including determination of "comparable benefits" and consumer financial participation. Next, the rehabilitation appeals procedure is detailed. A question-and-answer format addresses transition issues, such as transition services under the Individuals with Disabilities Education Act, vocational rehabilitation and transition, and self-advocacy. Finally, the main features of the Americans with Disabilities Act are identified and suggestions for making vocational rehabilitation work for the individual are offered. Appendices provide a history of legislation affecting people with disabilities, supported employment definitions, and vocational rehabilitation appeals procedures. (DB)

McGurk, S. R., & Mueser, K. T. (2004). Cognitive functioning, symptoms, and work in supported employment: a review and heuristic model. *Schizophr Res, 70*(2-3), 147-173.

**OBJECTIVE:** Supported employment has been shown to improve the employment outcomes of clients with severe mental illness (SMI), but many clients who receive this service still fail to achieve their vocational goals. There is a need to better understand how illness-related impairments interfere with work, and how supported employment services deal with those impairments in order to improve the employment outcomes of clients with SMI. **METHOD:** We conducted a review of research on the relationship between cognitive functioning, symptoms, and competitive employment in clients with SMI. Based on this review, we developed a heuristic model of supported employment that proposes specific interactions between cognitive factors, symptoms, vocational services, and employment outcomes. **RESULTS:** The review indicated that cognitive functioning and symptoms were strongly related to work in studies of general psychiatric samples. In studies of clients participating in vocational rehabilitation programs, associations between cognitive functioning, symptoms, and work were also present, but were attenuated, suggesting that vocational rehabilitation compensates for the effects of some cognitive impairments and symptoms on work. We describe a heuristic model of supported employment that posits specific and testable effects of cognitive domains and symptoms on vocational services and employment outcomes. **CONCLUSIONS:** Supported employment appears to work by

compensating for the effects of cognitive impairment and symptoms on work. The model may serve as a guide for research aimed at understanding how supported employment works, and for developing supplementary strategies designed to improve the effectiveness and cost-effectiveness of supported employment services.

Millington, M. J., Miller, D. J., Asner-Self, K. K., & Linkowski, D. (2003). The business perspective on employers, disability, and vocational rehabilitation. In E. M. Szymanski & R. M. Parker (Eds.), *Work and disability: Issues and strategies in career development and job placement (2nd ed.)*. (pp. 317-342): PRO-ED, Inc, Austin, TX, US.

(From the chapter) The vocational rehabilitation (VR) profession has a legislative mandate to serve society by removing the employment barriers that workers with disabilities face. It is argued that VR practitioners must be open to the very real possibility that VR practices and structures have concealed barriers that required their attention and may have even created barriers where none need have existed. This chapter takes up what the authors consider to be one such blind spot: the conception of "the employer" traditionally understood in terms of an individual. The authors argue for a conception of "the employer" in terms of a structural heuristic, a dynamic interrelation of "management functions"-- functions guided by and expressing the overarching motivation of business in a market economy, to maximize profit and minimize cost. (PsycINFO Database Record (c) 2005 APA)

Moore, T. J., & Crimando, W. (1995). Attitudes toward Title I of the Americans with Disabilities Act. *Rehabilitation Counseling Bulletin, 38*(3), 232-247.

Investigated attitudes of rehabilitation service providers, private sector representatives, and people with disabilities toward the employment provisions of the Americans with Disabilities Act. Found significant differences among the groups, especially in areas of cost, effectiveness, and attitude toward federal legislation. Most differences simply reflected varying levels of agreement or disagreement. (RJM)

Mowbray, C. (2000). The Michigan Supported Education Program. *Psychiatr Serv, 51*(11), 1355-1357.

With the advent of improved pharmacological treatments, empirically tested psychiatric rehabilitation techniques, and an increased emphasis on the empowerment of mental health consumers, many adults with psychiatric disabilities now have a realistic chance of reentering their communities and reestablishing meaningful and productive lives. Because work is a fundamental component of adjustment in adult life, helping individuals obtain and maintain jobs has been viewed as the sine qua non of psychiatric rehabilitation. More recently, however, rehabilitation practitioners have realized that many adults with psychiatric disabilities have the desire and the requisite motivation and educational background to attend college (1). Hence rehabilitation practitioners have recognized that helping individuals restart their postsecondary educational pursuits is a desirable, valid, and viable option (2,3). Supported education is being used increasingly to encourage adults with mental illness to enroll in and complete postsecondary education by providing assistance, preparation, and ongoing counseling (4). Several reports have suggested that supported education programs contribute to positive outcomes such as graduation, acquisition of marketable skills, employment, and positive self-esteem (5,6,7). In this month's column, Carol Mowbray, Ph.D., describes the Michigan Supported Education Program and provides a rationale and empirical validation for its inclusion as an integral modality of psychiatric rehabilitation.

Mueller, J. L. (1999). Returning to work through job accommodation: a case study. *Aaohn J*, 47(3), 120-129; quiz 130-121.

1. As more people live longer and more active lives the likelihood of experiencing a disability during one's career increases. Although the unemployment rate among people with disabilities is high, workers with disabilities are becoming more common. 2. Effective job accommodation costs only a small fraction of the hundreds of thousands of dollars that would otherwise be paid out in disability benefits and insurance premiums, or wasted in litigation. 3. Job accommodation planning should begin as early as possible in the disability process and include the active involvement of the individual with the disability and appropriate clinicians, as well as the supervisor and coworkers. 4. Successful accommodation is the result of teamwork, The occupational health professional is often the coordinator of a number of internal and external resources in the job accommodation process. Tools are available for sharing information among all those involved in the accommodation process, without compromise of confidential medical or business information.

O'Brien, J., & Dempsey, I. (2004). Comparative analysis of employment services for people with disabilities in Australia, Finland, and Sweden. *Journal of Policy and Practice in Intellectual Disabilities*, 1(3/4), 126-135.

Perkins, D. V., Born, D. L., Raines, J. A., & Galka, S. W. (2005). Program evaluation from an ecological perspective: supported employment services for persons with serious psychiatric disabilities. *Psychiatr Rehabil J*, 28(3), 217-224.

Results of large-scale program evaluations supplement other kinds of evidence regarding interventions for psychiatric disabilities. This paper describes an ongoing 11-year effort to evaluate supported employment services provided to persons with serious psychiatric disabilities by community mental health centers in one Midwestern state. Using an ecological perspective, the evaluation emphasizes multiple kinds of products and the careful development and maintenance of stakeholder relationships. Data from over 4600 individuals in supported employment programs demonstrate that services are effective and efficient, that these employees and employers are satisfied, and that stable employment may sharply reduce the overall costs of mental health care.

Pierangelo, R., & Crane, R. (1997). Complete Guide to Special Education Transition Services: Ready-to-Use Help and Materials for Successful Transitions from School to Adulthood.

This book is intended to provide a comprehensive guide to the transition of students from special education programs into adulthood. The 13 chapters address the following specific issues, with sample sub-topics indicated in parentheses: (1) fundamentals of transition services (self-determination, importance of keeping records); (2) transitional Individualized Education Plans (who determines what services are needed, adult service providers, and a transition planning timeline); (3) vocational education planning (assessments, rehabilitation services, supported employment, employment rights); (4) living arrangements (residential models, housing subsidies, respite care); (5) transportation concerns (travel training, paratransit systems); (6) recreational and leisure options (mastering leisure skill activities and leisure resources); (7) social skills (acquiring social skills, fostering relationships); (8) sexual issues (sexuality education, how particular disabilities affect sexuality); (9) communication and assistive technology (computer access, current technologies for specific impairments); (10) postsecondary educational options (financial aid, accommodations for specific disabilities, distance learning); (11) estate planning for parents (guardianship, the letter of intent, and wills); (12) insurance issues for parents (insurance policies,

Medicare and Medicaid); and (13) financial concerns (Supplemental Security Income and Social Security Disability Insurance). Twelve appendices provide a comprehensive directory of additional resources. (DB)

Prero, A. J. (1993). Shifting the cost of self-pay for SSI workers in supported employment. *Soc Secur Bull*, 56(1), 44-51.

Two provisions of the Supplemental Security Income (SSI) program--the Plan for Achieving Self-Support (PASS) and Impairment Related Work Expenses (IRWE)--can have the implicit result of compensating SSI recipients for work expenses they incur. That is, PASS and IRWE can, in effect, shift all or some of a working SSI recipient's expenses from the recipient to the SSI program. This article describes how PASS and IRWE operate and demonstrates the shifting effect. The analysis focuses on expenses for supported employment.

Radtke, J. E. (1998). Achieving Successful Employment Outcomes with the Use of Assistive Technology. Report from the Study Group, Institute on Rehabilitation Issues (24th, Washington, DC, May 1998).

Developed as a result of an institute on rehabilitation issues, this document is a guide to assistive technology as it affects successful competitive employment outcomes for people with disabilities. Chapter 1 offers basic information on assistive technology including basic assumptions, service provider approaches, options for technology provision, and costs and benefits. Chapter 2 focuses on the pivotal role of the consumer, stressing the importance of attitude, the awareness process, and approach. Chapter 3 considers the assistive technology team including the counselor, consumer, rehabilitation technologist, employer, and others. The following chapter examines administrative challenges with emphasis on the importance of listening and then taking necessary actions. Chapter 5 is on application of assistive technology for the consumer and covers technology applications in the vocational rehabilitation process and employment, home-based employment, and marketplace issues. Chapter 6 considers some innovative approaches to assistive technology such as equipment loan banks, used equipment exchanges, and telecommunication device distribution programs. Chapter 7 addresses the legislative foundation of assistive technology including 18 specific laws or regulations such as the Rehabilitation Amendments of 1998. Chapter 8 lists additional information resources including Internet resources, related projects, and rehabilitation engineering research centers. (Contains 32 references.) (DB)

Reker, T., & Eikelmann, B. (1999). [Predictors of success in supported employment programmes--results of a prospective study]. *Psychiatr Prax*, 26(5), 218-223.

**BACKGROUND:** Vocational integration of mentally ill patients is confronted not only with illness-related restrictions but also with the current situation on the labour market and prejudices on the part of potential employers. The Consultancy Centres for Vocational Integration work with a supported employment approach which was adapted to the German situation. It includes prevocational training, assistance in finding appropriate jobs, cooperation with employing companies and long-term job site support. **METHODS AND PATIENTS:** Within the scope of a major study on vocational rehabilitation in the German region of Westphalia-Lippe, we carried out a prospective study of the further vocational course of 61 patients who had already been placed in competitive employment within the framework of the Consultancy Centres. These patients (30 men, 31 women) had a mean age of 31 years (+/- 6.9); 54% of them were suffering from schizophrenic disorders; mean duration of illness was 8.2 years (+/- 6.8). **RESULTS:** After two years (and for a subsample of 33 patients also after 3 years) two-thirds of patients were still

in competitive employment. Predictors of success proved to be 1) a higher ability to cope with vocational stress on introduction of the measure, 2) an earlier start to rehabilitation, and 3) financial assistance for the company. A close correlation was recorded between course of illness (rehospitalizations) and success of rehabilitation. CONCLUSIONS: Even in the current situation of high unemployment rates vocational integration of mentally ill patients is possible and stable in medium term. Especially highly-motivated patients with favourable preconditions (early start of rehabilitation measures, higher ability to cope with work stress) are successful if intensive long-term support--including efforts involving employers--is provided.

Relave, N., & Mendes, E. (2005). *Finding funding: A guide to federal sources for workforce development initiatives*. Washington, DC: The Finance Project.

Revell, G., Kregel, J., Wehman, P., & Bond, G. R. (2000). Cost effectiveness of supported employment programs: What we need to do to improve outcomes. *Journal of Vocational Rehabilitation, 14*(3), 173-178.

Cost effectiveness of supported employment can only be meaningful studied in the context of how meaningful the actual outcomes are. This paper examines how to assess outcomes, how funding agencies purchase services, and describes how two states, Massachusetts and Oklahoma, provide funding for supported employment. A summary of cost effectiveness recommendations is provided as well.

Robinson, J. E. (2000). Access to employment for people with disabilities: findings of a consumer-led project. *Disabil Rehabil, 22*(5), 246-253.

PURPOSE: A consumer led initiative which aimed to gather information from local employers and disabled people which might inform future action to improve work opportunities for disabled people. METHOD: (1) A survey of 500 companies with more than 20 employees randomly sampled from 4 locations across Suffolk was undertaken. The survey generated both numerical and verbal data. Response rate was low (25%) but achieved a reasonable spread of organizations in terms of size, type of industry and geographical location. (2) Semi-structured interviews were carried out with nine disabled people. Open-ended questions were used to elicit information about the nature of their disability, experiences of education and experiences of seeking and/or maintaining work. RESULTS: 43% of respondents had one or more disabled employees. Evidence of obstacles to employment included a lack of understanding about the capability of disabled people, lack of knowledge about financial and technical assistance and undifferentiated approaches to access and accommodation. Interview data supported the importance of paid employment to self esteem and quality of life and showed high levels of frustration in their search for work. CONCLUSIONS: This study demonstrates the need for better interagency communication and a more effective information distribution strategy for employers, particularly in relation to the availability of systems of support and the capability of disabled employees.

Rogan, P. (1993). *Toward Integrated Employment for All*.

This site visit report reviews activities of Monadnock Developmental Services, Inc., a program serving people with developmental disabilities in one New Hampshire region. The report focuses on the development of employment services in the state and region, including system change strategies, practices being used to support people in jobs, and current issues and dilemmas. Sections of the report address: the development of integrated employment in New Hampshire through the 1980s; state and regional funding structures for employment; and the development of employment opportunities in Region V of the state, utilizing such principles as closure of

sheltered workshops, tying of funding directly to people needing services (rather than providers), person-centered planning and individualized job placements, development of natural supports on the job, and facilitation of school-to-work transition. Three Region V agencies were visited, and three individuals being served by the program are described. Specific issues are identified, including low staff salaries, transportation needs, the requirement that 6 hours of service be provided each day, waiting lists, and possible overselling of supported employment. (DB)

Rogers, E. S., & et al. (1995). A Benefit-Cost Analysis of a Supported Employment Model for Persons with Psychiatric Disabilities. *Evaluation and Program Planning*, 18(2), 105-115.

A methodology was developed for conducting a benefit-cost analysis of an innovative supported employment intervention for the psychiatrically disabled. Results indicated that the program, which targeted 19 participants, approached cost efficiency of almost .90 of benefits to costs. The value of the methodology for program evaluation is discussed. (SLD)

Schneider, J. (2003). Is supported employment cost effective? A review. *The International Journal of Psychosocial Rehabilitation*, 7(145-156).

There is a growing interest in supported employment within mental health services, reinforced by the importance placed on occupation by service users, and by the development of specialist interdisciplinary teams with a remit to treat individuals holistically. One model of supported employment, Individual Placement and Support (IPS), has ample evidence for its effectiveness, and this is reviewed briefly here. However, information about the costs of IPS and their relation to outcomes is patchy and equivocal. This paper reviews some basic approaches to evaluating cost effectiveness, looks at what inferences can be drawn from previous studies, including those that span all disability groups, and describes the findings of costs studies focused on interventions for people with mental health problems. In relation to the latter, it summarises what is known, what is uncertain and areas for future research. It makes recommendations about how costs should be taken into account in the development of new employment interventions, and in the evaluation of existing schemes.

Shearn, J., Beyer, S., & Felce, D. (2000). The cost-effectiveness of supported employment for people with severe intellectual disabilities and high support needs: A pilot study. *Journal of Applied Research in Intellectual Disabilities*, 13(1), 29-37.

Compares the costs of supporting people with severe intellectual disabilities and high support needs in part-time employment with those of a Special Needs Unit (SNU) of a day center. Observation of the employment activities and representative SNU activities; Association of SNU activities with greater receipt of social contact; Cost-effectiveness ratios of producing assistance and engagement in activities.

Spearman, R. (1995). Journey to Success: Discovering Vocational Opportunities for Idahoans with Disabilities [and] Jornada al Exito: Descubriendo Oportunidades Vocacionales para Ciudadanos de Idaho con Incapacidades.

Designed for individuals with disabilities and their families, this handbook (in both English and Spanish versions) provides information about vocational opportunities in Idaho and how they may be accessed by young adults with disabilities. Topics addressed include: (1) work related and individual and family supports; (2) types of adult service programs; (3) categories of adult employment programs; (4) school transition as a means to employment; (5) major adult vocational services; (6) employment related service terms; (7) types of supported employment;



(8) new methods of supported employment, including natural supports in the workplace; (9) community supported employment characteristics; (10) emerging providers/opportunities; (11) long-term funding; (12) types of income support; (13) questions that should be asked about adult programs; (14) parents as case managers and advocates for change; (15) sources of rights for workers with disabilities; (16) basic laws concerning discrimination; (17) advocacy strategy; (18) state laws; and (20) tax incentives and benefits for employers of persons with disabilities. Appendices include information service regions in Idaho, the PASS (Plans for Achieving Self-Support) and long term funding programs, benefits for people with disabilities who work, SSI (Social Security Income) eligibility requirements, the vocational rehabilitation process, and state and federal resource organizations in Idaho. (Contains 18 references.) (CR)

Stapleton, D. C. E., & Burkhauser, R. V. E. (2003). *The Decline in Employment of People with Disabilities: A Policy Puzzle*.

This book includes revised presentations from an October 2001 meeting of the National Institute for Disability and Rehabilitation Research and the Cornell Rehabilitation Research and Training Center that considered the validity of current data for measuring trends in the employment rate of people with disabilities and investigated the causes and consequences of the declining rate of employment shown in the data. Chapters are as follows: "Introduction" (Burkhauser, Stapleton); "A User's Guide to Current Statistics on the Employment of People with Disabilities" (Burkhauser et al.); "Employment Declines among People with Disabilities" (Houtenville, Daly); "Have Changes in the Nature of Work or the Labor Market Reduced Employment Prospects of Workers with Disabilities?" (Stapleton et al.); "Rising Health Care Expenditures and the Employment of People with High-Cost Chronic Conditions" (Hill et al.); "Employment and the Changing Disability Population" (Kaye); "The American with Disabilities Act and the Employment of People with Disabilities" (DeLeire); "Does the Definition Affect the Outcome?" (Kruse, Schur); "Is It Time to Declare the ADA a Failed Law?" (Blanck et al.); "Social Security Disability Insurance and the Recent Decline in the Employment Rate of People with Disabilities" (Goodman, Waidmann); "A Review of the Evidence and Its Implications for Policy Change" (Burkhauser, Stapleton). (Contains 70 figures and 41 tables. Chapters include substantial references.)

Thomas, D. F. E., & et al. (1993). *Community-Based Employment Following Traumatic Brain Injury*.

This collection of papers on vocational rehabilitation of persons impaired as a result of traumatic brain injury is designed to provide a resource for individuals concerned with community-based employment. The 11 papers include: "Training Persons with Traumatic Brain Injury for Complex Computer Jobs: The Domain-Specific Learning Approach" (Elizabeth L. Glisky); "Selection and Outcome Criteria for Community-Based Employment: Perspectives, Methodological Problems and Options" (Thomas Kay); "Neuropsychological Evaluation of Persons with Traumatic Brain Injury" (Lance E. Trexler); "Brain Injury Rehabilitation in Small Towns and Rural Communities" (James Malec and Dale F. Thomas); "Development of a Model of Community-Based Employment for Persons with Traumatic Brain Injury" (Dale F. Thomas and Fredrick E. Menz); "Behavior Management of Persons with Head Injuries in Community-Based Vocational Settings: New Challenges for Professionals" (Gary R. Ulicny); "Maintaining Work after Traumatic Brain Injury: Experiences from Two Neuropsychological Rehabilitation Programs" (George P. Prigatano); "Long-Term Case Management: A Rehabilitation System and Community Provider Perspective on Handling Crisis and Non-Crisis Problems" (Robin Ray and Nancy D. Schmidt); "Return to Work: Supported Employment for Persons with Traumatic Brain Injury" (Paul Wehman and others); "Developing Funding Policy in the Public Sector When Resources Are Uncertain and Where Competition Is Keen" (John H. Noble, Jr. and others); and "Public Policy

for Persons with Traumatic Brain Injury" (Faith S. Kirk and George Zitnay, summarized by Fredrick E. Menz and others). (References accompany each paper.) (JDD)

Tuckerman, P., Smith, R., & Borland, J. (1999). The relative cost of employment for people with a significant intellectual disability: The Australian experience. *Journal of Vocational Rehabilitation, 13*(2), 109-117.

In Australia, adults with a moderate to severe intellectual disability receive a Commonwealth Government Disability Support Pension and may enter Commonwealth Government funded employment programs or State Government funded community activity programs. This paper compares the cost to government of Jobsupport (an open employment program) and the available alternatives. Background data about Jobsupport, including satisfaction surveys of employers and people with disabilities supported by Jobsupport, is included. Comparisons with other options show Jobsupport to be a cost effective option for government and almost revenue neutral per client for the Commonwealth Government compared to the pension after 12 months. This result has been relatively robust over time; as government funding has increased and the program has grown in size, cost per client has remained steady in real terms. In evaluating the cost of the Jobsupport program, displacement effects have proved to be less important than had been previously believed and smaller for Jobsupport than in general labor market programs. Even when displacement differences are included, there are significant savings, including reductions in pension payments, from programs such as Jobsupport. When these savings are considered, a Jobsupport open employment program is much less expensive than State-funded Post School Options activity programs.

Turton, N. (2001). Welfare benefits and work disincentives. *Journal of Mental Health, 10*(3), 285-301.

Unemployment among people with mental health problems is disproportionately high. Despite this many wish to work. The welfare benefits system presents one of the most significant barriers to employment, training and study. This paper examines the financial implications of moving from welfare to work. Five case studies are presented and measures of welfare dependency are compared. The findings show that people with mental health problems face greater unemployment and poverty traps than the general population. It appears that there are few circumstances that would make a move into paid work financially viable. The recently introduced Disabled Persons' Tax Credit does little to improve this situation. Disincentives are created by complex, inflexible and arbitrary rules for disability and housing benefits. Further measures are required to promote the inclusion of people with mental health problems in the labour market.

Wallace, T. E., & et al. (1993). Employment. Feature Issue. *IMPACT, 6*(3).

This theme issue addresses current trends and new developments in ensuring that individuals with disabilities have meaningful employment opportunities, especially in the context of recent federal legislation. Stressed throughout is the importance of collaboration among professionals, individuals with disabilities, and family members in achieving employment goals. Major articles are as follows: "The Evolution of Supported Employment" (David R. Johnson and Darrell R. Lewis); "A Common Sense Approach to Meaningful Employment" (Michael Callahan); "Evaluating the Effectiveness of Supported Employment" (David R. Johnson et al.); "Collaboration, Creativity, and Creation: The Three C's for Rural Rehabilitation" (Randall Morris et al.); "Collaboration, Vision, Redefinition: The Transition to Work Project" (Maggie Hess); "Dakota: Quality Service through Innovative Management" (Hans Swemie); "Wood Lane: Developing Individual Potential" (Teresa Fulk and Melinda Slusser); "Minnesota Mainstream: Supporting Professionals with Mental Illness" (Rand Adams); "National Trends in Day and

Employment Services" (Martha J. McGaughey); "IDEA and Rehab Act Amendments: Impact on Employment" (Barbara Guy et al.); "Funding Long-Term Support: Ideas from Experts" (Joyce M. Albin and Roz Slovic); and "Fee for Service" (Gail Rheinheimer et al.). A list of suggested resources including organizations, publications and training materials, and pamphlets and other materials concludes the issue. (DB)

Walsh, P. N., Lynch, C., & deLacey, E. (1994). Supported employment for Irish adults with intellectual disability: the OPEN ROAD experience. *Int J Rehabil Res*, 17(1), 15-24.

Supported employment is an approach to ensuring the vocational and social integration of persons with intellectual and other disabilities by placing and then training them to carry out real jobs in the regular workplace, supported by staff members or co-workers. This article focuses on the actual employment outcomes for participants in OPEN ROAD, a three-year innovative project which introduced adults with moderate and severe levels of intellectual disability in Dublin, Ireland to ordinary jobs. Supported workers (n = 24) were men and women aged between 19 and 49 years who obtained part-time jobs chiefly within the financial and food service and retail sectors of an economy marked by high rates of long-term unemployment. Effective job-finding and support strategies as well as individual outcomes are described. Priorities for those at national and agency levels planning for meaningful, sustainable employment for persons in this population are suggested.

Warner, R., Huxley, P., & Berg, T. (1999). An evaluation of the impact of clubhouse membership on quality of life and treatment utilization. *Int J Soc Psychiatry*, 45(4), 310-320.

A group of clubhouse users matched with similar patients (not clubhouse users) in a neighbouring area were compared in terms of quality of life (Lancashire Quality of Life Profile), service utilization and treatment costs over a two year period. The clubhouse group achieved a reasonable employment status and good social relationships, and advantages in subjective well-being favoured the clubhouse group. Over two years the pattern of service utilization and costs also favoured the clubhouse group. When the two groups were disaggregated for employment status the group with least treatment utilization and lowest costs was the employed clubhouse group.

Wehman, P. (1992). Achievements and Challenges: A Five-Year Report on the Status of the National Supported Employment Initiative. FY 1986-1990.

This report presents results from a fiscal year 1990 survey of supported employment funding and implementation in state vocational rehabilitation (VR) systems, and a 5-year longitudinal analysis of the national supported employment initiative. The report is based on a survey of representatives from the vocational service provider agencies from the 50 states and the District of Columbia. Findings included the following: (1) for fiscal year 1990, state VR systems identified a total of 74,657 supported employment participants, of whom 41.4 percent were receiving time-limited services and 43,785 were receiving extended services; (2) persons with mental retardation and mental illness continue to be the primary groups involved in supported employment; (3) the overall supported employment program increased by 43.5 percent over fiscal year 1989 totals; and (4) 73.1 percent of all supported employment participants were in individual placement, 17.1 percent were in enclaves, and 8.6 percent were in mobile work crews. Other findings focus on severity of disabling condition, rehabilitated and nonrehabilitated closures, provider agencies, funding sources, hourly and weekly wages, annual program costs, achievements, and remaining challenges. Sixteen tables and 12 figures present statistical data. (Contains 17 references.) (JDD)

Wehman, P., & et al. (1997). Improving access to competitive employment for persons with disabilities as a means of reducing social security expenditures. *Focus on Autism and Other Developmental Disabilities*, 12(1), 23-30.

Wehman, P., Kregel, J., West, M., & Cifu, D. (1994). Return to work for patients with traumatic brain injury. Analysis of costs. *Am J Phys Med Rehabil*, 73(4), 280-282.

This brief report describes staff time commitment and program cost outcomes for a return to work program of supported employment for persons with brain injuries. The mean cost of providing services was \$10,198 for the first year of service (median, \$6,942). Clients achieved job stabilization after an average of 18 wk of time-limited job coaching services, during which they received mean intervention time of 245.7 h (median, 219) at a cost of \$7,789. A mean of 2.24 h/wk of extended services intervention was required to maintain clients in employment for the remainder of the first year of service, at a mean weekly cost of \$71.01. Results are compared with findings reported in a previous study using a smaller sample.

Wehman, P., & Revell, G. (2005). Lessons learned from the provision and funding of employment services for the MR/DD population: Implications for assessing the adequacy of the SSA Ticket to Work. *Journal of Disability Policy Studies*, 16(2), 84-101.

Wehman, P., & Revell, W. G. (1996). Supported Employment from 1986 to 1993: A National Program that Works. *Focus on Autism and Other Developmental Disabilities*, 11(4), 235.

Summarizes the major achievements of the supported employment initiative for individuals with mental retardation and other significant disabilities from 1986 through 1993. Focus is on the number of program participants, consumer characteristics, reduced dependence on Social Security income maintenance, participant earnings, and program expenditures. (DB)

Wehman, P., & Revell, W. G. (2006). The Ticket to Work Program: Marketing strategies and techniques to enhance implementation. *Journal of Vocational Rehabilitation*, 24(1), 45-63.

The purpose of this paper is to provide a comprehensive review and critique of the marketing strategies best suited to expanding participation in the Social Security Administration's (SSA) Ticket to Work Program by Ticket holders and to increasing the number and diversity of Employment Networks (ENs). Direct mail, web based outreach, targeted marketing to selected opinion makers, specialized media outlets, and a number of other marketing strategies are critiqued and analyzed as a way to reach beneficiaries and ENs. The emphasis is on cost efficient strategies to maximize utilization of the Ticket. The two main marketing issues related to ENs are: 1) There are not enough quality ENs, and 2) the ENs in place are not taking Tickets and making a sufficient number of placements for the Ticket to Work Program to be successful. Marketing considerations for ENs must expand the base of existing ENs to include the business community. EN partnerships are needed among the rehabilitation and business community, as are marketing strategies that reach business and encourage partnerships. The main marketing issue for reaching beneficiaries of Social Security Disability benefits who are current or potential Ticket holders is recognizing that at its very core, marketing the Ticket to Work involves first marketing employment. Marketing considerations for beneficiaries must recognize and address the employment-related fears, interests and support needs of Ticket recipients. (PsycINFO Database Record (c) 2006 APA) (journal abstract)

Wehman, P. E. (1998). Developing Transition Plans. PRO-ED Series on Transition.

One of a series of guides that provides practical resources on topics critical to the process of preparing individuals with disabilities for adulthood, this volume is designed to help special education teachers, guidance and rehabilitation counselors, parents, advocates, and psychologists become familiar with how to develop individual transition plans using personal future planning. It includes several sample plans for students with a variety of intellectual, physical, and behavioral challenges. The plans provide for a wide range of different goals, from employment and postsecondary experiences to safety, financial planning, and recreation. The variety of these plans, the process described for writing the plan, and the suggested resources to help write the plan, are meant to help students and their families, as well as service providers, to look forward to the future in a more definite way. Before presenting the plans, the text discusses different changes in the educational system and in society that would benefit all young adults with disabilities, the many obstacles facing individuals with disabilities as they seek employment, and how to use person-centered planning concepts to enhance school-to-adult life transition planning. (Contains 74 references.) (CR)

Wehman, P. E., & et al. (1997). Supported Employment Research: Expanding Competitive Employment Opportunities for Persons with Significant Disabilities.

This manual includes articles that address many of the major issues affecting supported employment programs for individuals with severe disabilities. Articles discuss current trends in service delivery, the experiences of local community employment agencies, issues involved in funding supported employment, natural support implementation strategies, and transition from school to work. Specific issues and programs reviewed include: (1) results of the 1995 National Survey of Supported Employment Implementation; (2) conversion of segregated, facility-based programs to supported employment; (3) use of Social Security work incentives; (4) the Social Security Return to Work Initiative; (5) time limited and extended services funding; (6) the role of employment specialists within natural support programs; and (7) the results of consumer satisfaction interviews with supported employment participants. In the last section, articles on transition include a description of a comprehensive transition model designed to enhance employment opportunities for individuals with disabilities as they graduate from post-secondary settings; the importance of transition teams that actively work with students with disabilities to promote their success in postsecondary education; and the results of an analysis of transition plans for student with disabilities that was conducted across 24 school divisions in Virginia. (Each article contains references.) (CR)

West, M., Hill, J. W., Revell, G., Smith, G., Kregel, J., & Campbell, L. (2002). Medicaid HCBS Waivers and supported employment pre- and post-Balanced Budget Act of 1997. *Ment Retard, 40*(2), 142-147.

Findings from a national survey of state mental retardation/developmental disability agencies regarding use of the Medicaid Home and Community Based Waiver to fund supported employment were reported. Numbers of individuals and funding levels were requested for day habilitation services for FYs 1997 and 1999, before and after the(P.L. 105-33), which removed eligibility restrictions for this service. Findings show that growth rates for this service far exceeded growth rates for other day services, with high growth rates in a small number of states. However, supported employment accounted for less than 16% of those receiving day habilitation services through the Waiver and only 12% of day habilitation funding, with the remainder going to day support, prevocational services, and other segregated options.

West, M., Johnson, A., Cone, A., Hernandez, A., & Revell, G. (1998). Extended Employment Support: Analysis of Implementation and Funding Issues. *Education and Training in Mental Retardation and Developmental Disabilities*, 33(4), 357-366.

This study examined current practices and perceptions of 345 supported-employment-provider agencies regarding extended services. Findings indicate that provider agencies were underutilizing natural support networks within consumers' workplaces for essential extended-support needs and that the majority of consumers were only receiving the minimal level of extended services contacts. (Author/CR)

West, M., Revell, G., Kregel, J., & Bricout, J. (1999). The Medicaid Home and Community-Based Waiver and supported employment. *Am J Ment Retard*, 104(1), 78-87.

The Medicaid Home and Community-Based (HCB) Waiver is the primary funding source for long-term care for individuals with developmental disabilities. Findings from a national survey of 48 state coordinators regarding waiver-funded supported employment services are presented. Very low utilization for this service was found, primarily due to limits on eligibility. However, respondents in 18 states reported large numbers of waiver participants receiving employment services under other service categories. Eleven states had waiting lists for waiver-funded supported employment, totalling three times those actually receiving services. Low reimbursement rates to provider agencies and disinterest of providers in using waiver funds were significant barriers to expansion of service capacity.

West, M., Revell, G., & Wehman, P. (1998). Conversion from Segregated Services To Supported Employment: A Continuing Challenge to the VR Service System. SDAT 1998. *Education and Training in Mental Retardation and Developmental Disabilities*, 33(3), 239-247.

Reports findings from a national survey of 385 day support providers regarding conversion of resources from segregated services to supported employment. Approximately 23% of all agencies and 37% of agencies with both facility-based programs and supported employment indicate that they had converted resources to community-based employment. (Author/CR)

Zemans, J. R., & Voelckers, G. (1994). The long-term benefits of employing the disabled. *J Long Term Care Adm*, 22(1), 12-13.

Zivolich, S., Shueman, S. A., & Weiner, J. S. (1997). An Exploratory Cost-Benefit Analysis of Natural Support Strategies in the Employment of People with Severe Disabilities. *Journal of Vocational Rehabilitation*, 8(3), 211-221.

Presents a cost-benefit analysis of a supported-employment program using natural support strategies to assist 59 workers with severe disabilities in integrated employment settings. Results suggest substantial benefits to participants, the taxpayer, and society resulting from the choice of a natural support approach over the sheltered workshop model. (Author/PB)

# Customized Employment

Ackerman, G. W., & McReynolds, C. J. (2005). Strategies to Promote Successful Employment of People with Psychiatric Disabilities. *Journal of Applied Rehabilitation Counseling. Special Issue: Psychiatric Rehabilitation*, 36(4), 35-40.

Achieving successful employment outcomes for people with psychiatric disabilities continues to be one of the greatest challenges for rehabilitation counselors. This is particularly true now that people with psychiatric disabilities constitute the largest client population for vocational rehabilitation agencies. Given the magnitude and complexity of the challenge, rehabilitation counselors need to utilize every strategy available to assist people with psychiatric disabilities in becoming successfully employed. Psychiatric rehabilitation intervention methods will be discussed, emphasizing the use of job trainers in working with individuals with psychiatric disabilities. (PsycINFO Database Record (c) 2006 APA) (journal abstract)

Arksey, H. (2003). People into Employment: supporting people with disabilities and carers into work. *Health Soc Care Community*, 11(3), 283-292.

Carers and people with disabilities are two disadvantaged groups at risk of social exclusion. Work is an important route to social inclusion, but carers and people with disabilities are under-represented in the work force. The present paper reports key findings from a new study that evaluated People into Employment (PIE), a pilot employment project in the north-east of England designed to support people with disabilities, carers and former carers in gaining mainstream work. The study aimed to identify what clients, partner agencies and employers perceived to be PIE's most important services, its strengths and areas where there was scope for further development. The study collected quantitative and qualitative data at the mid-point and at the end of the project through two questionnaire surveys, and interviews with PIE clients, the project development officer, partner agencies and employers. Drawing on the 'pathway model', the findings show that PIE's interventions included mobilising, matching, mediating and supporting activities. Key ingredients in PIE's success include: tailor-made job-search activities and training; adjusting the pace at which people move towards sustained employment; recognising and responding to the differing needs of people with disabilities, carers and former carers; confidence boosting; accompanying clients to job interviews; good job matching; and ongoing practical and emotional support for both clients and employers. Rudimentary calculations suggest that the cost per job to the project is less than the cost per job for large national projects. Overall, these findings illustrate how access to employment via flexible job-search services geared up to the local labour market can successfully promote social inclusion for carers and people with disabilities.

Armstrong, A. J., McDonald, R., Mitchell, B., Supported Employment Telecourse Network., & Virginia Commonwealth University. School of Education. Rehabilitation Research and Training Center on Supported Employment. (1995). Person-centered planning promoting customer choice [videorecording]. Richmond, Va.: SET-NET Supported Employment Telecourse Network.

Moderator Amy J. Armstrong and panelists Rebecca McDonald and Bill Mitchell explain the importance and strategies of person-centered planning which enables the person with disabilities to make choices about their careers and job development as well as their future.

Armstrong, A. J., Wheeler, J. D., Wesley, C., Supported Employment Telecourse Network., & Virginia Commonwealth University. School of Education. Rehabilitation Research and Training Center on Supported Employment. (1996). Managing supported employment programs [videorecording]. Richmond, Va.: SET-NET Supported Employment Telecourse Network.



Moderator Amy J. Armstrong and panelists Jill Wheeler and Cheryl Wesley present a session on how to manage staff in a supported employment program to minimize employee burnout and ensure customer satisfaction.

Attanasio, M. E. (2003). The relationship between locus of control, residential setting, and employment status within a sample of adults with mental retardation. *Dissertation Abstracts International: Section B: The Sciences and Engineering*, 64(6-B), 2904.

As individuals with mental retardation transition from the school setting to vocational and residential services, one of the primary referrals made by special educators and school psychologists is to developmental disability programs. Since the 1990's the guiding philosophy of these programs has been consumer empowerment, which attempts to promote self-determination and self-efficacy in individuals with disabilities. While the consumer empowerment philosophy creates a shift in locus of control from the program staff to the consumers, there has been little study of locus of control within populations with mental retardation. Previous research has suggested that individuals with mental retardation exhibit a more external locus of control than do peers without disabilities, but few studies have looked at factors that are associated with greater internal locus of control within this population. Of the studies that have examined correlates of internal control within normal populations, paid employment, independent living, increased intelligence, and male gender have been found to be associated with greater internal locus of control. The purpose of this study was to determine if these factors are also correlated with greater internal locus of control within a sample of individuals with mental retardation. The participants in this study were 77 individuals with diagnoses of mental retardation who received services from a non-profit agency for the developmentally disabled in Staten Island. All subjects participated in vocational activities, received residential services, were over 18 years of age, and were within the mild to moderate range of mental retardation. Locus of control was assessed via the Adult Version of the Nowicki-Strickland Internal-External Scale (ANS-IE), and case records were reviewed to determine cognitive level, demographic information, and relevant employment and residential information. The results of the study reveal that individuals with mental retardation who were engaged in supported employment were significantly more internal than those in workshop settings. Significant differences in locus of control were not found between individuals in supported apartments and those in group homes, but a trend was found in the predicted direction. Individuals who were residing in supported housing and engaged in supported employment did not exhibit greater internal locus of control than those who were functioning in more supportive settings, as the predicted interaction effect was not significant. The results also reveal that a significant difference in locus of control did not exist between individuals with mild and moderate mental retardation. Finally, this study also found that gender difference in locus of control did not exist within the sample. The results of this study have implications for school psychology and the agencies serving individuals with mental retardation. Given the association between paid employment and internal locus of control, service agencies may do well to increase efforts to integrate individuals with mental retardation into the general workforce, while providing counseling that specifically aims at promoting self-determination, self-efficacy, and internal locus of control. For the school psychologist, this study suggests that an understanding of both disabled students' perceptions of control and service agencies' ability to foster control and choice are important considerations during the transitioning process. In addition, as studies suggest that internal locus of control is associated with more adaptive adult outcomes, school-based intervention strategies that foster internal control may have important long-term implications for students. (PsycINFO Database Record (c) 2005 APA)

Auerbach, E. S., & Richardson, P. (2005). The long-term work experiences of persons with severe and persistent mental illness. *Psychiatric Rehabilitation Journal*, 28(3), 267-273.

The purpose of this study was to investigate the work experiences of individuals with severe and persistent mental illness to determine their perspectives on the processes involved in working. The research questions were: what was it like for the individual to decide to try work? What factors did the participants perceive as helping them retain their jobs? The primary motivators for these participants appeared to be the internalized values and satisfaction they derived from the experience of working. They felt better working, they wanted to do it, and continued to return to jobs after every setback. Their most important supports for processing and problem solving were the people around them: therapists and counselors, employers and peers, family and friends. These individuals, utilizing their own internal motivation and resources together with the support of the people and systems around them, were able to manage their daily problems, survive, and succeed in mainstream employment. (PsycINFO Database Record (c) 2006 APA)

Banks, M. E., & Marshall, C. A. (2005). Beyond the "Triple Whammy": Considering Social Class as One Factor in Discrimination against Persons with Disabilities. In J. L. Chin (Ed.), *The psychology of prejudice and discrimination: Disability, religion, physique, and other traits, Vol. 4. Race and ethnicity in psychology*. (pp. 95-110): Praeger Publishers/Greenwood Publishing Group, Inc, Westport, CT, US.

(From the chapter) This chapter begins to look at issues beyond the "triple whammy"-issues of discrimination and prejudice when disability, gender, and culture are considered within the context of a fourth dimension, social class. The implications of disability status and the disability experience, given a low-income environment, need to be further explored and understood. The authors suggest that we need to understand how individuals from low-income environments both identify as having a disability and make choices regarding education and career goals-most importantly, the extent to which these choices might be restricted by class, by gender, or by mainstream expectations associated with People of Color. Definitions of disability are understood to be culturally specific, and as we move to a definition of disability that might also be environmentally specific, we need to ensure that such definitions do not also become class-specific. (PsycINFO Database Record (c) 2005 APA)

Barcus, J. M., & Targett, P. (2003). Maximizing employee effectiveness through use of Personal Assistance Services at the workplace. *Journal of Vocational Rehabilitation. Special Issue: Personal Assistance Services in the Workplace*, 18(2), 99-106.

It comes as no surprise to people with significant disabilities that getting and keeping a job can be a challenge. For some people with physical, sensory, or cognitive disabilities that limit their ability to function, day to day life often requires them to seek assistance with routine activities such as working, dressing, going to the bathroom, preparing meals, and other activities that are easily performed by people without disabilities. Personal Assistance Services, which are modifications of equipment or alterations of the workplace, often make it possible for a qualified person with a disability to do the same job as everyone else but in a slightly different way. The role and function of PAS in the workplace provides an important tool to employers for increasing access to a major labor pool - individuals with significant disabilities. A chief business benefit will be dedicated, dependable and productive employees. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Barcus, M. E., Blankenship, T. E., Turner, E. E., Wehman, P. E., & Galloway, G. E. (2000). *Advocacy & Supported Employment for People with Disabilities: A Guide & Workbook for Individuals with Disabilities & Service Providers*.

This guide and workbook is a tool to be used to assist people with disabilities to play an active role in their job search. It provides ideas and examples to help individuals with disabilities and their job coaches through the process. Chapter titles for the workbook include: (1) "Power and Influence" (Valerie Brooke); (2) "Equality" (Paul Wehman); (3) "It's Up to Us: Practice and Attitudes Can Not Be Legislated" (Valerie Brooke); (4) "Maximizing Opportunities and Resources for Employment" (Teresa Grossi); (5) "Consumer Advocacy and Supported Employment" (Paul Wehman); (6) "Customer Initiated Supported Employment" (Michael Barcus and others); (7) "Training in Self-Advocacy and Future Planning" (Ed Turner and others); (8) "Peer Mentoring" (Ed Turner and others); and (9) "Personal Assistance Services" (Ed Turner and others). The information packet also includes a newsletter, "The Customer Is Right," that focuses on personal assistance services in the workplace. A 12-minute videotape recording, "Today's New Workforce: An Untapped Labor Pool," accompanies the guide and is suitable for staff training as well as marketing supported employment to individuals who are interested in facilitating employment for individuals with significant physical disabilities. The content focuses on job restructuring and assisted technology applications. (Contains 17 references.) (CR)

Barrett, J. C. (2003). Being an effective workplace Personal Assistant. *Journal of Vocational Rehabilitation. Special Issue: Personal Assistance Services in the Workplace*, 18(2), 93-97.

This article will discuss the importance of workplace personal assistants and how they can best support employees with significant disabilities in meaningful careers. The author will share insights from his experience supporting an employee with a significant disability in a variety of professional environments. Many best practices and attributes of an effective workplace personal assistant will be described. Providing workplace personal assistance can be both a valuable support to the employee with a disability and a meaningful career for those who wish to provide this valuable service. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Becker, D. R., Drake, R. E., & Naughton, W. J., Jr. (2005). Supported employment for people with co-occurring disorders. *Psychiatr Rehabil J*, 28(4), 332-338.

Research shows that people with dual disorders (i.e., a co-occurring mental illness and substance use disorder) are successful in supported employment programs and that employment can be a crucial step in their recovery. Based on experience observing supported employment services for 15 years, we propose practice guidelines for people with dual disorders. Successful programs share several approaches: 1) encourage employment, 2) understand substance abuse as part of the vocational profile, 3) find a job that supports recovery, 4) help with money management, and 5) use a team approach to integrate mental health, substance abuse, and vocational services.

Becker, D. R., & Shafer, M. S. (1996). The individual placement and support model of supported employment for persons with serious mental illness hosted by Michael S. Shafer with Deborah R. Becker [videorecording]. Tucson, Ariz.: The University of Arizona, Arizona Health Sciences Center.

Deborah R. Becker outlines the components of the individual placement and support (IPS) model of supported employment.

Berry, H. G., Price-Ellingstad, D., Halloran, W., & Finch, T. (2000). Supplemental security income and vocational rehabilitation for transition-age individuals with disabilities. *Journal of Disability Policy Studies*, 10(2), 151-165.

Analyzed the 1996 Rehabilitation Services Administration 911 case service database to determine characteristics of 59,624 transition-aged (16-24 yr old) Supplemental Security Income (SSI) program participants and nonparticipants who exited a vocational rehabilitation program with employment outcomes. Analyses focused on vocational rehabilitation closure status, major disabling conditions, earnings and benefits, and services and training received. Findings indicated that SSI participants were just as likely to achieve employment outcomes as SSI nonparticipants. Transition-age SSI participants worked fewer hours and earned less than their nonparticipant counterparts, and employed SSI participants who exited the vocational rehabilitation program were most often persons with mental retardation who continued to receive public assistance income while working. These findings and issues are discussed in terms of policies that emphasize increased work and earnings through the use of SSI work incentives and the provision of timely, consumer-oriented services through the vocational rehabilitation program. (PsycINFO Database Record (c) 2005 APA)

Beveridge, S., Craddock, S. H., Liesener, J., Stapleton, M., & Hershenson, D. (2002). INCOME: A framework for conceptualizing the career development of persons with disabilities. *Rehabilitation Counseling Bulletin*, 45(4), 195-206.

Existing theories of career development have been criticized in the rehabilitation literature for having questionable applicability to persons with disabilities. Given the diversity of disabilities and of persons with disabilities, the authors doubt that a generally applicable theory can be developed. They propose a viable alternative to guide rehabilitation counseling practice: a framework that posits that the career development of individuals (including those with disabilities) at any given point in their lives can be classified into one or more statuses, each of which calls for different interventions. These statuses form the acronym INCOME: Imagining, iNforming, Choosing, Obtaining, Maintaining, and Exiting. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Bond, G. R., & Jones, A. (2005). Supported Employment. In R. E. Drake, M. R. Merrens & D. W. Lynde (Eds.), *Evidence-based mental health practice: A textbook. A Norton professional book.* (pp. 367-394): W. W. Norton & Co., New York, NY, US.

(Created by APA) This chapter argues that just like people without mental illness, most people with severe mental illness (SMI) identify working at a regular job as an important life goal. Work helps people by providing a sense of purpose, a structure, and a daily rhythm. People often develop friendships and social relationships in the workplace. Many conversations about what movies to see, where to find a good place to live, or current events happen in the workplace. Simply put, employment enriches people's lives far beyond the value of the paycheck. Supported employment (SE), a relatively new approach to helping individuals with disabilities succeed in employment, was first defined during the 1980s. SE was formalized in federal legislation known, as the Rehabilitation Amendments of 1986, to include these features: "competitive work in an integrated work setting with ongoing support services for individuals with severe handicaps" (Federal Register, 1987, p. 30551). Evidence-based SE is more specifically defined by a set of core principles, which are discussed in this chapter. (PsycINFO Database Record (c) 2005 APA)

Bond, G. R., Vogler, K. M., Resnick, S. G., Evans, L. J., Drake, R. E., & Becker, D. R. (2001). Dimensions of supported employment: Factor structure of the IPS fidelity scale. *Journal of Mental Health (UK)*, 10(4), 383-393.

The IPS Fidelity Scale is a 15-item instrument assessing the implementation of critical ingredients of the Individual Placement and Support model of supported employment for people

with severe mental illness. An earlier study established adequate inter-rater reliability for this scale, based on interviews with vocational staff. The scale also differentiated between IPS programs and other types of vocational services. The current study examined the factor structure of the scale in a sample of 123 vocational programs throughout the US. Using principal components factor analysis with varimax rotations, the authors identified 4 factors: Job Selection, Integration with Treatment Team, Job Development, and Vocational Staffing. Among the 4 factors, Integration with Treatment Team best differentiated IPS programs from other types of supported employment programs. This study further establishes the IPS Fidelity Scale as a useful measure for assessing IPS and other supported employment programs. (PsycINFO Database Record (c) 2005 APA)

Bradley, V. J., Ashbaugh, J. W., & Blaney, B. C. (1994). *Creating individual supports for people with developmental disabilities: A mandate for change at many levels*: Paul H. Brookes Publishing Co.

Brooke, V., & et al. (1995). Toward a Customer-Driven Approach of Supported Employment. *Education and Training in Mental Retardation and Developmental Disabilities*, 30(4), 308-320.

This paper describes a customer-driven approach to supported employment in which people with disabilities are able to exert choice and control. Best practices in supported employment are reviewed and contrasted with practices presently operating. Specific information on how a customer can select a supported employment provider (renamed a community employment specialist) is offered. (Author/DB)

Brooke, V., Green, H., O'Brien, D., White, B., & Armstrong, A. (2000). Supported employment: It's working in Alabama. *Journal of Vocational Rehabilitation*, 14(3), 163-171.

Examines the changes that one southern state made to improve the quality of employment services for individuals with significant disabilities. A new supported employment payment system is shared that compensates the employment service providers based upon the outcomes achieved by the employee in competitive employment. In addition, a newly developed personnel training certificate program is presented that integrates the new payment system with best practices in supported employment using an employee-directed approach. Participant training data and preliminary outcomes that demonstrate the supported employment quality improvements are described. (PsycINFO Database Record (c) 2005 APA)

Brooke, V., Revell, G., & Green, H. (1998). Long-term supports using an employee-directed approach to supported employment. *Journal of Rehabilitation*, 64(2), 38-.

Brooke, V. E., & et al. (1997). *Supported Employment Handbook: A Customer-Driven Approach for Persons with Significant Disabilities*.

This manual provides training information for implementing supported employment by using a customer-driven approach. Chapter 1, "Supported Employment: A Customer-Driven Approach" (Valerie Brooke and others), describes current best practices, a new customer-driven approach to supported employment, and the role of the employment specialist. Chapter 2, "Organizational Marketing" (Amy Armstrong and others), discusses developing and implementing a marketing strategy for supported employment programs. The following chapter, "Customer Profile" (Wendy Parent and others), describes the process of developing a customer profile to assist individuals in finding a job. Chapter 4, "Job Development: The Path to Careers" (Karen Flippo and others), discusses techniques for increasing customer involvement in job development, developing

business partnerships, crafting the job search plan, job analysis, and accommodations. The next chapter, "Employment Selection" (J. Michael Barcus and others), describes how to assist a customer in applying for a job and job interviewing, and activities that need to be coordinated prior to a customer's first day of work. Chapter 6, "Job Site Training" (Katherine Inge), discusses job duty and task analysis, natural supports and cues, instructional strategies, self-management, job site modifications, and fading from the job site. Expanding job responsibilities, monitoring and coordinating of supports, employee assistance programs, and funding supports and services are covered in chapter 7, "Long Term Supports" (Valerie Brooke and others). The final chapter, "Quality Supported Employment Services" (Howard Green and others), addresses the importance of assessing the quality of supported employment programs and the purpose of quality indicators. Each chapter includes case studies, related blank forms, and specific references. (CR)

Brooks-Lane, N., Hutcheson, S., & Revell, G. (2005). Supporting consumer directed employment outcomes. *Journal of Vocational Rehabilitation. Special Issue: Funding consumer directed employment outcomes*, 23(2), 123-134.

Nationally, participation in sheltered/segregated programs continues to exceed participation in community-integrated employment for many individuals with significant disabilities. However, a number of community rehabilitation programs have evolved from providing services and supports that maintain individuals in segregated settings to a primary, at times singular focus on providing supports to individuals in community-integrated, inclusive employment settings. This paper briefly reviews the factors influencing this evolutionary process for community rehabilitation programs. It provides detailed examples of the organizational change process with two specific community rehabilitation programs, the Cobb and Douglas Counties Community Services Boards in Georgia and HPS, Helping People Succeed, Inc. in Florida. The core mission of both programs is to support consumer directed employment outcomes. The organizational change descriptions are accompanied by stories about individuals who are now working in inclusive employment opportunities after receiving supports through these programs. (PsycINFO Database Record (c) 2006 APA) (journal abstract)

Butterworth, J. (2002). From programs to supports. In R. L. Schalock, P. C. Baker & M. D. Croser (Eds.), *Embarking on a new century: Mental retardation at the end of the 20th century*. (pp. 83-100): American Association on Mental Retardation, Washington, DC, US.

(From the chapter) The growing emphasis on community membership and tailoring support to meet each individual's unique preferences and requirements means that human service systems personnel must become more flexible in how they design, deliver, and fund supports. A fundamental value for individual control and direction of resources and supports is also central to these changes. In this chapter the author reviews current views of support, emerging support strategies and technologies, and the implications of the new supports paradigm for staff and organizations working with individuals with developmental disabilities/mental retardation. (PsycINFO Database Record (c) 2005 APA)

Butterworth, J., Hagner, D., Helm, D. T., & Whelley, T. A. (2000). Workplace culture, social interactions, and supports for transition-age young adults. *Mental Retardation*, 38(4), 342-353.

The role of the workplace and its culture in supporting social inclusion and workplace support for employees with disabilities is discussed and results of a qualitative study of the workplace experiences of 8 young adults with developmental disabilities presented. Data were collected using participant observation and semi-structured interviews. Four characteristics of supportive workplaces were identified: (a) multiple context relationships, (b) specific social opportunities,

(c) a personal and team-building management style, and (d) interdependent job designs. The more supportive workplaces had all of these characteristics, suggesting that collectively they represent key features of a supportive workplace culture. Implications for job development and job creation are identified.

Butterworth, J., & Pitt-Catsouphes, M. (1995). *Different Perspectives: Workplace Experience with the Employment of Individuals with Disabilities*.

This report discusses the findings of a project that conducted a series of six focus groups to gather information from different employee groups about their perceptions of issues pertaining to the employment of individuals with disabilities. Focus groups were convened with human resource managers, supervisors, and coworkers of employees with disabilities (n=32). Key findings include: (1) administrators had more favorable opinions about the availability and efficacy of formal policies and programs already established at their workplaces than did supervisors or coworkers; (2) supervisors and coworkers commented on the importance of informal supports; (3) participants felt that the importance of informal supports is heightened when few formal supports exist; (4) it appeared that disability-related issues were considered out of bounds for discussion, in part because the restrictions of the Americans with Disabilities Act makes it difficult for anyone other than an employee with a disability to initiate discussions about disability-related issues; and (5) there continued to be an impression that issues related to the employment of individuals with disabilities is a "peripheral" issue that affects only a few people at the workplace. Findings that have implications for placement agencies, employers, and employees with disabilities are discussed. (Contains 35 references.) (CR)

Butterworth, J. E., & Fesko, S. E. (1998). *Conversion to Integrated Employment: Case Studies of Organizational Change*. Volume 1.

This report presents three case studies that are part of a larger study of six organizations which have closed a sheltered workshop or a nonwork, segregated program and replaced them with integrated employment or other integrated, community-based activities for individuals with disabilities. The three organizations reported on are Bonney Enterprises in Corvallis, Oregon; United Cerebral Palsy Association of the Capitol Area in Austin, Texas; and Independence Association in Brunswick, Maine. To assist other organizations interested in pursuing a similar goal, the study examined the process of organizational change and the internal and external factors that influence it. Site visits were conducted over a period of two days with each organization, during which key players in the conversion process and representatives of the major constituencies affected by the change were interviewed. The case studies indicate that the decision to close a facility-based program required courage and a willingness to take concrete and often risky steps toward these goals. Some of the themes emerging from these successful organizations have been a value base that prioritizes community employment, a willingness to take risks, and the evidence of clear substantial decision points in the conversion process. (CR)

Callahan, M., Shumpert, N., & Mast, M. (2002). Self-employment, choice and self-determination. *Journal of Vocational Rehabilitation, 17*(2), 75-85.

In 1993 the Rehabilitation Services Administration funded a nation-wide demonstration on ways to improve consumer choice within vocational rehabilitation services. Seven sites were selected to implement choice-based services. An unanticipated outcome of the demonstration was that approximately 13% self-employment over regular employment. This percentage not only was significantly greater than that in traditional rehabilitation services, it was larger than the percentage of persons who are self-employed in the general population. This article examines the

relationship of self-employment to the emerging self-determination movement for persons with disabilities.

Callahan, M. J., & Garner, J. B. (1997). *Keys to the workplace: skills and supports for people with disabilities*. Baltimore, Md.: Paul H. Brookes Pub.

Choma, B. L., & Ochocka, J. (2006). Supported volunteering: A community approach for people with complex needs. *Journal on Developmental Disabilities, 12*(1), 1-18.

The purpose of this paper is to contribute to the discussion about access to meaningful community involvement for persons with complex needs. The article examines a project of supported volunteerism and presents the findings of a two-year program evaluation. A participatory action research approach was employed in the evaluation, and multiple data collection methods were used, including: document review, interviews, focus groups, and surveys. Both positive and challenging aspects were identified related to individual volunteers, volunteer coaches, agencies and their staff, and the larger community. The findings are discussed in terms of fostering accessibility for persons with complex needs within their communities. (PsycINFO Database Record (c) 2006 APA) (journal abstract)

Coble-Temple, A., Mona, L. R., & Bleecker, T. (2003). Accessing personal assistance services in the workplace: Struggles and successes. *Journal of Vocational Rehabilitation. Special Issue: Personal Assistance Services in the Workplace, 18*(2), 113-123.

This article explores the concept of personal assistance services (PAS) in the workplace for individuals with disabilities. Three focus groups were conducted with individuals with disabilities who use PAS in the workplace. Thirteen men and three women provided insight regarding their experiences accessing and maintaining personal assistants in the workplace. Issues of discrimination, knowing who and when to request worksite PAS, self identifying with a disability, and understanding one's PAS needs were identified as important factors in PAS at the workplace. The recommendations participants most frequently reported were to become a strong self-advocate and improve public policy around worksite PAS. Discussion focuses on how to incorporate the experiences and insights of the participants into enhancing the rehabilitation process for individuals who want to be in the workforce. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Combes, B. H., & Durodoye, B. A. (2002). Transitioning African American high school students with disabilities. In F. E. Obiakor & B. A. Ford (Eds.), *Creating successful learning environments for African American learners with exceptionalities*. (pp. 175-189): Corwin Press, Inc, Thousand Oaks, CA, US.

(From the chapter) Focuses on transition planning for those individuals in high school and those moving from high school to postsecondary educational options or employment. This chapter begins by providing some transition fundamentals, including an overview of the legislative history of transition. Elements essential to successful transition are then addressed, followed by a discussion of transition options and school personnel responsible for making transition happen. Within these sections, the authors address cultural and ethnic factors that should be considered when transitioning African American high school students with disabilities. (PsycINFO Database Record (c) 2005 APA)

Conroy, J. W., & Fullerton, A. (2002). Integrated employment for people with developmental disabilities who moved from institutions to community placements in the nineties: A comparison of two



states. *Well being of people with developmental disabilities in Oklahoma*, 2006, from <http://www.outcomeanalysis.com/DL/pubs/okr19.pdf>

Cook, J. A., Lehman, A. F., Drake, R., McFarlane, W. R., Gold, P. B., Leff, H. S., et al. (2005). Integration of psychiatric and vocational services: a multisite randomized, controlled trial of supported employment. *Am J Psychiatry*, 162(10), 1948-1956.

**OBJECTIVE:** Although large-scale surveys indicate that patients with severe mental illness want to work, their unemployment rate is three to five times that of the general adult population. This multisite, randomized implementation effectiveness trial examined the impact of highly integrated psychiatric and vocational rehabilitation services on the likelihood of successful work outcomes. **METHOD:** At seven sites nationwide, 1,273 outpatients with severe mental illness were randomly assigned either to an experimental supported employment program or to a comparison/services-as-usual condition and followed for 24 months. Data collection involved monthly services tracking, semiannual in-person interviews, recording of all paid employment, and program ratings made by using a services-integration measure. The likelihood of competitive employment and working 40 or more hours per month was examined by using mixed-effects random regression analysis. **RESULTS:** Subjects served by models that integrated psychiatric and vocational service delivery were more than twice as likely to be competitively employed and almost 1(1/2) times as likely to work at least 40 hours per month when the authors controlled for time, demographic, clinical, and work history confounds. In addition, higher cumulative amounts of vocational services were associated with better employment outcomes, whereas higher cumulative amounts of psychiatric services were associated with poorer outcomes. **CONCLUSIONS:** Supported employment models with high levels of integration of psychiatric and vocational services were more effective than models with low levels of service integration.

Cordes, T. L., & Howard, R. W. (2005). Concepts of Work, Leisure and Retirement in Adults with an Intellectual Disability. *Education and Training in Developmental Disabilities*, 40(2), 99-108.

Much research has aimed to improve the knowledge and skills of persons with an intellectual disability for better work and leisure activities, and, more recently, for retirement activities. Instruction typically works much better when it proceeds from an individual's existing concepts but this principle has not been applied much to education of persons with an intellectual disability. Here it was applied to the concepts of work, leisure and retirement. Sixty adults with an intellectual disability were interviewed to determine their existing concepts of these and their work and leisure histories. Most had solid concepts of work and leisure, but with some gaps, particularly in notions of voluntary work and occupation's status. Most had satisfactory work and leisure lives. Most had a relatively poor concept of retirement at best and had done little retirement planning. Results suggest some key targets for educational programs designed to improve knowledge in these domains. This general conceptual approach can be usefully applied to teaching other important concepts to persons with an intellectual disability. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Davis, M. G. (1998). Predictors of occupational choice for high school students with learning disabilities. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 58(7-A), 2528.

The occupational choices of high school students with learning disabilities were examined, and efforts made to determine predictors of those choices. The subjects were a group of 117, lower-functioning high school students, ranging in age from 12 to 20, from six predominantly rural high schools. The average Full-Scale IQ score of the students was 90, and they met Department of Vocational Rehabilitation eligibility for services, in that a severe functional limitation had been

noted and substantial impediment to their employment existed as a result of their disability. The high schools the students attended were voluntary participants in a federally funded grant project, the School to Work Rural Learning Disability Project. The students were brought to a learning disability assessment and consultation clinic at a large Midwestern university for several days of testing, during which they were administered extensive, individualized, cognitive and psychological assessment batteries. The tests used in this study were the Wechsler intelligence scales (WAIS-R and WISC-R), the Wechsler Memory Scales-Revised (WMS-R), the Woodcock-Johnson Tests of Achievement, and the Koller Adolescent and Adult Behavior Scale-Revised (KAABS-R). The occupational decisions the students were making were examined qualitatively using Linda Gottfredson's Occupational Aptitude Patterns Map. The results of these analyses indicated (1) there was little congruence between the students measured intellectual abilities and the aptitude demands of the jobs they indicated they were intending to seek, and (2) the students were restricting the range of vocational options they were considering. Logistic regression analyses were run looking at the ability of intelligence and achievement test scores, behavioral characteristics, and gender to predict type of occupational choice. The results for all these variables were non-significant. Logistic regression analyses were also run using work task dimension as the criterion. Intelligence, behavioral characteristics, and gender were examined to determine if they could predict student preference for occupations that involved working primarily with people versus occupations that involved working primarily with things. Only gender acted as a predictor. The implications of these findings are discussed. (PsycINFO Database Record (c) 2005 APA)

DiLeo, D. (2005). *Supported employment and natural supports: A Florida training curriculum*. Tallahassee, FL: Florida Department of Education.

Dixon, R. M., & Reddacliff, C. A. (2001). Family contribution to the vocational lives of vocationally competent young adults with intellectual disabilities. *International Journal of Disability, Development and Education, 48*(2), 193-206.

The purpose of the study was to examine the contributions which families made to the success of 15 young adults (19-30 yrs old) with mild intellectual disability in competitive employment. The participants were clients of a competitive employment and training program who were purposively sampled using the criterion of having maintained competitive employment for 6 mo. The data were collected through semi-structured interviews with the participants and some of their family members. Content analysis was used to generate categories and themes. The significant finding was how families contribute to the individuals' efforts to maintain competitive employment. Analysis of the themes indicated that certain family characteristics led to more successful employment outcomes. These characteristics were moral support, practical assistance, role models of appropriate work ethic, protection from difficulties and exploitation, and family cohesion. An interesting finding was that the families responded to these young people as if they were in an earlier developmental stage except in the area of employment. Implications for families and vocational education practitioners are suggested. (PsycINFO Database Record (c) 2005 APA)

Drake, R. E., & Becker, D. R. (1996). The individual placement and support model of supported employment. *Psychiatr Serv, 47*(5), 473-475.

Edmondson, C. A., & Cain, H. M. (2002). The spirit of the Individuals with Disabilities Education Act: Collaboration between special education and vocational rehabilitation for the transition of students with disabilities. *Journal of Applied Rehabilitation Counseling, 33*(4), 10-14.

This article looks at the intent of Individuals with Disabilities Education Act (IDEA) with regard to collaboration of services in the area of school to adult life transitions. In particular, the potential benefit of involving vocational rehabilitation counselors in the IEP process is discussed. An overview of the IDEA and transition is given including age requirements and Individualized Education Plan (IEP) team constellation. Suggestions are made as to how the "spirit of the law" can be met to better serve students and young adults with disabilities through the transition to adulthood process. (PsycINFO Database Record (c) 2005 APA)

Eggleton, I., Robertson, S., Ryan, J., & Kober, R. (1999). The impact of employment on the quality of life of people with an intellectual disability. *Journal of Vocational Rehabilitation, 13*(2), 95-107.

This article reports the results of an evaluation of the impact on employment on the quality of life reported by a sample of people with an intellectual disability drawn from the register of Edge Employment Solutions incorporated, a large Australian competitive employment agency. Specifically, the article compares the quality of life of a group of 25 individuals placed in open employment through the agency (some of who previously attended a sheltered workshop) with that of a matched sample of individuals seeking employment through the agency (all of whom were unemployed, but some of whom attended a sheltered workshop, while the others remained at home.) The survey instrument was the Quality of Life Questionnaire (R. L. Schalock et al, 1990). The results indicate that employed individuals report a statistically significantly higher quality of life than their unemployed counterparts. Among the employed group, no statistically significant difference in quality of life was reported by those who previously had attended a sheltered workshop and those who previously had remained at home. Among the unemployed group, no statistically significant difference in the quality of life reported by individuals attending a sheltered workshop and those remaining at home, was observed. (PsycINFO Database Record (c) 2005 APA)

Farris, B., & Stancliffe, R. J. (2001). The co-worker training model: Outcomes of an open employment pilot project. *Journal of Intellectual & Developmental Disability, 26*(2), 143-159.

This pilot study evaluated the viability of trained co-workers providing direct job training and support to employees with a disability in open employment. Selected staff from 11 KFC restaurants attended a 2 day co-worker training course. Following training they placed a modestly but significantly higher value on persons with a disability in the workplace than previously. Subsequently, an individual with a disability was employed in each of 10 KFC restaurants and received job training and support from a co-worker trainer. Employment outcomes for consumers with co-worker support were as good as for a comparison group who worked in similar jobs at KFC restaurants with job coach support. Comparison group members received substantially more support hours from job coaches. Consumers with co-worker support experienced high levels of involvement with co-workers. The co-worker training model may provide a viable, cost-effective alternative to the traditional place and train model. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Faubion, C. W., & Andrew, J. (2000). A systems analysis of the case coordinator model and an outcomes analysis in supported employment. *Rehabilitation Counseling Bulletin, 43*(2), 75-83, 96.

Examined a state-operated mental retardation service delivery system and conducted a systems analysis of the case coordinator referral system to determine the characteristics of individuals who were likely to be referred to supported employment (SE). The authors also performed an outcomes analysis of the system's SE program to determine who was likely to be successful in the program. This examination was conducted by building prediction models using case file data for

128 adults. Logistic regression (LR) was used in the systems analysis with a criterion variable of referred or not referred. Predictor variables (PVs) were IQ; adaptive behavior level (ABL); disability, health, and behavior ratings; county of residence; race; gender; and age. Multiple regression was used in the outcomes analysis with a criterion variable of hours scheduled to work (HSW). PVs were IQ, ABL, number of disabilities, presence of behavior problems, and number of job coaches. Results of the LR model indicated that referral status from the case coordinator system to the SE program could be predicted from the individual's disability rating and age. Results also indicated that SE outcomes, as measured by average number of HSW per week, could not be predicted by IQ, ABL, disability or behavior rating. (PsycINFO Database Record (c) 2005 APA)

Feldman, D. C. (2004). The role of physical disabilities in early career: Vocational choice, the school-to-work transition, and becoming established. *Human Resource Management Review, 14*(3), 247-274.

This article examines the impact of physical disabilities on early career opportunities, particularly in vocational choice, the school-to-work transition, and becoming established in early career paths. Using motivation theory, the paper presents a framework for understanding how people with disabilities identify career goals, form expectancies about being able to achieve career goals, and perceive barriers to achieving those goals during early career development. The article then identifies the individual differences and situational factors that may moderate the relationships between physical disabilities and early career opportunities. Finally, the article concludes with directions for future research and implications for how employers, governmental agencies, and individuals with disabilities can implement more effective early career development strategies. (PsycINFO Database Record (c) 2006 APA) (journal abstract)

Fesko, S., & Freedman, R. (1995). Consumer and Family Perspectives on the Meaning of Work. *Research To Practice.*

This qualitative study examined the perspectives of people with significant disabilities (N=23) and their family members about their overall employment experiences, outcomes, and expectations. Four focus groups were convened, two groups of people with significant disabilities and two groups of family members. Disabilities represented included mental retardation, physical and psychiatric disabilities, sensory impairments, and substance abuse. Key topics discussed in both consumer and family member focus groups included: (1) job outcomes/satisfaction (both groups indicated feeling productive and keeping busy were essential aspects of work); (2) obstacles to employment (disclosure of disability status, lack of appropriate services by state vocational rehabilitation agencies, and lack of appropriate job matches); (3) support at work (supportive role of job coaches and employers); (4) relationships at work (importance of feeling important); (5) goals and expectations (dead end jobs and plans to upgrade skills); and (6) family concerns (conflicts between encouraging independence and wanting to protect from harm). Implications for professionals working with individuals with disabilities include recognizing the importance of meaningful work in the lives of people with disabilities; addressing discrimination and stigma in the workplace; providing a variety of individualized supports on the job; and encouraging consumer and family involvement in the vocational rehabilitation system. (DB)

Fillary, R., & Pernice, R. (2006). Social inclusion in workplaces where people with intellectual disabilities are employed: implications for supported employment professionals. *Int J Rehabil Res, 29*(1), 31-36.

This research investigated elements of workplace culture across eight New Zealand workplaces where people with intellectual disability were employed. Using a semi-structured interview format, eight employers were surveyed, and variations in job entry procedures, orientation and training, company policies, job design, customs and practice, and social opportunities were examined. Factors influencing inclusion in the workplace culture of a total of 16 employees, eight supported employees and eight co-workers without disabilities, were identified and compared. The findings indicated that supported workers had a lower level of inclusion than co-workers. Several factors influencing inclusion of employees in the workplace culture were identified; full-time vs. part-time, level of employment support, limiting expectations and employer/co-worker attitudes. The use of a workplace culture survey by supported employment professionals has several benefits, including the identification of potentially inclusive workplaces, the facilitation of a good person and workplace environment match, the possibility of monitoring inclusion levels, encouragement of full work shift placements, and the provision of effective support on the job.

Forrester-Jones, R., Jones, S., Heason, S., & Di'Terlizzi, M. (2004). Supported Employment: A Route to Social Networks. *Journal of Applied Research in Intellectual Disabilities*, 17(3), 199-208.

Background: Evidence suggests that social networks mediate social functioning, self-esteem, mental health and quality of life. This paper presents findings concerning changes in the social lives, skills, behaviour and life experiences of a group of people with intellectual disabilities (n=18), who gained support from an employment agency to find paid work. Method: The composition and quality of individuals' social networks were mapped using a Social Network Guide. Changes in skills, behaviour and life experiences were assessed using standardized measures. Results: The social network size of participants increased over time, with most social contacts being drawn from community contexts. This linked to improvements in life experiences, particularly in relation to leisure activities. Some improvements in adaptive behaviour were also found over time but no significant relationship between social network size and changes in adaptive behaviour were evident. Conclusions: Whilst work will not guarantee social relationships, it can help maintain network size and provides a good opportunity for people with intellectual disabilities to meet others who are not associated with intellectual disability services. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Gilson, S. F. (1998). Case management and supported employment: a good fit. *J Case Manag*, 7(1), 10-17.

Individuals with severe disabilities have often been denied the full range of vocational opportunities. Because of discrimination and oppression, and false beliefs regarding their skills, capacities, capabilities, and interests, individuals with disabilities have often been relegated to nonwork activities or sheltered work opportunities. Passage of legislation, such as the Developmental Disabilities Assistance and Bill of Rights Act of 1984 and Title VI, Part C of the Rehabilitation Act Amendments of 1986, in combination with systems change grants funded through Title III of the Rehabilitation Act, provided the basis for the initiation of a series of federal- and state-funded demonstration projects designed to provide opportunities and supports for individuals with severe or significant disabilities to work at competitive sites in the community. This model of vocational services, called supported employment, while initially conceived as a vocational program for individuals with mental retardation, has been modified to successfully provide services to individuals with mental illness, acquired brain injury, autism, cerebral palsy, physical disabilities, and other disabilities. A key to the success of these programs is the complementary working relationship between the case manager and the job coach. While there may be some overlap in what each brings to the person with a disability, each professional plays distinctive and critical roles in the carrying out of supported employment.

Grasso, J. M. (2005). Predicting successful employment outcomes for students with disabilities. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 65(9-A), 3276.

Students with disabilities (SWD) are under achieving compared to their non-disabled peers across many aspects of employment upon leaving high school. Transitioning SWD from school to work has become a national priority. Research has focused on identifying individual variables that are related to employment outcomes for SWD. The current study sought to generate models that predict employment outcomes and the relative effectiveness of each variable using various multiple regression analysis techniques. Despite being plagued by missing data, the present study found that receiving services from vocational rehabilitation, disability classification, classroom setting and manner of exit all affected employment outcomes. Students with lower ability levels underachieve compared to their higher functioning counterparts. Future research may investigate different program and training variables so that knowledge of predicting employment outcomes for SWD may be furthered. In addition, further examination into the type of community that the former students work in and whether or not they receive health benefits through their employers is warranted. (PsycINFO Database Record (c) 2005 APA)

Gray, B. R., McDermott, S., & Butkus, S. (2000). Effect of job coaches on employment likelihood for individuals with mental retardation. *Journal of Vocational Rehabilitation*, 14(1), 5-11.

Determined whether the number of job coaches provided by local nonprofit disability service providers significantly affected the employment outcome for individuals with mental retardation (MR) in South Carolina in 1997. Health, demographic and IQ information for individuals with MR were matched with employment information. The study group comprised 431 employed and 6659 unemployed adult individuals. Results showed that job coach numbers per board varied from job coaches per 100 individuals, with mean and median values of 0.97 and 0.87 coaches per 100 individuals. The effect of coaches on employment likelihood was approximately 2 times greater for individuals with low than for high IQ, approximately 3 times greater for individuals in counties with low or intermediate unemployment and approximately 10 times greater for individuals located in highly urbanized counties. The likelihood of employment given the addition of 1 job coach per 100 individuals increased by factors in rural or moderately urban areas and in highly urban areas. These results suggest that expenditures on job coaches are effective, and that such expenditures may be most effective if applied in urban counties with low or intermediate unemployment rates. (PsycINFO Database Record (c) 2005 APA)

Griffin, C., & Montana University Affiliated Rural Institute on Disabilities. (1999). *Bringing home the bacon: inventive self-employment & supported employment in rural America: a monography*. Missoula: Training Dept. Montana University Affiliated Rural Institute on Disabilities University of Montana.

Hagner, D., & Cooney, B. F. (2005). "I Do That for Everybody": Supervising Employees With Autism. *Focus on Autism and Other Developmental Disabilities*, 20(2), 91-97.

The supervisors of 14 successfully employed individuals with autism were interviewed using a semistructured interview procedure, supplemented by worksite observations, to examine their supervisory practices and their perceptions of employees with autism. Supervisors evaluated their employees with autism highly, and qualitative analysis found that a set of specific supervisory accommodation strategies were commonly associated with successful supervision. These included maintaining a consistent schedule and set of job responsibilities, using organizers to structure the job, reducing idle or unstructured time, being direct when communicating with the

employee, and providing reminders and reassurances. Supervisors believed that the assistance they and the individual received from a rehabilitation agency was critical to successful employment. Implications for advancing the employment of individuals with autism are presented. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Hagner, D., & Davies, T. (2002). "Doing my own thing": Supported self-employment for individuals with cognitive disabilities. *Journal of Vocational Rehabilitation, 17*(2), 65-74.

In recent years self-employment has increasingly been recognized as a viable employment option for individuals with disabilities, including individuals with mental retardation or other cognitive disabilities. Eight business owners with cognitive disabilities and those most directly involved in providing support to them were interviewed using qualitative research methods. The purpose of the study was to explore the meaning of self-employment for the business owners, to understand the structure, function and viability of the businesses, and to examine the types and sources of support provided. Findings and recommendations for enhancing the use of this employment option are presented. First, it is noted that self-employment seemed to offer numerous and varied forms of social contract and participation for business owners. Support persons were conscious of the need to avoid social isolation, and found relevant opportunities to be readily available. Labor-intensive and multi-faceted supports were required at every stage of business start-up and operation. In addition, different support needs called for different kinds of resources. In most of the self-employment situations studied, a staff member from a disability services provider organization played a key support role. (PsycINFO Database Record (c) 2005 APA)

Hagner, D., McGahie, K., & Cloutier, H. (2001). A model career assistance process for individuals with severe disabilities. *Journal of Employment Counseling, 38*(4), 197-206.

This article describes a model process for providing career services to individuals with severe disabilities and presents the outcomes of a 3-year demonstration project. After completing a career workshop series based at a community college followed by job search support and ongoing follow-up with employers and employees, all 40 project participants (23 men and 17 women, aged 17-35+ yrs) achieved paid employment, with 74.4% employed midway through Year 3. Jobs represented a wide range of occupational areas, and most jobs paid over the minimum wage and included benefits. Implications for enhancing career services and outcomes for this population are discussed. (PsycINFO Database Record (c) 2005 APA)

Hand, C., & Tryssenaar, J. (2006). Small business employers' views on hiring individuals with mental illness. *Psychiatric Rehabilitation Journal, 29*(3), 166-173.

This study investigated the beliefs of small business employers regarding hiring individuals with mental illness. Fifty-eight participants completed mail-in questionnaires concerning beliefs and willingness to hire persons with mental illness. Employers were most concerned regarding the social and emotional skills of individuals with mental illness. Those employers who reported positive beliefs, had positive interactions with individuals with mental illness, or operated in public/social services, stated greater willingness to hire a person with mental illness. Methods to decrease stigma are discussed. (PsycINFO Database Record (c) 2006 APA) (journal abstract)

Handler, J., Doel, K., Henry, A., & Lucca, A. (2003). Implementing supported employment services in a real-world setting. *Psychiatric Services, 54*(7), 960-962.

Supported employment is an evidence-based practice for people with serious mental illness. Among supported employment services, individual placement and support is a model whose

efficacy has been convincingly demonstrated. To facilitate the transition from research to clinical practice, it is critical to understand how individual programs unfold in community mental health settings without the involvement of the academic creators of the model: Can the program withstand the challenges encountered by real-world exigencies and still deliver the outcomes achieved in more controlled research? In this month's column, the authors describe the development of an individual placement and support program in Massachusetts, with particular emphasis on overcoming obstacles to implementation. They demonstrate that the path from research to practice can be traversed successfully with careful planning and foresight. (PsycINFO Database Record (c) 2005 APA)

Hanley-Maxwell, C., Owens-Johnson, L., & Fabian, E. (2003). Supported employment. In E. M. Szymanski & R. M. Parker (Eds.), *Work and disability: Issues and strategies in career development and job placement (2nd ed.)*. (pp. 373-406): PRO-ED, Inc, Austin, TX, US.

(From the chapter) This chapter presents an introduction to supported employment through defining supported employment and its core features, discussing its efficacy, describing common models of supported employment, and describing its services. Four core features for supported employment are discussed: (1) competitive employment, (2) integrated settings, (3) workers with severe disabilities, and (4) ongoing support. Types of supported employment models include group models, enclaves, mobile crews, and individual models. Employment models for persons with mental illness are also addressed. Supported employment services consist of 5 overlapping phases: assessment, job development and marketing, job acquisition (placement), job learning and adaptation, and ongoing support. It is argued that supported employment programs also have to reconsider how they approach the provision of supports to ensure that they are as natural or typical as possible in each employment setting. Furthermore, if supported employees are going to move out of the secondary labor market sectors, service providers need to attend to the career growth and development needs of these workers. Finally, supported employment agencies are challenged to shed the social services image that they have used for many years. (PsycINFO Database Record (c) 2005 APA)

Havranek, J. E. (2005). Working relationships: Creating career opportunities for job seekers with disabilities through employer partnerships. *Journal of Applied Rehabilitation Counseling. Special Issue: Latino/Hispanic Ethnicity in the Vocational Rehabilitation System and the Human Services: A Look into the Future*, 36(2), 43.

Reviews the book *Working relationships: Creating career opportunities for job seekers with disabilities through employer partnerships*, by R.G. Luecking, E.S. Fabian, and G.P. Tilson (2004). The overriding goal for this book is to provide both theoretical and practical information to professionals within intermediary organizations who strive to assist people with disabilities to identify their career goals, capitalize on their strengths, develop new essential skills, and connect with employers in such a way that everyone benefits. There are 16 chapters divided into three sections. The first section covers the basics for establishing new job development and placement activities including a conceptual framework and strategies, as well as means by which to change employer perceptions about individuals with disabilities and disability management programs. Part two describes the "customer-focused" partnership process. The third part is about new ways to establish employment partnerships. The consistent and appropriate use of case studies was very helpful. A huge plus for the book was the attention paid to the role of the "Employment Specialist", defined as any individual or professional who simultaneously assists people with disabilities to obtain jobs and careers and assists employers to hire and accommodate people with disabilities. (PsycINFO Database Record (c) 2005 APA)



Honey, A. (2004). Benefits and Drawbacks of Employment: Perspectives of People With Mental Illness. *Qualitative Health Research, 14*(3), 381-395.

In this article, the author presents the perspectives of people with mental illness about the benefits and drawbacks of employment, what factors influence these, and how they affect consumers' decisions and actions. Forty-one consumers of mental health services participated in 76 in-depth interviews and two focus groups. The author coded data inductively and analyzed them using grounded theory method. The results demonstrate that the benefits and drawbacks of employment are experienced in six domains. Individuals' perceptions of benefits and drawbacks are influenced by individual and contextual factors, are dynamic over time, and are instrumental in determining their employment-related actions. The findings suggest several areas for future exploration with a view to improving policy and practice in employment for people with mental illness. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Howlin, P., Alcock, J., & Burkin, C. (2005). An 8 year follow-up of a specialist supported employment service for high-ability adults with autism or Asperger syndrome. *Autism, 9*(5), 533-549.

Few supported employment programmes have been specifically designed for people with autism, especially those who are more able. This study examines the outcome of a supported employment service (NAS Prospects) for adults with autism or Asperger syndrome (IQ 60+) over an 8 year period. Approximately 68 percent of clients found employment. Of the 192 jobs, the majority were permanent contracts and most involved administrative, technical or computing work. Assessment of current clients indicates that IQ, language skills and educational attainments are high. However, work has also been found for those of lower abilities. Individuals supported by Prospects show a rise in salaries, contribute more tax and claim fewer benefits. Satisfaction with the scheme is high among clients, employers and support workers. Although the programme continues to incur a financial deficit, this has decreased. Moreover, there are many non-financial benefits, which are difficult to quantify. The importance of specialist employment support of this kind is discussed.

Hughes, M., & Kingsford, M. (1997). A Real Job - with Prospects: Supported Employment Opportunities for Adults with Learning Difficulties and Disabilities. FEDA Paper. *FE Matters, 1*(13).

Effective models for helping adults with disabilities and/or learning difficulties obtain and maintain employment were identified through a research project that included the following activities: collection of background information from 20 providers of support for employment in England and Wales; case studies of a geographically representative sample of 8 of the 20 organizations; and structured interviews with staff from the 8 organizations. The study confirmed that employment and meaningful "work" are key factors in the achievement of adult status by learners with disabilities and/or learning difficulties. It was concluded that although increasing numbers of people with learning difficulties/disabilities are participating in vocationally based education and training, their opportunities to achieve accreditation have not been matched by opportunities for progression into employment. The following were among the factors identified as key to successful supported employment systems: recognition of adult status; support for client and employer; use of "natural" workplace support; use of job and task analysis; regular review of support; individual approach to clients; high expectations; positive marketing of clients' skills; good job match; partnerships with parents and caregivers; and recognition of service by stakeholders. (Appended are a good practice checklist and list of publications/organizations/agencies providing additional information about supported employment in the United Kingdom.) (MN)

Inge, K. J., Barcus, M., Virginia Commonwealth University. School of Education. Rehabilitation Research and Training Center on Supported Employment., & Virginia Commonwealth University. Media Support Services. (1999). Today's new workforce, an untapped labor pool [videorecording]. Richmond, VA: Media Support Services Virginia Commonwealth University.

Video discusses how persons with disabilities can be successfully accommodated and integrated in the workplace. Discussion includes the role of employment specialists in hiring and training employees with disabilities, and in helping to identify necessary, often inexpensive accommodations. Accompanying newsletter, *The customer is right*, features articles on personal assistants in the workplace. Accompanying workbook, *Advocacy & supported employment for people with disabilities*, is a consumer guide to be used to help people with disabilities play an active role in their job search.

Jacobsen, Y. (2002). *Making the Jump: Transition to Work. A Guide to Supporting Adults with Learning Difficulties Make the Jump from Education to Employment.*

This document presents guidelines and examples of good practices for supporting learning-disabled adults in the United Kingdom as they make the jump from education into employment. The guidelines and resource materials presented in this staff resource pack were developed during the Making the Jump project, which was undertaken to address the problem of the low percentages of learning-disabled people in the United Kingdom who successfully progress to various forms of employment from education. The following are among the topics discussed in the resource pack's eight chapters: (1) main findings of the Making the Jump project; (2) the transition to work provision in further/adult and community education; (3) the different ways of working and the transition to work provision; (4) planning and funding transition to work provision; (5) benefits; (6) the curriculum for transition to work; (7) policy options and opportunities for change; and (8) a transition action plan. The addresses of eight organizations conclude the guide. All chapters include some or all of the following: one or more case studies; points to consider; a chapter summary, a checklist, a reference list, and a resource list. A list of field visit sites for the Making the Jump project is appended along with a project finding sheet. (MN)

Jacobsen, Y. (2003). Making the Jump into Employment. *Adults Learning (England)*, 14(6), 25-27.

A British project identified key factors for successful transition to work of people with learning difficulties: manager support, employment as a realistic goal, individualized training packages, and matching of learner interests and employment opportunities. Limited funding for transitional programs made partnerships and strategic planning essential. (SK)

Johnson, D. R. (2004). Invited Commentary: Supported Employment Trends: Implications for Transition-Age Youth. *Research and Practice for Persons with Severe Disabilities*, 29(4), 243-247.

The emergence of supported employment programs in the United States has substantially raised expectations concerning the viability of employment in promoting the integration, productivity, and independence of persons with severe disabilities. The introduction and rapid expansion of supported employment during the 1980s was based, in large part, on response to federal and state social policies and legislation, aggressive advocacy efforts, improvements in job placement and training strategies, expansions in the development of community-based services for persons with severe disabilities as a result of de-institutionalization, infusions of federal discretionary funds to support research and model demonstration employment projects, and the increase in emphasis placed upon the potential benefits of supported employment to enable individuals to achieve

economic self-sufficiency and increased levels of community integration. This commentary has attempted to make a contribution to the authors' thoughts and ideas by asking the fundamental question: What will it take to improve the capacity of schools and adult community-service agencies to improve the employment and related outcomes of young people with severe disabilities, as they complete their educational programs? I have conveyed but a few of the strategies necessary to bring about such improvements. (PsycINFO Database Record (c) 2005 APA)

Jordan de Urries, F. B., Verdugo, M. A., Jenaro, C., Crespo, M., & Caballo, C. (2005). Supported employment and job outcomes. Typicalness and other related variables. *Work, 25*(3), 221-229.

The purpose of this study is to improve supported employment programs analyzing the relationships between different variables involved in its development on job outcomes. One important variable is typicalness (understood as the degree to which the job of the person with a disability is similar in its different characteristics to that of co-workers without a disability). It also compares sheltered employment and supported employment in employment outcomes. The results showed more length of service in the job and salary for supported employment workers. As regards the developmental variables, time of external support, type of support, and adaptations are critical to get better outcomes. Finally, the need to finely balance the typicalness of the job and the characteristics of the worker involved is stressed.

Keel, J. H., Mesibov, G. B., & Woods, A. V. (1997). TEACCH-supported employment program. *J Autism Dev Disord, 27*(1), 3-9.

Division TEACCH has served over 100 persons with autism through its supported employment program. Three models of supported employment are utilized: individual placement model, dispersed enclave model, and mobile crew model. Within each of these models there is an emphasis on utilizing individual strengths and interests, identifying appropriate jobs, and providing extensive long-term support. A retention rate of 89% demonstrates the success of the program which is due in large part to the broad array of long-term support services that are provided.

Kemp, K., Savitz, B., Thompson, W., & Zanis, D. A. (2004). Developing employment services for criminal justice clients enrolled in drug user treatment programs. *Subst Use Misuse, 39*(13-14), 2491-2511.

Approximately 80% of parolees have a history of substance abuse and nearly all are unemployed following release from prison. Common stipulations of parole require offenders to obtain employment and to not use mood-altering substances. This article explores a series of strategies implemented from 1999 to 2001 to help offenders paroled to substance user treatment to gain employment. A total of 245 paroled offenders enrolled in an outpatient substance abuse treatment program voluntarily agreed to participate in one of four different vocational intervention programs (Job Skill Development and Supported Work, Life Skill Development, Job Training, and Welfare to Work). Programmatic data (e.g., attendance, completion, job acquisition, and wage) were collected and reported for each of the vocational programs. Additionally, a 12-month pilot study examined criminal justice, substance use, and employment outcomes of 36 offenders referred to the job skill development and supported work project. Overall, 78% of the offenders enrolled in the vocational services completed the program and 134/245 (55%) were able to obtain employment. The data showed that completion of vocational services was strongly associated with obtaining employment 12 months postenrollment. Offenders identified the employment services as an integral part of their improved overall functioning. A series of practice

recommendations and policy suggestions is offered to develop and manage vocational services for substance-using offenders. Employment services for parolees require considerable coordination of activities with parole officers, vocational programs, substance abuse treatment professionals, and funding systems.

Kennedy-Jones, M., Cooper, J., & Fossey, E. (2005). Developing a worker role: Stories of four people with mental illness. *Australian Occupational Therapy Journal*, 52(2), 116-126.

Background and Aims: Work plays an important role in adults' well-being, irrespective of health status. Vocational rehabilitation can enable people with mental illness to return to open employment. A narrative approach was used to explore how individuals with a mental illness made sense of their work-related experiences. Methods and Results: Four Clubhouse members in open employment for at least 6 months completed in-depth, semistructured interviews, from which narratives were created to reveal events, significant persons and actions that assisted these individuals to resume work. Woven into the participants' stories were four 'impelling forces' contributing to a sense-of-self as a worker. These impelling forces were: support from significant others, the personal meaning of work, experiences within the Clubhouse programme, and the ongoing struggle with illness. Implications for occupational therapy practice are discussed. Conclusion: The findings of this study urge occupational therapists and others to provide opportunities to provide on-going support to people with a mental illness who seek paid employment. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Kregel, J. (2001). Promoting employment opportunities for individuals with mild cognitive limitations: A time for reform. In A. J. Tymchuk, K. C. Lakin & R. Luckasson (Eds.), *The forgotten generation: The status and challenges of adults with mild cognitive limitations*. (pp. 87-98): Paul H. Brookes Publishing, Baltimore, MD, US.

(From the chapter) Identifies and describes 4 major obstacles to employment faced by individuals with mild cognitive limitations (MCLs): the need to develop new partnerships with business and industry; the need to reform the nation's system of sheltered workshops and activity centers; the need to remove disincentives in the Social Security disability programs; and the need to increase access to programs operated through the Workforce Investment Act of 1998. For each obstacle, recommendations are offered that specify actions that can be taken by federal, state, and local governments as well as employers and community rehabilitation programs to address and overcome the identified barriers. (PsycINFO Database Record (c) 2005 APA)

Kregel, J., Dean, D. M., & Wehman, P. (no date). Achievements and challenges in employment services for people with disabilities: The longitudinal impact of workplace supports. from <http://www.worksupport.com/Main/deanmanual.asp>

This manual contains articles on (1) A paradigm for evaluation of the federal-state vocational rehabilitation program, (2) Competitive employment: Has it become the "first choice" yet?, (3) Sheltered vs. supported employment: A direct comparison of long-term earnings outcomes for individuals with cognitive disabilities, (4) Extended services in supported employment: What are providers doing? Are customers satisfied?

Langford, C. A., Boas, G. J., Garner, W. E., & Strohmer, D. C. (1994). Selecting clients for supported employment: Functional criteria or categorical labels? *Journal of Applied Rehabilitation Counseling*, 25(3), 37-41.

Investigated the impact of categorical labels vs. functional limitations upon rehabilitation professionals' identification of clients for supported employment. 89 rehabilitation professionals reviewed a case description of an individual exhibiting inappropriate work behaviors that functionally defined appropriate candidates for supported employment, but varied only in terms of the categorical label assigned to the fictitious client. The case description had 5 variations (no diagnosed disability, traumatic brain injury, epilepsy, hearing impairment, or mental retardation). Results suggest that the categorical label affected decisions to refer clients for supported employment. Ss were more likely to refer clients diagnosed with mental retardation or traumatic brain injury than those diagnosed with epilepsy or hearing impairment, or those with no diagnosis. (PsycINFO Database Record (c) 2005 APA)

Laudet, A. B., Magura, S., Vogel, H. S., & Knight, E. L. (2002). Interest in and obstacles to pursuing work among unemployed dually diagnosed individuals. *Substance Use & Misuse, 37*(2), 145-170.

Presents data collected in 1999 on expressed interest in and perceived barriers to pursuing work and on the utilization of vocational rehabilitation (voc-rehab) services among 130 unemployed members of a dual recovery self-help fellowship. While members generally expressed high interest in working, they also cited multiple obstacles to attaining and maintaining employment. A path model was specified and tested. Significant contributors to interest in working were substance use status and physical health rating. Consistent with our hypotheses, mental health symptoms and greater perceived obstacles (e.g., stigma, fear of failure, and insufficient skills) were significant contributors to perceived difficulty in pursuing work, whereas substance use, physical health, and recency of employment were not. Finally, those who perceived less difficulty in pursuing work were more likely to utilize voc-rehab services, and men were more likely than women to use these facilities; interest in work was not significantly associated with utilizing voc-rehab services. The roles of mental health disorders and substance use in relation to pursuit of employment are discussed, as well as that of perceived obstacles such as stigma. (PsycINFO Database Record (c) 2005 APA)

Leach, S., & NetLibrary Inc. (2002). *A supported employment workbook using individual profiling and job matching*. London: Jessica Kingsley.

Levack, W., McPherson, K., & McNaughton, H. (2004). Success in the workplace following traumatic brain injury: Are we evaluating what is most important? *Disability and Rehabilitation: An International Multidisciplinary Journal, 26*(5), 290-298.

Purpose: Vocational outcome, and in particular full-time paid work, is considered an important indicator of successful rehabilitation following traumatic brain injury (TBI). However it has not been established that these outcomes adequately or accurately represent the values of the people with TBI. This paper describes a study exploring the experiences of individuals who attempted returning to work following TBI, with emphasis on factors that related to perceptions of 'success' or 'failure'. Method: A phenomenological study, interviewing seven people with moderate to severe TBI was conducted. The interview data were analysed for themes relating to experiences of success or failure in the workplace. Community consultation provided additional perspectives in the interpretation and validation of results. Results: The results of this study support in part the assumption that paid employment is indicative of success following TBI. Equally prevalent were findings that challenged this assumption, including situations where: (1) return to employment contributed to catastrophic personal events, (2) feelings of success were achieved even though paid employment was not, and (3) success in the workplace was associated with factors other than hours worked or pay earned. Conclusions: This research suggests that the use of work placement as a measure of successful rehabilitation might misrepresent the perspective of individuals with

TBI. A multifactorial approach to evaluating vocational rehabilitation is recommended, which incorporates the subjective experience of work. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Lewis, D. R., Johnson, D. R., & Mangen, T. (1998). Evaluating the multidimensional nature of supported employment. *Journal of Applied Research in Intellectual Disabilities, 11*(2), 95-115.

This paper examines the multidimensional outcomes of supported employment in terms of its effectiveness and efficiency and offers several policy recommendations for improving these outcomes. Three sets of questions are addressed. The first examines factors that separately influence each of the multiple outcomes through ordinary least-squares regression techniques. A second set estimates recursive relationships among the multiple outcomes through the use of two-stage least-squares regression techniques. A third set explores efficiency relationships between these outcomes and the costs of providing employment-related services. The data used in the study were originally collected in 1991 for a purposive sample of 40 programmes for estimating the economic costs and benefits of supported employment in Minnesota. 706 individuals with mild to moderate levels of disability participated. Preliminary conclusions indicate positive degrees of both efficacy and efficiency in the programmes examined. (PsycINFO Database Record (c) 2005 APA)

Luecking, R. G. (2000). *Thriving business relationships in the new economy*. Richmond: Virginia Commonwealth University, National Supported Employment Consortium.

Luecking, R. G. (2003). *Doing it the company way: Employer perspectives on workplace supports*. Rockville, MD: The George Washington University HEALTH Resource Center.

Luecking, R. G., & Certo, N. J. (2002). Integrating service systems at the point of transition for youth with significant support needs: A model that works. *Information Brief, 1*(4), 1-4.

Luecking, R. G., Fabian, E. S., Tilson, G., Donovan, M., & Fabian, E. S. (2004). *Working relationships: creating career opportunities for job seekers with disabilities through employer partnerships*. Baltimore, MD: Paul H. Brookes.

Lunt, N., & Thornton, P. (1994). Disability and employment: Towards an understanding of discourse and policy. *Disability & Society, 9*(2), 223-238.

Explores the nature of disability employment policy, using 1992-1993 evidence from 15 countries and describes 2 ways of framing policy: through individual and through social perspectives. Dimensions of employment policy (legislative measures, open employment-financial measures, employment support services, and sheltered or supported provision) are critically evaluated from the point-of-view of these 2 perspectives. It is noted that employment support and sheltered employment both involve creation of new jobs, workplace adaptations, and training. Dilemmas of objectives and measures that may arise during implementation of policy are discussed as are contradictions between policies. The consequences for the construction of an emancipatory employment policy are reviewed. Suggestions are given for themes or dimensions that should be included in a coherent disability policy. (PsycINFO Database Record (c) 2005 APA)

Lustig, D. C., Strauser, D. R., & Donnell, C. (2003). Quality Employment Outcomes: Benefits for Individuals with Disabilities. *Rehabilitation Counseling Bulletin, 47*(1), 5-14.

A key aspect of quality employment outcomes for individuals with disabilities is receiving benefits similar to those expected by all employees. Access to employee benefits is often a barrier to finding a job for individuals with disabilities. This study compared access to health insurance, paid vacation, paid sick leave, and retirement of full-time employed individuals with disabilities to access of workers in the general population. Results indicated that workers with disabilities had access at a lower rate than workers in the general population. Implications for rehabilitation counselors are discussed. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Lynch, C. (2002). Supported employment: A catalyst for service development. *Journal of Vocational Rehabilitation, 17*(4), 225-229.

The concept of Supported Employment is based on solid principles, particularly with regard to the whole issue of generalization of learning. We have known for many years from research that individuals with intellectual disabilities in particular have difficulty transferring what they have learned from one situation to another. It is not surprising therefore, that the number of people with intellectual disability who have successfully made the transition from segregated training to inclusive jobs are by far in the minority. As an organization with a commitment to being open and testing new ideas, we decided that Supported Employment certainly warranted closer examination. The emphasis in the programme is not to attempt to provide services in the building, but rather to look to the community. We have two broad goals in Local Services. It is our belief that all of the adults we serve have the capacity to be employed using the methodology of Supported Employment. We believe that non-work activities should be community based and activities such as recreation, leisure, social development, etc., should take place in mainstream community settings. (PsycINFO Database Record (c) 2005 APA)

Marrone, J., Hoff, D., & Gold, M. (1999). Organizational change for community employment. *Journal of Rehabilitation, 65*(2), 10-.

Mast, M., Sweeney, J., & West, M. (2001). Using presentation portfolios for effective job representation of individuals with disabilities. *Journal of Vocational Rehabilitation. Special Issue: Business linkages, 16*(2), 135-140.

Describes the development and field-testing of a presentation portfolio, a job development tool for individuals with disabilities. The portfolio was developed with significant input from the vocational rehabilitation field and employers. Field testing was conducted using presentations to employers by community rehabilitation programs in 25 cities. 212 employers returned a 5-point Likert scale feedback form with questions regarding the portfolio, presentation, presenter, and the effect of the presentation on their future actions toward employees with disabilities. Results indicate that the portfolio could be an effective tool for job development. (PsycINFO Database Record (c) 2005 APA)

Mast, M., & West, M. (2001). Are individuals with severe physical impairments undeserved in supported employment? *Journal of Vocational Rehabilitation. Special Issue: Employment and Physical Disability, 16*(1), 3-7.

Used 2 data sources, the National Supported Employment Policy Survey and the UCP National Employment Survey, to examine the extent to which individuals with severe physical impairments are served in supported employment. Results show that although members of this group constitute a small fraction of supported employment participants nationwide, growth in raw numbers has been in evidence. It is also shown that supported employment is increasingly being

utilized within UCP affiliates, and these affiliates are emerging as a primary point of access for members of this population. (PsycINFO Database Record (c) 2005 APA)

McCrovitz, A. M. (2001). The perception of the job coach in the natural and traditional models. *Dissertation Abstracts International: Section B: The Sciences and Engineering*, 61(12-B), 6748.

This study defines the perception of the job coach's role from job coaches themselves, their consumers, and employers in the two different models of support, traditional and natural, to see if there is any relationship or determining factors in the outcome of services for people with disabilities. Some critics suggest a job coach hinders the natural work environment, while others maintain that the role of a job coach needs to change to facilitate this employment service in the community. As current trends shift from a traditional support employment model to a natural employment model, the role of the job coach for people with disabilities should be examined. Three traditional supported employment providers, along with three natural support employment providers, are reviewed using a survey design method to analyze this study. Each provider designated eight job coaches and eight consumers to be interviewed from their supported employment model for a total of 24 job coaches and 24 consumers from each model, the traditional support model and the natural support model. A survey design provides information for policy recommendations related to improving practices and training associated with supporting individuals with a disability in integrated, competitive employment settings. This study has substantial policy implications for Indiana and Michigan, which could be applied in other states to facilitate quality programming. The strength of the paper is in understanding the importance of and facilitating social support in the work environment. As demonstrated by the two support models, it is this component that is needed in all work environment relationships in order to maintain employment. The findings of this study suggest that supported employment, although a relatively new initiative aimed at enabling people with disabilities to find meaningful employment, has served a purpose in eliminating the segregation of disabled workers in sheltered workshops to programs that promote integration. The job coach's role in achieving integration for consumers, however, is not clearly understood in social support structures. (PsycINFO Database Record (c) 2005 APA)

McDermott, S., Martin, M., & Butkus, S. (1999). What individual, provider, and community characteristics predict employment of individuals with mental retardation? *American Journal on Mental Retardation*, 104(4), 346-355.

Characteristics influencing employment of individuals with mental retardation were analyzed to evaluate employment rates for county providers. 11,743 18-64-yr-old participants in the sample earned at least \$50 per week for a 6 mo period. Good physical and emotional health, being male, age between 18 and 49 yrs, IQ between 50 and 75, and good adaptive skills were associated with employment. 18% percent of the variability in employment rates was explained by the ratio of individuals served by the local providers to the county population and the percentage of the county population living in rural settings. Median income, unemployment rates, and poverty explained 22% of the variance in noncompetitive employment rates. Results suggest that health promotion programs could help individuals with mental retardation obtain and sustain employment. (PsycINFO Database Record (c) 2005 APA)

McGaughey, M. J., Kiernan, W. E., McNally, L. C., & Gilmore, D. S. (1993). National Perspectives on Integrated Employment: State MR/DD Agency Trends.

This report details the findings of a national follow-up survey that investigated day and employment services provided by the mental retardation/developmental disabilities (MR/DD)



state agencies for FY 1990 and makes comparisons with services provided during FY 1988. Key findings from the survey include: (1) a substantial increase in the percentage of individuals served in integrated employment, from 13 percent in FY 1988 to 19 percent in FY 1990; (2) utilization of sheltered employment and day programs continues to be strong; (3) the total number of persons served in supported employment increased by 58 percent; (4) states that received supported employment change grants had higher supported employment rates; (5) new participants were more likely to be served in competitive and supported employment; (6) the percentage of people waiting for supported employment services was twice as large as the percentage who received supported employment services in FY 1990; (7) 88 percent of individuals served by state MR/DD agencies had mental retardation; and (8) the most commonly cited barriers to integrated employment include funding issues, problems with old style providers, the economy, and lack of suitable training. Appendices include the survey instrument and list of respondents. (Contains 31 references.) (CR)

McGrew, J. H., Johannesen, J. K., Griss, M. E., Born, D. L., & Katuin, C. (2005). Performance-based funding of supported employment: A multi-site controlled trial. *Journal of Vocational Rehabilitation. Special Issue: Funding consumer directed employment outcomes*, 23(2), 81-99.

Background: To help mitigate empirically-identified shortcomings in Supported Employment (SE) outcomes for consumers with severe mental illness in Indiana (e.g., few long-term placements), Vocational Rehabilitation Services (VRS) and the Indiana Division of Mental Health and Addictions (DMHA) proposed the implementation of a results-based funding (RBF) system, in which providers received payment only when clients successfully attained each of 5 employment milestones. The current study presents the results of a multi-site controlled trial of RBF vs. a traditional fee-for-service (FFS) model. Method: The sample included 122 (RBF = 81, FFS = 41) consumers of SE (52% schizophrenia, 35% mood disorder). Assessments of clinical and life outcomes were conducted quarterly across 12 months. Results: Those served in RBF were more likely to attain all milestones collectively, and to have a completed person-centered plan and attain 9-months of employment, specifically. There were few differences between those in RBF and FFS on non-milestone employment variables (e.g., job match, wages) or clinical measures (e.g., quality of life, functioning). Conclusions: RBF produces better overall vocational outcomes, specifically, higher rates of completion of a person-centered plan and retention of employment for 9 months. However, improvements with RBF were limited to those specified and did not generalize to vocational areas not targeted by the milestones (e.g., wages, benefits) or to changes in other life domains typically valued by psychiatric rehabilitation. (PsycINFO Database Record (c) 2006 APA) (journal abstract)

McGurk, S. R., & Mueser, K. T. (2004). Cognitive functioning, symptoms, and work in supported employment: a review and heuristic model. *Schizophr Res*, 70(2-3), 147-173.

OBJECTIVE: Supported employment has been shown to improve the employment outcomes of clients with severe mental illness (SMI), but many clients who receive this service still fail to achieve their vocational goals. There is a need to better understand how illness-related impairments interfere with work, and how supported employment services deal with those impairments in order to improve the employment outcomes of clients with SMI. METHOD: We conducted a review of research on the relationship between cognitive functioning, symptoms, and competitive employment in clients with SMI. Based on this review, we developed a heuristic model of supported employment that proposes specific interactions between cognitive factors, symptoms, vocational services, and employment outcomes. RESULTS: The review indicated that cognitive functioning and symptoms were strongly related to work in studies of general psychiatric samples. In studies of clients participating in vocational rehabilitation programs,

associations between cognitive functioning, symptoms, and work were also present, but were attenuated, suggesting that vocational rehabilitation compensates for the effects of some cognitive impairments and symptoms on work. We describe a heuristic model of supported employment that posits specific and testable effects of cognitive domains and symptoms on vocational services and employment outcomes. CONCLUSIONS: Supported employment appears to work by compensating for the effects of cognitive impairment and symptoms on work. The model may serve as a guide for research aimed at understanding how supported employment works, and for developing supplementary strategies designed to improve the effectiveness and cost-effectiveness of supported employment services.

McNaughton, D., Light, J., & Arnold, K. B. (2002). Getting your wheel in the door: Successful full-time employment experiences of individuals with cerebral palsy who use augmentative and alternative communication. *Augmentative & Alternative Communication, 18*(2), 59-76.

Eight individuals with cerebral palsy who use augmentative and alternative communication (AAC) and were employed full time participated in a focus group discussion that was conducted on the Internet. Six major themes emerged from the discussion: (a) descriptions of employment activities, (b) benefits of employment and reasons for being employed, (c) negative impacts resulting from employment, (d) barriers to employment, (e) supports required for employment, and (f) recommendations for improving employment outcomes for individuals with cerebral palsy who use AAC. Factors identified as key to preparation for successful employment included appropriate education and vocational experiences. Community networks, government policies, and computer technology were identified as important supports for obtaining employment. Personal characteristics, technology, supportive coworkers, personal care assistance, and family supports were described as important supports for maintaining employment.

Merz, M. A., Bricout, J. C., & Koch, L. C. (2001). Disability and job stress: Implications for vocational rehabilitation planning. *Work: Journal of Prevention, Assessment & Rehabilitation, 17*(2), 85-96.

Notes that because people with disabilities often experience an increased risk for physical and psychological complications of job stress, vocational rehabilitation professionals must be able to (1) identify individual and work-environmental risk factors for job stress and (2) design appropriate interventions to minimize those risk factors. The purpose of this article is to (1) present two models of occupational stress, (2) examine factors common to each of these models that are associated with employee health and well-being, and (3) suggest implications for rehabilitation planning. (PsycINFO Database Record (c) 2005 APA)

Michon, H. W. C., van Weeghel, J., Kroon, H., & Schene, A. H. (2005). Person-related predictors of employment outcomes after participation in psychiatric vocational rehabilitation programmes: A systematic review. *Social Psychiatry and Psychiatric Epidemiology, 40*(5), 408-416.

Background: There is increasing recognition of the importance of psychiatric vocational rehabilitation (PVR) programmes in helping individuals with severe mental illnesses to find and secure jobs. However, little is known concerning the factors related to PVR outcomes. Objective: This review identifies those person-related factors which most strongly influence employment outcomes after participation in PVR programmes. Method: Medline, Psycinfo, Pubmed and CINAHL were searched for studies using multivariate analysis of longitudinal data, which analysed employment outcomes after at least 6 months of programme participation, and which analysed at least three predictor domains. Results: Eight studies presented in 16 publications met all the criteria. Better employment outcomes were most strongly related to better work performance measured during PVR participation and to higher work-related self-efficacy. Better

social functioning during PVR participation was also significantly related to positive employment outcomes, but this relationship was generally weaker than those of the two aforementioned factors. In most studies, employment outcomes after PVR were not related to past functioning, including work history and diagnosis. Findings on the severity of psychiatric symptoms measured during PVR were mixed. In terms of contribution to outcome, severity of symptoms usually ranked below work performance, when measured concurrently. Conclusion: Contrary to previous reviews, this study suggests that the influence of past functioning, including work history, diagnosis and psychiatric history, is outweighed by work performance in PVR. Further prospective and controlled studies are needed to reach more definite conclusions about the individual contributions of person-related factors. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Millington, M. J., Miller, D. J., Asner-Self, K. K., & Linkowski, D. (2003). The business perspective on employers, disability, and vocational rehabilitation. In E. M. Szymanski & R. M. Parker (Eds.), *Work and disability: Issues and strategies in career development and job placement (2nd ed.)*. (pp. 317-342): PRO-ED, Inc, Austin, TX, US.

(From the chapter) The vocational rehabilitation (VR) profession has a legislative mandate to serve society by removing the employment barriers that workers with disabilities face. It is argued that VR practitioners must be open to the very real possibility that VR practices and structures have concealed barriers that required their attention and may have even created barriers where none need have existed. This chapter takes up what the authors consider to be one such blind spot: the conception of "the employer" traditionally understood in terms of an individual. The authors argue for a conception of "the employer" in terms of a structural heuristic, a dynamic interrelation of "management functions"-- functions guided by and expressing the overarching motivation of business in a market economy, to maximize profit and minimize cost. (PsycINFO Database Record (c) 2005 APA)

Moran, R. R., McDermott, S., & Butkus, S. (2001). Getting a job, sustaining a job, and losing a job for individuals with mental retardation. *Journal of Vocational Rehabilitation, 16*(3-4), 237-244.

The employment rate for 7,750 individuals with mental retardation (MR) served by the South Carolina network of Disability and Special Needs local Boards was 16.9% during 1996-1998. The job loss rate for these individuals was 28%; thus 72% of the individuals employed during 1996 and 1997 had a job in the subsequent year. Restaurant hostess/cashier, retail, and food preparation had the lowest rates of hiring and the lowest rates of loss for all types of employment. The job categories with the largest number of individuals with MR were janitor/laundry/cleaning followed by dishwasher/bus-person. Although decisions about employment should be made based on individual abilities, goals and desires, policymakers can adopt a strategy for monitoring the rate of obtaining new jobs and job loss to evaluate the performance of local employment support providers. (PsycINFO Database Record (c) 2005 APA)

Morgan, R. L., & Alexander, M. (2005). The employer's perception: Employment of individuals with developmental disabilities. *Journal of Vocational Rehabilitation, 23*(1), 39-49.

In this study, employers with and without experience in hiring individuals with developmental disabilities were surveyed regarding their perceptions. Respondents were surveyed and their responses were divided based on location (small or large city), type and size of business, average length of employment, and educational qualifications. Most respondents with experience indicated the employment usually or sometimes worked well and they were likely to hire again. Many inexperienced respondents were also receptive to hiring. Experienced respondents

identified advantages to employing individuals with disabilities at higher rates than inexperienced respondents. The most frequently identified advantages were consistent attendance, workforce diversity, long-term employment, and co-worker partnerships. Experienced respondents also identified more concerns than inexperienced respondents. The most frequently identified concern was safety. Implications of the research are examined. (PsycINFO Database Record (c) 2006 APA) (journal abstract)

Mueser, K. T., Aalto, S., Becker, D. R., Ogden, J. S., Wolfe, R. S., Schiavo, D., et al. (2005). The effectiveness of skills training for improving outcomes in supported employment. *Psychiatr Serv*, 56(10), 1254-1260.

**OBJECTIVE:** This study evaluated whether a supplementary skills training program improved work outcomes for clients enrolled in supported employment programs. **METHODS:** Thirty-five recently employed clients with severe mental illness who were receiving supported employment services at a free-standing agency were randomly assigned to participate in either the workplace fundamentals program, a skills training program designed to make work more "successful and satisfying," or treatment as usual. Knowledge of workplace fundamentals (for example, identifying workplace stressors, problem solving, and improving job performance) was assessed at baseline and at nine months; employment outcomes and use of additional vocational services were tracked for 18 months. **RESULTS:** Clients in the workplace fundamentals group (N=17) improved more in knowledge of workplace fundamentals than those in the control group (N=18) at the nine-month follow-up, but the two groups did not differ in the number of hours or days worked, salary earned, or receipt of additional vocational services over the 18-month period. In general, clients in this study had higher educational levels and better employment outcomes than clients in most previous studies of supported employment, making it difficult to detect possible effects of the skills training intervention on work. **CONCLUSIONS:** Supplementary skills training did not improve work outcomes for clients who were receiving supported employment.

Mueser, K. T., Becker, D. R., & Wolfe, R. (2001). Supported employment, job preferences, job tenure and satisfaction. *Journal of Mental Health (UK)*, 10(4), 411-417.

The relationships between job preferences, job satisfaction and job tenure were examined in a sample of 204 unemployed clients with severe mental illness randomly assigned to 1 of 3 vocational rehabilitation programs and followed for 2 yrs. These were the Individual Placement and Support (IPS) model of supported employment, a psychiatric rehabilitation program (PSR) and standard services (Standard). For clients in the IPS program, those who obtained jobs that matched their preemployment preferences for type of work desired reported higher levels of job satisfaction and had longer job tenures than clients who obtained jobs that did not match their preferences. For clients in the PSR or Standard programs, job preferences were not related to job tenure or satisfaction. The findings replicate previous research in this area, and suggest that helping clients obtain work that matches their job preferences is an important ingredient of success in supported employment programs. (PsycINFO Database Record (c) 2005 APA)

Mueser, K. T., Noordsy, D. L., Drake, R. E., Fox, L., & Barlow, D. H. (2003). Integrated treatment for dual disorders: A guide to effective practice. *Treatment manuals for practitioners*. New York, NY, US: Guilford Press, 470.

(From the book) This essential clinical handbook provides virtually everything needed to plan, deliver, and evaluate effective treatment for persons with substance abuse problems and persistent mental illness. From authors at the forefront of the dual diagnosis field, this book is grounded in decades of influential research. Presented are clear guidelines for developing integrated treatment

programs, performing state-of-the-art assessments, and implementing a wide range of individual group, and family interventions. Also addressed are residential and other housing services, involuntary interventions, vocational rehabilitation, and psychopharmacology for dual diagnosis. Throughout, the emphasis is on workable ways to combine psychiatric and substance abuse services into a cohesive, unitary system of care. This volume contains all needed assessment forms, treatment planning materials, and client handouts, most with permission to reproduce. (PsycINFO Database Record (c) 2005 APA)

Murphy, A. A., Mullen, M. G., & Spagnolo, A. B. (2005). Enhancing individual placement and support: Promoting job tenure by integrating natural supports and supported education. *American Journal of Psychiatric Rehabilitation*, 8(1), 37-61.

Competitive employment represents a normalized and valued social role for adults in this culture. Individuals with psychiatric disabilities often desire this role and frequently express that employment is a goal in their recovery process. Despite this, they have historically had very low rates of competitive employment and when work is obtained, the employment tenure is alarmingly short. This article proposes the addition of two service enhancements to the most recognized Supported Employment (SE) model, Individual Placement and Support (IPS), -to increase job tenure. The first enhancement is the development of natural support networks to normalize individuals' roles in the workforce and decrease their reliance on paid support. The second enhancement is the establishment of a career ladder by increasing access to and success in post-secondary education and training institutions through Supported Education (SEd). This article identifies the major limitation of the IPS model, short job tenure, and outlines the potential for the proposed service enhancements to address this limitation for people with psychiatric disabilities.

Myklebust, J. O., & BÅtevik, F. O. (2005). Economic independence for adolescents with special educational needs. *European Journal of Special Needs Education*, 20(3), 271-286.

Do young men and women diagnosed with special educational needs succeed in finding full-time employment that provides sufficient income to live on? The analyses presented in this paper are based on interviews conducted between October 2001 and April 2002 of nearly 500 young people with various types of disabilities. The young people who were interviewed have been studied prospectively since they entered upper secondary school as special needs students six or seven years earlier. These adolescents are followed through a critical phase of life when they are trying to find their way in society as adult individuals. This process is gradual and involves making tentative steps in various arenas. A crucial topic is how these young men and women, between 23 and 25 years of age, succeed in gaining employment that allows them to become economically independent. This is a vulnerable process for most youth, but it is especially challenging for young people with functional difficulties who have experienced protracted and disjointed transitions throughout their educational trajectories. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Nelson, B. (2005). Creating Positive Outcomes for Deafblind Youth and Young Adults: A Personal Futures Planning Transition Model Review, 36(4), 173-180.

Transition planning to assist students with severe disabilities to move from school to a positive adult future is of great concern for the young people and their families and friends. For more than a decade, the Office of Special Education Programs (OSEP) within the U.S. Department of Education has researched quality of life issues in transition planning. Traditionally, teachers who are trained in multi-impairments, hearing impairments, or visual impairments have filled the gap

between the number of teachers needed in the field of deafblindness and the number of teachers trained specifically in the field. Personal futures planning is a person-centered creative planning process used by both HKNC and PATHfinders of Alabama to provide a framework of information about the background, abilities, preferences, and visions for the future of the individuals with whom they are working. The first federal grant evaluation team to review PATHfinders of Alabama labeled it a project of national significance. Since then, PATHfinders experiences have provided an opportunity for systems change. Alabama has extended services to include high-functioning deafblind individuals and individuals who are visually impaired. (PsycINFO Database Record (c) 2005 APA)

Nisbet, J. (2004). Commentary: "Caught in the Continuum". *Research and Practice for Persons with Severe Disabilities*, 29(4), 231-236.

Comments on the article by Steve Taylor (see record 1989-09860-001). When Steve Taylor wrote Caught in the Continuum in 1988, he described the flawed thinking associated with the "least restrictive environment" (LRE) principle and the related continuum model of human services that linked severity of disability with segregation, and required improvements in skills as a prerequisite for moving from congregation to integration. He asked the fundamental questions: Why should an individual have to earn his or her way to the community? Why should people with the most significant disabilities be relegated to segregated settings? Why should one of the foundation principles of our field continue to legitimize segregation? Furthermore, he argued that the flawed thinking that established educational, residential, and employment continuums carried over into community based services. Steve Taylor prophesied that once you accept "continuum thinking," schools and communities cannot be fully inclusive. Taylor's analysis is still a powerful tool that prompts us to ask: To what extent have we underestimated human potential? What role can communities play in supporting all of their members to have affordable, accessible housing, transportation, education, and gainful employment? (PsycINFO Database Record (c) 2005 APA)

Noel, D. H. (2005). Customizing jobs for people with disabilities. *NCSL Legisbrief*, 13(9), 1-2.

O'Brien, D., Ford, L., & Malloy, J. M. (2005). Person centered funding: Using vouchers and personal budgets to support recovery and employment for people with psychiatric disabilities. *Journal of Vocational Rehabilitation. Special Issue: Funding consumer directed employment outcomes*, 23(2), 71-79.

Alternate funding arrangements such as personal budgets and vouchers have the potential to allow consumers to re-direct service system funding towards their desired outcomes, including employment. Voucher and personal budget systems typically include methods to provide person-centered planning and decision support. Facilitated decision-making systems allow consumers to reclaim lost confidence. The act of directing, with decision support as needed, one's own services counterbalances the disempowering effects of mental illness and its treatment. Decision support services related to personal budgets and vouchers can assist consumers to negotiate for positive employment outcomes. The Dollars and Sense Individual Career Account project in New Hampshire and the KEYS to Employment Project in Oklahoma described in this paper are two successful experiments in alternate funding arrangements for individuals with a psychiatric disability. Both projects were based on the assumption that to change the system, the consumer/customer, must be in charge of financial resources. (PsycINFO Database Record (c) 2006 APA) (journal abstract)

O'Brien, J. (2002). Numbers and faces: The ethics of person-centered planning. In S. Holburn & P. M. Vietze (Eds.), *Person-centered planning: Research, practice, and future directions*. (pp. 399-414): Paul H. Brookes Publishing, Baltimore, MD, US.

(From the chapter) Comments on the chapters in the book *Person-centered planning: Research, practice, and future directions* edited by S. Holburn and P. M. Vietze (see record 2002-01678-000) which examine ways that person-centered planning improves the lives of individuals with different levels of disabilities living in various environments and explores research that validates the effectiveness of person-centered planning. Person-centered planning challenges the ethics of its practitioners because it creates a context for the kind of listening that invites engagement in another person's life. Ethical challenges also arise when listening to a person with a developmental disability puts a human face on a contradiction between a service's espoused values and its actual performance. Listening reveals personal interests. Meeting such interests fits the system's stated commitment to values of individualization, self-determination, and inclusion; however, the system's attempts at action may reveal a considerable lag in its capacity to respond. Ethical challenges take the form of deciding whether a contradiction is big enough to call for action or small enough for the practitioner to pass by without active concern. (PsycINFO Database Record (c) 2005 APA)

O'Brien, J., & O'Brien, C. L. (2002). *Beating the Odds: People with Severe and Profound Disabilities as a Resource in the Development of Supported Employment*.

This paper suggests that supported employment programs should view themselves as learning organizations for whom people with severe or profound disabilities are a prized resource, since they encourage the organization to invent new ways to develop jobs, foster administrative flexibility, review assumptions about potential, and take responsibility for organizational values. Discussion of strategic decisions notes that organizational learning requires partners, not clients or customers. System level reforms are seen as opening the space for organizational learning that must address three questions: Is it possible for people with severe and profound disabilities to work? Is it relevant to the agency to learn with them? Is it worth the effort? Data and discussion provide positive answers to each of these questions. Also noted are common false assumptions such as the false positive assumption that people have high quality alternatives to work and the false negative assumption that employment is impossible. The paper suggests that the best safeguard against false assumptions is for the agency to partner with a few people with severe and profound disabilities to improve the accessibility of local workplaces. (Contains 16 references.) (DB)

Oldman, J., Thomson, L., Calsaferrri, K., Luke, A., & Bond, G. R. (2005). A case report of the conversion of sheltered employment to evidence-based supported employment in Canada. *Psychiatr Serv*, 56(11), 1436-1440.

This case report describes the transformation of a sheltered workshop program to a program that provides evidence-based supported employment services in partnership with five community treatment teams. Over a 15-year period, a Canadian nonprofit agency that provides employment services for persons with severe mental illness made a series of programmatic changes to increase the effectiveness of the services. The agency initially modified its facility-based sheltered workshop to include a prevocationally oriented work preparation program, later added brokered supported employment services, and finally completely transformed its organization by relocating its vocational rehabilitation counselors to five community mental health teams, in order to implement an evidence-based supported employment program that is based on the individual placement and support model. During the initial period in which the sheltered employment

program was utilized, less than 5 percent of clients who were unemployed when they entered the workshop achieved competitive employment annually. The annual competitive employment rate did not increase during the prevocational phase; it increased during the brokered supported employment phase but did not exceed 25 percent. By contrast, after shifting to evidence-based supported employment, 84 (50 percent) of 168 unemployed clients who received between six and 27 months of individual placement and support services achieved competitive employment. This article also documents the role of agency planning and commitment quality improvement in implementing change.

Owens-Johnson, L., & Hanley-Maxwell, C. (1999). Employer views on job development strategies for marketing supported employment. *Journal of Vocational Rehabilitation, 12*(2), 113-123.

Much has been written about techniques for working with individuals with disabilities in the community, specifically in employment settings. However, little literature focuses on enhancing job development techniques. This study examined the preferred marketing strategies employers have in relation to supported employment and addressed the factors that may impact on those preferences. The data were collected via a survey sent to all members of 2 trade associations. Respondents were asked to provide information about the demographics of the business and preferred marketing practices. 934 surveys were returned and analyzed. Results showed that the majority of employers, regardless of the industry type, size and location of the business, and professional affiliation, preferred to receive marketing information on supported employment through professional associations. When employers had previous knowledge of supported employment or had hired a supported employee, the preferred method selected were governmental agencies such as Department of Workforce Development, rehabilitation agencies, or local advocacy groups. (PsycINFO Database Record (c) 2005 APA)

Perkins, D. V., Born, D. L., Raines, J. A., & Galka, S. W. (2005). Program evaluation from an ecological perspective: supported employment services for persons with serious psychiatric disabilities. *Psychiatr Rehabil J, 28*(3), 217-224.

Results of large-scale program evaluations supplement other kinds of evidence regarding interventions for psychiatric disabilities. This paper describes an ongoing 11-year effort to evaluate supported employment services provided to persons with serious psychiatric disabilities by community mental health centers in one Midwestern state. Using an ecological perspective, the evaluation emphasizes multiple kinds of products and the careful development and maintenance of stakeholder relationships. Data from over 4600 individuals in supported employment programs demonstrate that services are effective and efficient, that these employees and employers are satisfied, and that stable employment may sharply reduce the overall costs of mental health care.

Perry, E. L., Hendricks, W., & Broadbent, E. (2000). An exploration of access and treatment discrimination and job satisfaction among college graduates with and without physical disabilities. *Human Relations, 53*(7), 923-955.

Examined the extent to which college graduates with and without physical disabilities reported experiencing discrimination in their overall work histories. Results suggest that respondents with disabilities reported experiencing significantly more access discrimination than respondents without disabilities and that the specific type of physical disability influenced the extent of access discrimination experienced. There were no significant differences in the extent of treatment discrimination experienced by individuals with and without disabilities. The current study also explored the level of job satisfaction reported by currently employed respondents with and



without disabilities. Results indicate that access discrimination significantly reduced current job satisfaction, and, when it was statistically controlled, individuals with disabilities reported marginally higher levels of job satisfaction than individuals without physical disabilities. These and other results are presented and their implications are discussed. (PsycINFO Database Record (c) 2005 APA)

Reid, D. H., Parsons, M. B., & Green, C. W. (1998). Identifying work preferences among individuals with severe multiple disabilities prior to beginning supported work. *J Appl Behav Anal, 31*(2), 281-285.

We evaluated a prework assessment for predicting work-task preferences among workers with severe multiple disabilities prior to beginning supported work. The assessment involved comparing worker selections from pairs of work tasks drawn from their future job duties. Results of workers' choices once they began their jobs in a publishing company indicated that the assessment predicted tasks that the workers preferred to work on during their job routines. Results are discussed regarding other possible means of determining preferred types of supported work.

Reitman, D., Drabman, R. S., Speaks, L. V., Burkley, S., & Rhode, P. C. (1999). Problem social behavior in the workplace: an analysis of social behavior problems in a supported employment setting. *Res Dev Disabil, 20*(3), 215-228.

The social skills problems that may influence the work-related success of supported employees has been only infrequently documented in the research literature. Though a multitude of research describes the performance-related challenges faced by supported employees, few papers address the interpersonal difficulties encountered by supported employees in the workplace. The present paper uses job trainer or "coaches" logs and two promising rating scales (the Psychopathology Instrument for Mentally Retarded Adults [PIMRA and PIMRA-S]) to describe the social problems encountered by some supported employees. Job coach's logs indicated that approximately 58% of supported employees had experienced one or more incidents of interpersonal difficulty during their employment tenure and that 40% of the problems experienced by these individuals could be described as sexuality-related. Overall, about 25% of all supported employees had reported incidents of conflict with employees or customers that seemed sexuality-related. In addition, social and developmental factors that might contribute to the interpersonal problems found in the present research are discussed.

Rogan, P., Banks, B., & Howard, M. (2000). Workplace Supports in Practice: As Little as Possible, as Much as Necessary. *Focus on Autism and Other Developmental Disabilities, 15*(1), 2-11.

This study investigated the ways in which workplace supports are conceptualized and implemented by four organizations that provide supported employment services. Findings indicate that each agency was driven by strong leadership and a cohesive vision and values with a history of innovation and change. Natural workplace supports were promoted in each organization. Interview protocols are appended. (Contains references.) (Author/DB)

Sandys, J. (1999). "It does my heart good": How employers perceive supported employees. In R. J. Flynn & R. A. Lemay (Eds.), *A quarter-century of normalization and social role valorization: Evolution and impact*. (pp. 305-316): University of Ottawa Press, Ottawa, ON, Canada.

(From the chapter) Presents the findings of a study that explored the perspectives of employers of people with intellectual disabilities hired through supported employment programs (SEPs). Using in-depth qualitative interviews, 21 employers in 18 different employment settings were

interviewed. The study explored how these employers explain and understand their involvement with the SEP, their perceptions of the individual they have hired, and their views on the issue of employment of people with intellectual disabilities in general. For virtually all the employers interviewed, the experience of employing a person with an intellectual disability through an SEP had proven to be a very positive experience. The supported employees were seen to be reliable and hardworking. The study does not answer the question as to why some employers hire people with intellectual handicaps and some do not. It does not answer the question as to why some placements succeed and some do not. Nevertheless, the study does help to identify some of the challenges inherent in efforts to promote valued roles for people with intellectual disabilities through workforce participation in the context of a society that places a high value on productivity at the same time as it seeks to promote equality and humanitarianism. (PsycINFO Database Record (c) 2005 APA)

Schaller, J., & Yang, N. K. (2005). Competitive employment for people with autism: Correlates of successful closure in competitive and supported employment *Rehabilitation Counseling Bulletin*, 49(1), 4-17.

Schartz, K., Schartz, H. A., & Blanck, P. (2002). Employment of persons with disabilities in information technology jobs: Literature review for "IT works". *Behavioral Sciences & the Law*, 20(6), 637-657.

This article reviews relevant literature as to the labor pool of qualified individuals with disabilities and employment in information technology (IT) sector jobs. First, the article reviews the empirical literature on barriers to employment in IT for persons with disabilities. The examination then is extended to studies of barriers to employment for individuals with disabilities in other employment sectors. Findings illustrate the limited experiences that IT and non-IT companies have in employing and accommodating employees with disabilities. Implications are discussed for enhancing the employment of qualified workers with disabilities in IT through research, education, training, and mentoring programs. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Scheid, T. L. (2005). Stigma as a barrier to employment: Mental disability and the Americans with disabilities act. *International Journal of Law and Psychiatry*, 28(6), 670-690.

In a controversial expansion of workplace civil rights, the 1990 Americans with Disability Act (ADA) extended anti-discrimination protection to individuals with "mental impairments." One of the most critical barriers to the employment of individuals with mental disabilities is the degree of social stigma such disabilities incur, and there is compelling evidence that employers have stigmatizing attitudes and have discriminated against those with mental disabilities. This study examines the role played by stigma in employers' response to the 1990 Americans with Disability Act (ADA). A stratified sample of one hundred ninety employers were surveyed in 1996-1997 in a major Southern metropolitan area. Telephone interviews were completed with one hundred seventeen employers (response rate of 61.6%). The article describes employers' experiences with employees with mental disabilities and accommodations, specific employment practices, and attitudes towards those with mental disabilities. Stigma played an important role in conformity to the ADA (operationalized as either hiring or having specific recruiting policies for hiring individuals with mental disabilities). Furthermore, employers expressing coercive (fear of a lawsuit) as opposed to normative (belief that it is the right thing to do) rationales for compliance were more likely to hold stigmatized attitudes. Employers' beliefs about mental disability form a crucial foundation for truly supportive work environments (those that value difference and diversity), and further research is needed to determine if over time the ADA is successful in

changing attitudes as well as behavior. (PsycINFO Database Record (c) 2006 APA) (journal abstract)

Secker, J., Membrey, H., Grove, B., & Seebohm, P. (2003). The how and why of workplace adjustments: Contextualizing the evidence. *Psychiatric Rehabilitation Journal*, 27(1), 3-9.

Purpose: To identify the problems experienced in the workplace by service users returning to work and to explore how and why adjustments can help overcome them. Method: Semi-structured interviews were carried out with 17 people in five employment projects and with their workplace managers. Interviews were tape recorded, fully transcribed and analyzed to identify and compare emerging themes. Results: Problems experienced by individuals included low energy and stamina levels, lack of confidence and psychological barriers to particular types of work. Adjustments to working hours, work schedules and job tasks proved crucial for some people in enabling them to overcome these problems. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Siperstein, G. N., Romano, N., Mohler, A., & Parker, R. (2006). A national survey of consumer attitudes towards companies that hire people with disabilities. *Journal of Vocational Rehabilitation*, 24(1), 3-9.

Employers' negative attitudes and fears have long been a barrier to the employment of individuals with disabilities. Accordingly, attitude literature on the employment of people with disabilities has focused almost exclusively on employers. However, due to their influence over business practices, the successful employment of people with disabilities is also contingent on the views of the consumer. This study extends previous studies that focused on the attitudes of employers, and went directly to the consumer. Consumer attitudes toward companies that hire individuals with disabilities were assessed through a national public survey (N = 803). Most of the participants (75%) had direct experience with people with disabilities in a work environment. Moreover, these experiences were positive. All participants responded positively towards companies that are socially responsible, including 92% of consumers who felt more favorable toward those that hire individuals with disabilities. The participants also had strong positive beliefs about the value and benefits of hiring people with disabilities, with 87% specifically agreeing that they would prefer to give their business to companies that hire individuals with disabilities. Implications of consumer support on company hiring practices are discussed. (PsycINFO Database Record (c) 2006 APA) (journal abstract)

Smith, K., Webber, L., Graffam, J., & Wilson, C. (2004). Employer satisfaction, job-match and future hiring intentions for employees with a disability. *Journal of Vocational Rehabilitation*, 21(3), 165-173.

This paper is based on survey responses from 656 employers who used disability employment services to employ someone with a disability. Relationships between employer satisfaction and employer perceptions of job-match and future hiring intentions toward people who have a disability are outlined and discussed. Employers' perceptions of the job-match process were found to be an important determinant of their perceptions of work performance and employer satisfaction. Comparative ratings on employer satisfaction for employees with and without a disability were seen as an important indicator of future hiring intentions toward people with a disability. Findings reported in this paper provide important information on which to base strategies for improving future employment outcomes for people who have a disability.

Smith, K., Wilson, C., Webber, L., & Graffam, J. (2004). Employment and Intellectual Disability: Achieving Successful Employment Outcomes. In L. M. Glidden (Ed.), *International review of*

*research in mental retardation*, Vol. 29. (pp. 261-289): Elsevier Academic Press, San Diego, CA, US, [URL: <http://www.academicpress.com>].

(From the chapter) In this chapter, the authors review the research that has explored variables that can shape employment outcomes for people with an intellectual disability. Defining "success" in employment outcome is difficult--with success largely dependent on both the opportunities available, the aspirations of the potential employee in terms of hours and conditions, and the perspective of the person making the judgment. Thus, in some industries, casual and temporary employment predominate and achievement of either is deemed as "success." Furthermore, individuals differ in the extent to which they seek full-time employment; many employers and employees now prefer part-time or flexible hours. Lastly, success can be judged from a variety of perspectives: the employee who asks whether he or she is content with his or her current employment situation, and the employer who asks whether the employee is performing in a number of areas including, but not limited to, productivity and culture "fit." In the current review, the authors focus on determining employee success as measured by employer satisfaction and attempt to anchor this against satisfaction with employees without disabilities. Although this is only one possible way of operationalizing success, it provides the advantage of helping us understand barriers to employment outcomes for people with a disability. When attempting to understand influences that affect employment outcomes it is important to realize that influences extend beyond the workplace and those who operate within the workplace, to the broader environment. For this reason, Bronfenbrenner's (1989) ecological systems theory has provided the framework for reviewing research in this area. Using this framework has allowed the authors to conceptualize successful employment outcomes as dynamic and complex phenomena, resulting from interplay between individual, social, and environmental factors. (PsycINFO Database Record (c) 2005 APA)

Smith, M. D., & Philippen, L. R. (2005). Community integration and supported employment. In D. Zager (Ed.), *Autism spectrum disorders: Identification, education, and treatment (3rd ed.)*. (pp. 493-514): Lawrence Erlbaum Associates, Publishers, Mahwah, NJ, US.

(From the chapter) This chapter explores community integration and supported employment for individuals with autism. Individuals with autism are best served vocationally in supported employment with an individual placement model. The individual placement model allows for individualized job match and job adaptation procedures that take into account the potentially devastating effects of any behavior problems associated with the autism. The development of jobs in nontraditional areas, which are well suited to the needs of people with autism, have allowed these individuals to achieve employment. The provision of sufficient support, including the implementation of behavior management plans tailored to the needs of the employer and to the needs of the worker, has enabled these workers with autism to maintain employment. Meeting these individual needs has been shown to be the most effective characteristic of supported employment programs. Despite a myriad of obstacles, full integration for people with autism, both at work and at home, has been realized and is currently a reality for a small segment of this population. Allocation of expertise, manpower, and funds needs to be directed toward the application and practice of full community integration, so that many can benefit from the experience of the few. (PsycINFO Database Record (c) 2005 APA)

Sowers, J.-A., Cotton, P., & Malloy, J. (1994). Expanding the job and career options for people with significant disabilities. *Developmental Disabilities Bulletin*, 22(2), 53-62.

Discusses job maintenance difficulties in supported employment programs and the need to expand the vision of the type of jobs and careers that individuals with disabilities have the

opportunity to pursue. Four key suggestions are made: focus on interests in identifying a career path; explore different job and career areas; provide access to typical education and training opportunities; and develop access to job opportunities in a wide array of career areas. (PsycINFO Database Record (c) 2005 APA)

Sowers, J.-A., McLean, D., & Owens, C. (2002). Self-directed employment for people with developmental disabilities: Issues, characteristics, and illustrations. *Journal of Disability Policy Studies. Special Issue: Self-determination*, 13(2), 96-103.

There is a growing belief that to affect the persistently high unemployment rate of individuals with developmental disabilities, a paradigm shift from professional- to customer-directed services must occur. The present article reports experiences from the Careers, Community, and Families (CCF) project in Oregon, which used the consumer-directed approach. Seven key characteristics of the customer-directed employment process based on the experiences of CCF are discussed, wherein customers will: (1) have knowledge needed to make informed choices and to direct the employment process; (2) choose from the full array of job and career choices available to other individuals in their communities, (3) receive individual and ongoing advice and support; (4) begin the employment service process by defining career goals and paths, (5) have individual budgets that reflect unique career goals and paths, (6) determine the services and supports they will use their funding to purchase, and (7) contract directly with service providers. A case example of a 19-yr-old male CCF participant written by his mother is included to demonstrate these characteristics. (PsycINFO Database Record (c) 2005 APA)

Soydan, A. S. (2004). Supported Education: A Portrait of a Psychiatric Rehabilitation Intervention. *American Journal of Psychiatric Rehabilitation*, 7(3), 227-248.

This article provides a thorough overview of supported education, tracing its inception and evolution as an application of the psychiatric rehabilitation approach. A host of factors, including disability legislation, supported employment, recognition of stigma, expanded access to college campuses, and new research and dissemination initiatives have all helped to develop, define, and document the components of supported education (SEd). This article illustrates that the essence of SEd is the process of psychiatric rehabilitation, with its unique client-centered focus: a well-defined mission, principles and philosophy of strength and hope; individualized goal setting and readiness, skill, and support assessments; and personalized skill and resource development. An in-depth discussion of the process needed to choose, get, and keep an educational path illustrates the application of the psychiatric rehabilitation approach. SEd may also go beyond rehabilitation to assist in the process of recovery. New studies in recovery and its phases present hope that supported education can play a key role in providing new and powerful opportunities for people who are in the process of adjusting to psychiatric disability and trying to move beyond its pervasive impact. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Staines, G. L., Blankertz, L., Magura, S., Bali, P., Madison, E. M., Spinelli, M., et al. (2004). Efficacy of the customized employment supports (CES) model of vocational rehabilitation for unemployed methadone patients: preliminary results. *Subst Use Misuse*, 39(13-14), 2261-2285.

This article presents initial efficacy data for an innovative vocational rehabilitation model designed for methadone-maintained patients--the Customized Employment Supports (CES) model. In this model, a CES counselor works intensively with a small caseload of patients in order to overcome the vocational as well as nonvocational barriers that hinder their employment, with the goal of attaining rapid placement in competitive employment. The CES model was implemented at two Manhattan methadone treatment programs as part of a randomized clinical

trial comparing the model's employment outcomes with those of standard vocational counseling. The study tested the hypothesis that patients in the experimental group will have better employment outcomes than those in the comparison group. The data were collected from May 2001 through September 2003. The sample consisted of the first 121 patients who had completed their 6-month follow-up interviews. The preliminary results supported the hypothesis for two indices of paid employment, i.e., the CES group was more likely to obtain both competitive employment and informal paid employment. The clinical trial is continuing.

Stock, S. E., Davies, D. K., Secor, R. R., & Wehmeyer, M. L. (2003). Self-directed career preference selection for individuals with intellectual disabilities: Using computer technology to enhance self-determination. *Journal of Vocational Rehabilitation. Special Issue: Self-determination and vocational rehabilitation*, 19(2), 95-103.

Objectives: To conduct a preliminary study investigating the application of a self-directed video and audio software program to assist individuals with intellectual disabilities to express their vocational job preferences. A working software prototype, called WorkSight, was developed and field tested. Study design: The effectiveness of the WorkSight approach was assessed by comparing it to currently used career assessment tools via ratings by educators and agency professionals. WorkSight was also tested in terms of its efficacy to match the job preferences that were predicted by the same educators and agency professionals. A total of 25 adults with intellectual disabilities participated in this study. Results: Adults with intellectual disabilities were able to use the computer-based job preference assessment to determine career and job priorities. Conclusions: The use of technology providing multimedia-based work information has promise to enable persons with intellectual disabilities to express preferences and to improve job placement and matching activities. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Storey, K., & Garff, J. T. (1997). The Cumulative Effect of Natural Support Strategies and Social Skills Instruction on the Integration of a Worker in Supported Employment. *Journal of Vocational Rehabilitation*, 9(2), 143-152.

An intervention had three phases: (1) a worker who was taught instructional skills then taught a disabled worker a new task; (2) the nondisabled workers encouraged others to interact with the disabled worker; and (3) the disabled worker was taught appropriate conversational exchanges. Coworker instruction alone did not increase the disabled worker's social integration until the social skills were taught. (SK)

Strobel, W., & McDonough, J. T. (2003). Workplace personal assistance service and assistive technology. *Journal of Vocational Rehabilitation. Special Issue: Personal Assistance Services in the Workplace*, 18(2), 107-112.

This paper examines how assistive technology can be utilized in conjunction with personal assistance services in the workplace. Through case examples, the authors show how assistive technology can assist an individual with a disability to become more independent and productive in the workplace. The impact of disability and environment on assistive technology is discussed, in addition, the authors review factors influencing the selection and utilization of assistive technology at the workplace and demonstrate how the use of assistive technology can lessen an individual's dependence on a personal assistant while at work. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Sturomski, N. (1996). The transition of individuals with learning disabilities into the work setting. *Topics in Language Disorders*, 16(3), 37-51.

Discusses the difficulties that adults with learning disabilities encounter during the transition from school to work or from a job to another. Adults with learning disabilities often lack basic academic, goal setting, and social skills necessary for successful transitions. Consequently, these individuals often fail to obtain meaningful, full-time employment and the economic security and self-esteem that result from such jobs. Adult educators (as well as language specialists) must be aware of the unique needs of individuals with learning disabilities, including training in strategy use, problem-solving, goal setting, and other basic life skills. By utilizing such skills individuals with learning disabilities can become lifelong learners who are able to retain quality jobs and adapt to new work environments and employer demands. Issues discussed include disability laws, strategies training, assessment models, and work setting transitions. (PsycINFO Database Record (c) 2005 APA)

Turner, E. (2003). Finding the right Personal Assistant. *Journal of Vocational Rehabilitation. Special Issue: Personal Assistance Services in the Workplace, 18(2), 87-91.*

A thorough self-assessment by the employee with a disability is critical to determining the level of need for workplace Personal Assistance Services (PAS). This paper describes why the self-assessment process should be employee-driven and how the self-assessment can assist the individual to select the Personal Assistant (PA) most qualified to meet his/her needs on the job. Although the process needs to be employee-driven, the author strongly advises employees to consult with rehabilitation professionals when appropriate to see that all support needs are addressed in the self-assessment. Finally, two sample tools are presented that can be used in the self-assessment process and in the recruitment of a qualified workplace PA. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Turner, E., & Revell, G. (2003). Personal assistance services in the workplace. *Journal of Vocational Rehabilitation, 18(2), 69-70.*

Turner, E., Revell, G., Brooke, V., & Virginia Commonwealth University. School of Education. Rehabilitation Research and Training Center on Supported Employment. (2001). *Using personal assistance in the workplace: a customer-directed guide*. Richmond, Va.: Virginia Commonwealth University Rehabilitation Research & Training Center on Workplace Supports.

Includes chapters about (1) using personal assistance as a workplace support, (2) using a self-assessment in finding the right personal assistant, (3) training a person with a disability to use PAS, (4) workplace personal assistant services: employers perspectives, (5) keys to being an effective workplace personal assistant, (6) workplace personal assistance services and assistive technology, (7) funding options and opportunities for personal assistance services at the workplace, (8) independent living and employment services: equal paths to community integration.

Wadsworth, J., Milsom, A., & Cocco, K. (2004). Career Development for Adolescents and Young Adults with Mental Retardation. *Professional School Counseling, 8(2), 141-147.*

Career development activities by professional school counselors at the elementary, middle, and high school levels can help students with mental retardation make meaningful career choices as adults. School counselors can be advocates and providers of career development activities that link the individualized educational process for students with disabilities to career success. Career development activities that promote career goals, career interests, transferable occupational skills, decision-making skills, and the reframing of occupational opportunities can lead to greater

vocational satisfaction in adulthood for people with mental retardation. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Wallace, C. J., & Tauber, R. (2004). Supplementing supported employment with workplace skills training. *Psychiatr Serv*, 55(5), 513-515.

Introduction by the column editors: Supported employment, as designed for persons with serious and persistent mental illness, has been termed individual placement and support. In two randomized controlled trials (1,2), clients who received individual placement and support services were more likely to obtain at least one job in the competitive sector, to work more hours, and to have a higher total income than their counterparts who received more traditional types of vocational rehabilitation. However, individual placement and support did not improve the length of time the employed participants kept their jobs. An adjunctive or additional element of individual placement and support, aimed at improving the job tenure of individuals with mental illness, would be a constructive contribution to the vocational rehabilitation for this population. In a previous Rehab Rounds column, Wallace and colleagues (3) described the development of the workplace fundamental skills module, a highly structured and user-friendly curriculum designed to teach workers with mental illness the social and workplace skills needed to keep their jobs. The workplace fundamental skills module supplements individual placement and support by conveying specific skills that enable workers to learn the requirements of their jobs, anticipate the stressors associated with their jobs, and cope with stressors by using a problem-solving process. The earlier report described the production and validation of the module's content. The purpose of this month's column is to present the preliminary results of a randomized comparison of the module's effects on job retention, symptoms, and community functioning when coupled with individual placement and support. To enable wide generalization of the findings of the study, the program was conducted in a typical community mental health center.

Webb, S. (2003). Independent living and employment services: Equal paths to community integration. *Journal of Vocational Rehabilitation. Special Issue: Personal Assistance Services in the Workplace*, 18(2), 125-130.

For many persons with significant disability, the availability of Personal Assistance Services (PAS) is the most critical factor for determining whether an individual lives in an institution or in the community. Unfortunately, public policy has been slow to offer programs that encourage work for persons with significant disabilities who need PAS. During the past two decades, however, public policy changes enable people with even the most significant needs to be employed without fear of losing all of their social supports. This paper describes the recent Public Laws and public policy initiatives that support opportunities for individuals with significant disabilities. It provides numerous examples of options for Centers for Independent Living to participate in the Employment Networks being developed in response to the Ticket to Work and Work Incentives Improvement Act of 1999. Finally, it describes ways to empower consumers to utilize the recent laws and public policy initiatives to take full advantage of the improved opportunity for them to live and work in the community. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Wehman, P. (2003). Workplace inclusion: Persons with disabilities and coworkers working together. *Journal of Vocational Rehabilitation. Special Issue: Personal Assistance Services in the Workplace*, 18(2), 131-141.

The purpose of this article is to assist supported employment professionals with identifying and promoting quality integration outcomes for individuals with significant disabilities. Workplace



inclusion is an important outcome measure of a quality employment program supporting individuals with disabilities. Multiple factors must be examined when determining if a particular job or employee is integrated. First, the indicators that are characteristic of vocational integration are described. Second, systematic procedures for assessing integration opportunities in the workplace and an individual's social preferences are discussed. Third, strategies for improving integration and quality of life outcomes are presented. The article emphasizes the importance of systematic and ongoing assessment of the job setting and the worker if maximum integration is to be achieved and maintained. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Wehman, P., & Revell, W. G. (1997). Transition into supported employment for young adults with severe disabilities: Current practices and future directions. *Journal of Vocational Rehabilitation*, 8(1), 65-74.

Each year thousands of young people with disabilities in secondary level education programs face questions around how best to prepare for living and working in the community. Given that research studies indicate a high level of unemployment among young adults who have recently transitioned from secondary level education programs, this article reviews the education, transition, and employment service strategies that have demonstrated effectiveness in helping transitioning youth be successful in employment in the adult community. The transition process from youth to adulthood is overviewed with particular emphasis on supported employment as a proven means for providing services and supports in the community. Educational models are described that have demonstrated effectiveness in helping youth with disabilities achieve community integrated employment outcomes. These include functional curriculum, integrated school environments, and community-based experiences. Strategies for strengthening implementation of the Individuals with Disabilities Education Act (IDEA) are described, and a series of recommendations are provided for improving the success of transition efforts. (PsycINFO Database Record (c) 2005 APA)

Wehman, P., Targett, P., West, M., & Kregel, J. (2005). Productive Work and Employment for Persons With Traumatic Brain Injury: What Have We Learned After 20 Years? *Journal of Head Trauma Rehabilitation*, 20(2), 115-127.

This article describes return to work outcomes for individuals with traumatic brain injury (TBI) through a selective review of the published literature and an examination of TBI labor force participation from the Rehabilitation Services Administration 911 and the Social Security Administration Benefits Planning, Assistance and Outreach databases. Implications and recommendations to further our understanding about the different parts of the work outcome profile of individuals with TBI are offered. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Wewiorski, N. J., & Fabian, E. S. (2004). Association between demographic and diagnostic factors and employment outcomes for people with psychiatric disabilities: A synthesis of recent research. *Mental Health Services Research*, 6(1), 9-21.

Employment outcome for individuals with psychiatric disabilities has been a focus of empirical research over the past decade or so. The purpose of this paper is to review recent literature on the association between demographic and diagnostic factors and employment outcome, and to conduct meta analyses of the results of studies that report the association between these variables. Seventeen studies were included in these meta analyses. Results of the meta analyses tended to corroborate most of the significant findings found in the literature review. The authors review some of the issues for the meta-analyst interested in synthesizing research findings on

employment outcome, including the challenges and limitations encountered in the published research currently available. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Wilson, A. (2003). 'Real jobs', 'learning difficulties' and supported employment. *Disability & Society*, 18(2), 99-115.

Presents 3 case studies of individuals with learning difficulties who have participated in supported employment. The busy and demanding environment in which a female (aged 27 yrs) was placed proved too difficult for her despite continual 1-to-1 support from her job coach. Techniques involving prompts and reminders were unable to compensate for her illiteracy and lack of confidence in particular areas. Another female (aged 25 yrs) experienced a prolonged and ultimately fruitless training career that was plagued with difficulties, fundamental to which was her lack of specific support in the workplace, despite being on a supported employment project. The situation of a male (aged 26 yrs) was more positive. He had the benefit of support from a voluntary organization providing supported employment, but the nature of his difficulties prevented effective job coach intervention. However, his employer was willing and able to support his employment and answered all the basic issues that made his job vulnerable. It is concluded that the influences of normalization theory and the US model of supported employment have combined in the UK to form a variant of supported employment that, in pursuing the concept of real jobs, fails to adequately address the consequences of impairment. (PsycINFO Database Record (c) 2005 APA)

Wittenburg, D., & Favreault, M. (2003). Safety net or tangled web? An overview of programs and services for adults with disabilities. *Occasional Paper, Assessing the New Federalism: An Urban Institute Program to assess changing social policies*, 2006, from [http://www.urban.org/UploadedPDF/310884\\_OP68.pdf](http://www.urban.org/UploadedPDF/310884_OP68.pdf)

Young, A. J. T. (2003). The evolution of Personal Assistant Services as a Workplace Support. *Journal of Vocational Rehabilitation. Special Issue: Personal Assistance Services in the Workplace*, 18(2), 73-80.

The evolution of Personal Assistance Services (PAS) as a Workplace Support (WS) is truly one of a long, slow change. This evolution has a shared history with the Independent Living Movement; the Long-term Care, Services and Supports efforts; and the push for full inclusion and community integration for people with disabilities. As it is impossible to separate the need for PAS in the workplace from the need in other areas in life, it is impossible to separate the development of PAS as a workplace support from its development for other areas of life. Consumers across the country used a variety of mechanisms to document the need and value of PAS. States took the initiative to develop and implement community-based personal assistance services. They all shared the strategy of using whatever funding source advocates could pry open to fund PAS. Unable to identify a single source of funding large enough to meet the documented needs for PAS, advocates inserted PAS into each and every program they could. Advocates with disabilities working for PAS as a workplace support have accomplished much. They still have a long way to go to have a well working system, but they are not alone in their quest. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

## Employer Roles

Finding the Gold: Hiring the Best and the Brightest. Tips for Employers To Hire Individuals with Disabilities. (2002).

This guide is intended to encourage employers to hire people with disabilities. It notes the value of internship and other work-based learning programs that allow the employer and student to "try each other out." The paper points out that under the Americans with Disabilities Act (ADA), employers are required to make reasonable accommodations for employees with disabilities. Data are reported showing that 71% of such accommodations cost \$500 or less. The data also indicate that companies realize a return of \$28.69 in benefits for every dollar spent on accommodation. Two federal programs that provide tax credits to small businesses making such accommodations are briefly described. Suggestions are also offered about where employers can find interns and employees with disabilities and about ways to determine appropriate accommodations. Which accommodations are the employee's responsibility and which are the employer's are then specified. A chart lists eight national organizations, with contact information, that can provide information on employing people with disabilities. To accompany this publication, DO-IT has created a short videotape by the same title. (DB)

Anctil, T. M., & Degeneffe, C. E. (2003). Self-management and social skills training for persons with developmental disabilities: Tools for the rehabilitation counselor to facilitate success in community settings: A literature review. *Journal of Applied Rehabilitation Counseling, 34*(1), 17-24.

People with developmental disabilities often display deficiencies in self-management and social skills in community based settings. Difficulties with self-management and social skills tend to pose particular difficulties for performing valued adult roles. Tools from behavior therapy have the potential to assist rehabilitation counselors in their work with consumers with developmental disabilities to overcome the negative impacts of functional limitations on expressing behaviors needed for success in community-based settings. This article presents a review of the behavior therapy literature regarding self-management and social skills training techniques rehabilitation counselors can use in their work with consumers with developmental disabilities in areas including high school transition and supported employment. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Auerbach, E. S., & Richardson, P. (2005). The long-term work experiences of persons with severe and persistent mental illness. *Psychiatric Rehabilitation Journal, 28*(3), 267-273.

The purpose of this study was to investigate the work experiences of individuals with severe and persistent mental illness to determine their perspectives on the processes involved in working. The research questions were: what was it like for the individual to decide to try work? What factors did the participants perceive as helping them retain their jobs? The primary motivators for these participants appeared to be the internalized values and satisfaction they derived from the experience of working. They felt better working, they wanted to do it, and continued to return to jobs after every setback. Their most important supports for processing and problem solving were the people around them: therapists and counselors, employers and peers, family and friends. These individuals, utilizing their own internal motivation and resources together with the support of the people and systems around them, were able to manage their daily problems, survive, and succeed in mainstream employment. (PsycINFO Database Record (c) 2006 APA)

Bagin, B. (1996). When does an employer act in good faith? A step-by-step approach to providing a reasonable accommodation under the Americans with Disabilities Act. *Hosp Law Newsl, 13*(3), 1-6.

Barcus, J. M., & Targett, P. (2003). Maximizing employee effectiveness through use of Personal Assistance Services at the workplace. *Journal of Vocational Rehabilitation. Special Issue: Personal Assistance Services in the Workplace, 18(2)*, 99-106.

It comes as no surprise to people with significant disabilities that getting and keeping a job can be a challenge. For some people with physical, sensory, or cognitive disabilities that limit their ability to function, day to day life often requires them to seek assistance with routine activities such as working, dressing, going to the bathroom, preparing meals, and other activities that are easily performed by people without disabilities. Personal Assistance Services, which are modifications of equipment or alterations of the workplace, often make it possible for a qualified person with a disability to do the same job as everyone else but in a slightly different way. The role and function of PAS in the workplace provides an important tool to employers for increasing access to a major labor pool - individuals with significant disabilities. A chief business benefit will be dedicated, dependable and productive employees. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Barrett, J. C. (2003). Being an effective workplace Personal Assistant. *Journal of Vocational Rehabilitation. Special Issue: Personal Assistance Services in the Workplace, 18(2)*, 93-97.

This article will discuss the importance of workplace personal assistants and how they can best support employees with significant disabilities in meaningful careers. The author will share insights from his experience supporting an employee with a significant disability in a variety of professional environments. Many best practices and attributes of an effective workplace personal assistant will be described. Providing workplace personal assistance can be both a valuable support to the employee with a disability and a meaningful career for those who wish to provide this valuable service. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Bricout, J. C., & Bentley, K. J. (2000). Disability status and perceptions of employability by employers. *Social Work Research, 24(2)*, 87-95.

The study discussed in this article used a correlational design to examine the discrepancies among employers' employability ratings of hypothetical job applicants with different disability statuses. A survey packet was mailed to a random sample of 1,000 employers (aged 20-66 yrs) selected from a national membership list of human resources professionals. The survey included a standardized measure for rating employers' impressions of job applicants' employability with respect to 22 key employment-related traits. Employers were asked to rate the job applicants' suitability for employment in a hypothetical administrative assistant position. Findings show that job applicants without a disability received the highest mean employability ratings. Job applicants with an acquired brain injury were rated substantially the same as those with schizophrenia. Implications for social work practice and research are discussed. (PsycINFO Database Record (c) 2005 APA)

Coker, C. C., & et al. (1995). A Comparison of Job Satisfaction and Economic Benefits of Four Different Employment Models for Persons with Disabilities.

This study compared four different extended employment models for people with disabilities using a procedure to control for disability characteristics. The study compared sheltered employment, enclaves, affirmative industry, and supported employment involving a job coach. Four samples of workers (total N=160) were matched on age, gender, measured intelligence, primary disability, secondary disability, and performance on a Functional Assessment Inventory.

Wage and benefits information as well as fees for supportive services were obtained and each worker was interviewed using an instrument designed to assess job satisfaction, socialization and integration, etc. Findings indicated: (1) the sheltered employment model scored lowest on most measures except annual number of days worked and job variety; (2) the enclave model's major negative factor was low number of days worked per year; (3) the affirmative industry model was very stable but downtime and job awareness of workers were deficits; and (4) the job coach model, the only individual model, paid the highest hourly wages and had the highest productivity but dependence on the job coach and a short work day were deficits. The importance of consumer choice in model selection is stressed. Tables and text present the data and conclusions in substantial detail. Appendices include the data collection forms and item analysis of job awareness and satisfaction questions. (Contains 50 references.) (DB)

Feldman, D. C. (2004). The role of physical disabilities in early career: Vocational choice, the school-to-work transition, and becoming established. *Human Resource Management Review, 14*(3), 247-274.

This article examines the impact of physical disabilities on early career opportunities, particularly in vocational choice, the school-to-work transition, and becoming established in early career paths. Using motivation theory, the paper presents a framework for understanding how people with disabilities identify career goals, form expectancies about being able to achieve career goals, and perceive barriers to achieving those goals during early career development. The article then identifies the individual differences and situational factors that may moderate the relationships between physical disabilities and early career opportunities. Finally, the article concludes with directions for future research and implications for how employers, governmental agencies, and individuals with disabilities can implement more effective early career development strategies. (PsycINFO Database Record (c) 2006 APA) (journal abstract)

Fillary, R., & Pernice, R. (2005). Workplace culture analysis where people with intellectual disabilities work: A case study approach. *Journal of Intellectual & Developmental Disability, 30*(3), 176-180.

Background: Research evidence suggests that investigation of workplace culture assists in enhancing social inclusion of and job retention by people with intellectual disability. Method: This research explored the potential of using Hagner's (2000) Workplace Culture Survey to identify inclusive characteristics of eight New Zealand workplaces where people with intellectual disability were employed by surveying eight employers. Eight workers with intellectual disability and eight co-workers were surveyed to assess inclusion levels in the culture of these workplaces. Results: The results indicated that four workplaces had a strong workplace culture. Co-workers were generally well included in the workplace culture, whereas only three of the workers with intellectual disability were included to a similar extent. Full-time employment enhanced inclusion levels. Workers with higher support needs appear to be less included. Conclusion: The use of Hagner's Workplace Culture Survey is helpful in identifying inclusive workplaces and inclusion levels of both workers with intellectual disability and co-workers. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Gilbride, D., Stensrud, R., Vandergoot, D., & Golden, K. (2003). Identification of the Characteristics of Work Environments and Employers Open to Hiring and Accommodating People with Disabilities. *Rehabilitation Counseling Bulletin, 46*(3), 130-137.

This study determined the characteristics of employers who are open to hiring and supporting people with disabilities. The purpose was to help rehabilitation professionals better target their

placement and educational activities. The results indicated that 13 specific characteristics, organized into three major categories, are found among employers who are open to hiring and accommodating persons with disabilities. (Contains 22 references.) (GCP)

Gosling, V., & Cotterill, L. (2000). An employment project as a route to social inclusion for people with learning difficulties? *Disability & Society, 15*(7), 1001-1018.

Discusses the findings of an evaluation of a project in the North West of England for people with learning difficulties, which sought to create opportunities for paid and/or integrated employment. A combination of social research methods was used for the evaluation of the North West project, including 3 rounds of semi-structured interviews with all existing workshop staff and newly employed project staff, and 1 round of semi-structured interviews with a sample of 20 users attending the 4 workshops and a sample of carers (3 married couples and 2 lone carers) whose relatives attended the workshops. The findings suggest that the project's goal can be undermined by many factors such as the isolation of social care services from employers and the disinclination of service organisations to include users, carers and staff in the development of new service approaches. Social welfare policies also mitigate against this aim, by failing to enable providers to translate the rhetoric of social inclusion into a reality. The authors discuss some of the obstacles preventing people with learning difficulties from inclusion into mainstream employment, by considering their impact upon the achievements of the North West project. (PsycINFO Database Record (c) 2005 APA)

Grasso, J. M. (2005). Predicting successful employment outcomes for students with disabilities. *Dissertation Abstracts International Section A: Humanities and Social Sciences, 65*(9-A), 3276.

Students with disabilities (SWD) are under achieving compared to their non-disabled peers across many aspects of employment upon leaving high school. Transitioning SWD from school to work has become a national priority. Research has focused on identifying individual variables that are related to employment outcomes for SWD. The current study sought to generate models that predict employment outcomes and the relative effectiveness of each variable using various multiple regression analysis techniques. Despite being plagued by missing data, the present study found that receiving services from vocational rehabilitation, disability classification, classroom setting and manner of exit all affected employment outcomes. Students with lower ability levels underachieve compared to their higher functioning counterparts. Future research may investigate different program and training variables so that knowledge of predicting employment outcomes for SWD may be furthered. In addition, further examination into the type of community that the former students work in and whether or not they receive health benefits through their employers is warranted. (PsycINFO Database Record (c) 2005 APA)

Hagner, D. (2003). Job development and job search assistance. In E. M. Szymanski & R. M. Parker (Eds.), *Work and disability: Issues and strategies in career development and job placement* (2nd ed.). (pp. 343-372): PRO-ED, Inc, Austin, TX, US.

(From the chapter) This chapter reviews the current state of research and theoretical work on job development and employer decision making and applies this information in assisting job seekers with disabilities to find satisfactory employment. First, the context in which labor market decisions take place is outlined. Next, recent research regarding the relationship between disability and employer hiring practices is summarized. On the basis of this foundation, the author reviews and critiques job development methods in current use, then outlines some of the elements of a sound approach to job development. Finally, issues involved in advancement beyond entry-level employment are discussed. It is argued that the elements presented of a sound approach to

job search assistance-- maximum involvement of the job seeker; attention to service identity and stigma; networking; assistance to employers in designing, carving, and creating jobs; and an empowering use of incentives and services-- are underdeveloped or missing altogether from the repertoires of many job development organizations. (PsycINFO Database Record (c) 2005 APA)

Hagner, D., & Cooney, B. (2003). Building employer capacity to support employees with severe disabilities in the workplace. *Work, 21*(1), 77-82.

Vocational rehabilitation has increasingly emphasized individualized community employment for individuals with severe disabilities. Early approaches were highly controlled by rehabilitation professionals, but research has shown that high levels of professional support can be intrusive, and that businesses are more able to participate in the support process than was initially assumed. This article summarizes recent developments leading to a new generation of partnership approaches that support and build the capacity of employers to successfully employ individuals with severe disabilities. Four innovative approaches--a consultation model of employer support, the development of business consortia, expanding diversity programs, and directing service funding to employers or coworkers--are described and the implications for rehabilitation services are outlined.

Hagner, D., McGahie, K., & Cloutier, H. (2001). A model career assistance process for individuals with severe disabilities. *Journal of Employment Counseling, 38*(4), 197-206.

This article describes a model process for providing career services to individuals with severe disabilities and presents the outcomes of a 3-year demonstration project. After completing a career workshop series based at a community college followed by job search support and ongoing follow-up with employers and employees, all 40 project participants (23 men and 17 women, aged 17-35+ yrs) achieved paid employment, with 74.4% employed midway through Year 3. Jobs represented a wide range of occupational areas, and most jobs paid over the minimum wage and included benefits. Implications for enhancing career services and outcomes for this population are discussed. (PsycINFO Database Record (c) 2005 APA)

Hand, C., & Tryssenaar, J. (2006). Small business employers' views on hiring individuals with mental illness. *Psychiatric Rehabilitation Journal, 29*(3), 166-173.

This study investigated the beliefs of small business employers regarding hiring individuals with mental illness. Fifty-eight participants completed mail-in questionnaires concerning beliefs and willingness to hire persons with mental illness. Employers were most concerned regarding the social and emotional skills of individuals with mental illness. Those employers who reported positive beliefs, had positive interactions with individuals with mental illness, or operated in public/social services, stated greater willingness to hire a person with mental illness. Methods to decrease stigma are discussed. (PsycINFO Database Record (c) 2006 APA) (journal abstract)

Havranek, J. E. (2005). Working relationships: Creating career opportunities for job seekers with disabilities through employer partnerships. *Journal of Applied Rehabilitation Counseling. Special Issue: Latino/Hispanic Ethnicity in the Vocational Rehabilitation System and the Human Services: A Look into the Future, 36*(2), 43.

Reviews the book Working relationships: Creating career opportunities for job seekers with disabilities through employer partnerships, by R.G. Luecking, E.S. Fabian, and G.P. Tilson (2004). The overriding goal for this book is to provide both theoretical and practical information to professionals within intermediary organizations who strive to assist people with disabilities to



identify their career goals, capitalize on their strengths, develop new essential skills, and connect with employers in such a way that everyone benefits. There are 16 chapters divided into three sections. The first section covers the basics for establishing new job development and placement activities including a conceptual framework and strategies, as well as means by which to change employer perceptions about individuals with disabilities and disability management programs. Part two describes the "customer-focused" partnership process. The third part is about new ways to establish employment partnerships. The consistent and appropriate use of case studies was very helpful. A huge plus for the book was the attention paid to the role of the "Employment Specialist", defined as any individual or professional who simultaneously assists people with disabilities to obtain jobs and careers and assists employers to hire and accommodate people with disabilities. (PsycINFO Database Record (c) 2005 APA)

Kregel, J. (2001). Promoting employment opportunities for individuals with mild cognitive limitations: A time for reform. In A. J. Tymchuk, K. C. Lakin & R. Luckasson (Eds.), *The forgotten generation: The status and challenges of adults with mild cognitive limitations*. (pp. 87-98): Paul H. Brookes Publishing, Baltimore, MD, US.

(From the chapter) Identifies and describes 4 major obstacles to employment faced by individuals with mild cognitive limitations (MCLs): the need to develop new partnerships with business and industry; the need to reform the nation's system of sheltered workshops and activity centers; the need to remove disincentives in the Social Security disability programs; and the need to increase access to programs operated through the Workforce Investment Act of 1998. For each obstacle, recommendations are offered that specify actions that can be taken by federal, state, and local governments as well as employers and community rehabilitation programs to address and overcome the identified barriers. (PsycINFO Database Record (c) 2005 APA)

Luecking, R. G. (2000). *Thriving business relationships in the new economy*. Richmond: Virginia Commonwealth University, National Supported Employment Consortium.

MacDonald-Wilson, K. L. (2005). Managing Disclosure of Psychiatric Disabilities to Employers. *Journal of Applied Rehabilitation Counseling. Special Issue: Psychiatric Rehabilitation*, 36(4), 11-21.

Deciding about disclosure of psychiatric disabilities to an employer is an issue with multiple facets and is regarded as a topic in rehabilitation with few accepted simple answers. Much of the published literature related to disclosure describes the legal guidelines governing disclosure, dilemmas regarding the disclosure decision, and personal accounts regarding telling an employer or keeping this information secret. The few studies published on disclosure are primarily qualitative in nature, describing issues, experiences, or benefits and risks for people with psychiatric disabilities. Although a handful contains quantitative data about disclosure within a larger study on accommodations or supported employment, little information is provided on the process of disclosure. This article examines the benefits, risks, and other factors to consider in making the disclosure decision, reviews the guidelines in the literature about the disclosure process, and proposes practical guidelines to decide about disclosure and to successfully accomplish disclosure of psychiatric disabilities in the workplace. (PsycINFO Database Record (c) 2006 APA) (journal abstract)

Mangili, E., Ponteri, M., Buizza, C., & Rossi, G. (2004). Attitudes toward disabilities and mental illness in work settings: A review/Atteggiamenti nei confronti della malattia mentale e delle disabilità nei luoghi di lavoro: Una rassegna. *Epidemiologia e Psichiatria Sociale*, 13(1), 29-46.

**Aims:** The aim of the present work is to analyze employers' and employees' attitudes towards the job integration of people with mental illness or disability and to highlight the socio-demographic and organizational characteristic that are more significantly associated with such attitudes.

**Method:** We performed PsycINFO, AskERIC and Medline searches for studies published from 1961 to 2002, with key words such as attitudes, stigma, schizophrenia, mental illness, disability, employers, employees, co-workers and supported employment. **Results:** Our review of the literature showed that the possibility for people with severe mental illness or disability to enter job market is limited by the discriminating attitudes of employers. The socio-demographic and organizational characteristics, which are more significantly associated with employers' more positive attitudes, are: dimension of the company, previous positive contact with people with disability and employers' high educational level. **Conclusions:** Such information could be useful to identify and, perhaps, select those companies, which can be predicted as more likely to accept people with mental disorders as part of their work force; they could also be used to train job applicants to improve their social skills. Finally such information could be used to plan specific programs to modify attitudes of employees and employers. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Mast, M., Sweeney, J., & West, M. (2001). Using presentation portfolios for effective job representation of individuals with disabilities. *Journal of Vocational Rehabilitation. Special Issue: Business linkages*, 16(2), 135-140.

Describes the development and field-testing of a presentation portfolio, a job development tool for individuals with disabilities. The portfolio was developed with significant input from the vocational rehabilitation field and employers. Field testing was conducted using presentations to employers by community rehabilitation programs in 25 cities. 212 employers returned a 5-point Likert scale feedback form with questions regarding the portfolio, presentation, presenter, and the effect of the presentation on their future actions toward employees with disabilities. Results indicate that the portfolio could be an effective tool for job development. (PsycINFO Database Record (c) 2005 APA)

McCrovitz, A. M. (2001). The perception of the job coach in the natural and traditional models. *Dissertation Abstracts International: Section B: The Sciences and Engineering*, 61(12-B), 6748.

This study defines the perception of the job coach's role from job coaches themselves, their consumers, and employers in the two different models of support, traditional and natural, to see if there is any relationship or determining factors in the outcome of services for people with disabilities. Some critics suggest a job coach hinders the natural work environment, while others maintain that the role of a job coach needs to change to facilitate this employment service in the community. As current trends shift from a traditional support employment model to a natural employment model, the role of the job coach for people with disabilities should be examined. Three traditional supported employment providers, along with three natural support employment providers, are reviewed using a survey design method to analyze this study. Each provider designated eight job coaches and eight consumers to be interviewed from their supported employment model for a total of 24 job coaches and 24 consumers from each model, the traditional support model and the natural support model. A survey design provides information for policy recommendations related to improving practices and training associated with supporting individuals with a disability in integrated, competitive employment settings. This study has substantial policy implications for Indiana and Michigan, which could be applied in other states to facilitate quality programming. The strength of the paper is in understanding the importance of and facilitating social support in the work environment. As demonstrated by the two support models, it is this component that is needed in all work environment relationships in

order to maintain employment. The findings of this study suggest that supported employment, although a relatively new initiative aimed at enabling people with disabilities to find meaningful employment, has served a purpose in eliminating the segregation of disabled workers in sheltered workshops to programs that promote integration. The job coach's role in achieving integration for consumers, however, is not clearly understood in social support structures. (PsycINFO Database Record (c) 2005 APA)

Millington, M. J., Miller, D. J., Asner-Self, K. K., & Linkowski, D. (2003). The business perspective on employers, disability, and vocational rehabilitation. In E. M. Szymanski & R. M. Parker (Eds.), *Work and disability: Issues and strategies in career development and job placement (2nd ed.)*. (pp. 317-342): PRO-ED, Inc, Austin, TX, US.

(From the chapter) The vocational rehabilitation (VR) profession has a legislative mandate to serve society by removing the employment barriers that workers with disabilities face. It is argued that VR practitioners must be open to the very real possibility that VR practices and structures have concealed barriers that required their attention and may have even created barriers where none need have existed. This chapter takes up what the authors consider to be one such blind spot: the conception of "the employer" traditionally understood in terms of an individual. The authors argue for a conception of "the employer" in terms of a structural heuristic, a dynamic interrelation of "management functions"-- functions guided by and expressing the overarching motivation of business in a market economy, to maximize profit and minimize cost. (PsycINFO Database Record (c) 2005 APA)

Morgan, R. L., & Alexander, M. (2005). The employer's perception: Employment of individuals with developmental disabilities. *Journal of Vocational Rehabilitation, 23*(1), 39-49.

In this study, employers with and without experience in hiring individuals with developmental disabilities were surveyed regarding their perceptions. Respondents were surveyed and their responses were divided based on location (small or large city), type and size of business, average length of employment, and educational qualifications. Most respondents with experience indicated the employment usually or sometimes worked well and they were likely to hire again. Many inexperienced respondents were also receptive to hiring. Experienced respondents identified advantages to employing individuals with disabilities at higher rates than inexperienced respondents. The most frequently identified advantages were consistent attendance, workforce diversity, long-term employment, and co-worker partnerships. Experienced respondents also identified more concerns than inexperienced respondents. The most frequently identified concern was safety. Implications of the research are examined. (PsycINFO Database Record (c) 2006 APA) (journal abstract)

O'Hara, B. (2004). Twice Penalized: Employment Discrimination Against Women with Disabilities. *Journal of Disability Policy Studies, 15*(1), 27-34.

This article examines wage discrimination during the initial stages of employment using panel data from the Survey of Income and Program Participation. Women with disabilities are twice disadvantaged in the labor market: They face possible discrimination based on both gender and disability status. This article focuses on transitions into new employment. Two key variables indicate the circumstances in which a woman starts working at a new employer, (a) a planned employment transition or (b) finding employment after leaving a former employer for an unplanned reason or after being unemployed. The empirical evidence suggests that wage discrimination is prevalent; discrimination occurs across personal and employment characteristics. Although employment transitions resulted in lower wages, reasonable scenarios

that involve personal choices as opposed to discrimination could not be eliminated. For instance, a worker with disabilities may change employers and accept a lower wage if she gains nonwage benefits (e.g., accommodations or health insurance). (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Owens-Johnson, L., & Hanley-Maxwell, C. (1999). Employer views on job development strategies for marketing supported employment. *Journal of Vocational Rehabilitation, 12*(2), 113-123.

Much has been written about techniques for working with individuals with disabilities in the community, specifically in employment settings. However, little literature focuses on enhancing job development techniques. This study examined the preferred marketing strategies employers have in relation to supported employment and addressed the factors that may impact on those preferences. The data were collected via a survey sent to all members of 2 trade associations. Respondents were asked to provide information about the demographics of the business and preferred marketing practices. 934 surveys were returned and analyzed. Results showed that the majority of employers, regardless of the industry type, size and location of the business, and professional affiliation, preferred to receive marketing information on supported employment through professional associations. When employers had previous knowledge of supported employment or had hired a supported employee, the preferred method selected were governmental agencies such as Department of Workforce Development, rehabilitation agencies, or local advocacy groups. (PsycINFO Database Record (c) 2005 APA)

Richards, C. (2005). Toward universal access in the workforce development system.

Sandys, J. (1999). "It does my heart good": How employers perceive supported employees. In R. J. Flynn & R. A. Lemay (Eds.), *A quarter-century of normalization and social role valorization: Evolution and impact*. (pp. 305-316): University of Ottawa Press, Ottawa, ON, Canada.

(From the chapter) Presents the findings of a study that explored the perspectives of employers of people with intellectual disabilities hired through supported employment programs (SEPs). Using in-depth qualitative interviews, 21 employers in 18 different employment settings were interviewed. The study explored how these employers explain and understand their involvement with the SEP, their perceptions of the individual they have hired, and their views on the issue of employment of people with intellectual disabilities in general. For virtually all the employers interviewed, the experience of employing a person with an intellectual disability through an SEP had proven to be a very positive experience. The supported employees were seen to be reliable and hardworking. The study does not answer the question as to why some employers hire people with intellectual handicaps and some do not. It does not answer the question as to why some placements succeed and some do not. Nevertheless, the study does help to identify some of the challenges inherent in efforts to promote valued roles for people with intellectual disabilities through workforce participation in the context of a society that places a high value on productivity at the same time as it seeks to promote equality and humanitarianism. (PsycINFO Database Record (c) 2005 APA)

Scheid, T. L. (2005). Stigma as a barrier to employment: Mental disability and the Americans with disabilities act. *International Journal of Law and Psychiatry, 28*(6), 670-690.

In a controversial expansion of workplace civil rights, the 1990 Americans with Disability Act (ADA) extended anti-discrimination protection to individuals with "mental impairments." One of the most critical barriers to the employment of individuals with mental disabilities is the degree of social stigma such disabilities incur, and there is compelling evidence that employers have

stigmatizing attitudes and have discriminated against those with mental disabilities. This study examines the role played by stigma in employers' response to the 1990 Americans with Disability Act (ADA). A stratified sample of one hundred ninety employers were surveyed in 1996-1997 in a major Southern metropolitan area. Telephone interviews were completed with one hundred seventeen employers (response rate of 61.6%). The article describes employers' experiences with employees with mental disabilities and accommodations, specific employment practices, and attitudes towards those with mental disabilities. Stigma played an important role in conformity to the ADA (operationalized as either hiring or having specific recruiting policies for hiring individuals with mental disabilities). Furthermore, employers expressing coercive (fear of a lawsuit) as opposed to normative (belief that it is the right thing to do) rationales for compliance were more likely to hold stigmatized attitudes. Employers' beliefs about mental disability form a crucial foundation for truly supportive work environments (those that value difference and diversity), and further research is needed to determine if over time the ADA is successful in changing attitudes as well as behavior. (PsycINFO Database Record (c) 2006 APA) (journal abstract)

Siperstein, G. N., Romano, N., Mohler, A., & Parker, R. (2006). A national survey of consumer attitudes towards companies that hire people with disabilities. *Journal of Vocational Rehabilitation, 24*(1), 3-9.

Employers' negative attitudes and fears have long been a barrier to the employment of individuals with disabilities. Accordingly, attitude literature on the employment of people with disabilities has focused almost exclusively on employers. However, due to their influence over business practices, the successful employment of people with disabilities is also contingent on the views of the consumer. This study extends previous studies that focused on the attitudes of employers, and went directly to the consumer. Consumer attitudes toward companies that hire individuals with disabilities were assessed through a national public survey (N = 803). Most of the participants (75%) had direct experience with people with disabilities in a work environment. Moreover, these experiences were positive. All participants responded positively towards companies that are socially responsible, including 92% of consumers who felt more favorable toward those that hire individuals with disabilities. The participants also had strong positive beliefs about the value and benefits of hiring people with disabilities, with 87% specifically agreeing that they would prefer to give their business to companies that hire individuals with disabilities. Implications of consumer support on company hiring practices are discussed. (PsycINFO Database Record (c) 2006 APA) (journal abstract)

Smith, K., Wilson, C., Webber, L., & Graffam, J. (2004). Employment and Intellectual Disability: Achieving Successful Employment Outcomes. In L. M. Glidden (Ed.), *International review of research in mental retardation, Vol. 29*. (pp. 261-289): Elsevier Academic Press, San Diego, CA, US, [URL: <http://www.academicpress.com>].

(From the chapter) In this chapter, the authors review the research that has explored variables that can shape employment outcomes for people with an intellectual disability. Defining "success" in employment outcome is difficult--with success largely dependent on both the opportunities available, the aspirations of the potential employee in terms of hours and conditions, and the perspective of the person making the judgment. Thus, in some industries, casual and temporary employment predominate and achievement of either is deemed as "success." Furthermore, individuals differ in the extent to which they seek full-time employment; many employers and employees now prefer part-time or flexible hours. Lastly, success can be judged from a variety of perspectives: the employee who asks whether he or she is content with his or her current employment situation, and the employer who asks whether the employee is performing in a

number of areas including, but not limited to, productivity and culture "fit." In the current review, the authors focus on determining employee success as measured by employer satisfaction and attempt to anchor this against satisfaction with employees without disabilities. Although this is only one possible way of operationalizing success, it provides the advantage of helping us understand barriers to employment outcomes for people with a disability. When attempting to understand influences that affect employment outcomes it is important to realize that influences extend beyond the workplace and those who operate within the workplace, to the broader environment. For this reason, Bronfenbrenner's (1989) ecological systems theory has provided the framework for reviewing research in this area. Using this framework has allowed the authors to conceptualize successful employment outcomes as dynamic and complex phenomena, resulting from interplay between individual, social, and environmental factors. (PsycINFO Database Record (c) 2005 APA)

Stevens, G. R. (2002). Employers' perceptions and practice in the employability of disabled people: A survey of companies in south east UK. *Disability & Society, 17*(7), 779-796.

This article reports a foundation survey of the extent of employment of disabled people in 3 sectors of industry--transportation, IT and financial services--in 2 UK counties, identifies which specific disabilities and limitations on personal skills are seen by employers as the greatest impediments to employment, proposes a new model for analysis by using a modification of established recording models and provides a springboard for further work. This article concentrates on physical disabilities. The survey reported here was based on structured interviews with personnel officers of 120 companies conducted by telephone. No separate question was devoted to invitation of free comment, but the interview delivery of the questionnaire normally led to a general discussion of the issues raised. Some typical quotes and comments from respondents are included in the results section of this article. (PsycINFO Database Record (c) 2005 APA)

Tesoriero, H. W. (2001). Bearing no ill will. Employers are finding ways to support and retain the growing number of chronically ailing employees in America's work force. *Time, 157*(3), B4, B6.

Unger, D., & Kregel, J. (2003). Employers' knowledge and utilization of accommodations. *Work: Journal of Prevention, Assessment & Rehabilitation, 21*(1), 5-15.

Increasingly, employers are providing a variety of accommodations to applicants or employees with disabilities. However, little is known about the resources that employers access to identify and develop accommodations in the recruitment, hiring and retention of employees with disabilities. Human resource professionals and supervisors were surveyed to determine the extent to which businesses were aware of, and utilized, the vast array of workplace supports available. Findings indicated that employers have limited awareness of workplace supports and rely primarily on their own organizational resources in identifying and securing accommodations. Yet, business professionals expressed confidence in their ability to meet and support the needs of employees with disabilities despite many supervisors indicating that they did not have the authority to secure accommodations for workers with disabilities. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Unger, D. D. (1999). Workplace Supports: A View from Employers Who Have Hired Supported Employees. *Focus on Autism and Other Developmental Disabilities, 14*(3), 167-179.

A survey of 53 employers found they were quite capable of providing workplace accommodations for workers with significant disabilities, drawing on existing employer

resources. Employers are going beyond compliance with federal law and responding to needs in areas such as career advancement, changing something about a job, and social integration.  
(Author/CR)

Walsh, P. N., & Linehan, C. (1997). Factors influencing the integration of Irish employees with disabilities in the workplace. *Journal of Vocational Rehabilitation*, 8(1), 55-64.

Identified factors contributing to the successful vocational integration of 55 employees with disabilities who participated in 3 European-Funded employment initiatives conducted in the Republic of Ireland. The Vocational Integration Index (W. Parent et al, 1992) was used to assess the integration of all participants. Multivariate analyses investigated the relationship between vocational integration, employee characteristics, employment conditions and employer satisfaction with employee work performance. Results indicate that employee characteristics such as age and level of disability, and employment conditions such as number of days worked per week and number of employees with a disability are significantly related to the level of integration achieved by employees participating in the 3 projects. Discriminant analysis revealed that employers consistently rate more integrated employees as outperforming their less integrated colleagues across 6 work dimensions. Examination of these findings and recommendations are discussed. (PsycINFO Database Record (c) 2005 APA)

Wehman, P. E., & et al. (1997). Supported Employment Research: Expanding Competitive Employment Opportunities for Persons with Significant Disabilities.

This manual includes articles that address many of the major issues affecting supported employment programs for individuals with severe disabilities. Articles discuss current trends in service delivery, the experiences of local community employment agencies, issues involved in funding supported employment, natural support implementation strategies, and transition from school to work. Specific issues and programs reviewed include: (1) results of the 1995 National Survey of Supported Employment Implementation; (2) conversion of segregated, facility-based programs to supported employment; (3) use of Social Security work incentives; (4) the Social Security Return to Work Initiative; (5) time limited and extended services funding; (6) the role of employment specialists within natural support programs; and (7) the results of consumer satisfaction interviews with supported employment participants. In the last section, articles on transition include a description of a comprehensive transition model designed to enhance employment opportunities for individuals with disabilities as they graduate from post-secondary settings; the importance of transition teams that actively work with students with disabilities to promote their success in postsecondary education; and the results of an analysis of transition plans for student with disabilities that was conducted across 24 school divisions in Virginia. (Each article contains references.) (CR)

Zemans, J. R., & Voelckers, G. (1994). The long-term benefits of employing the disabled. *J Long Term Care Adm*, 22(1), 12-13.

## Employment and Behavior Issues



TASH Newsletter, 1997. (1997). *TASH Newsletter*, 23(1-10).

Ten issues of the 1997 newsletter of TASH comprise this document. An issue typically contains news items, a column by the organization's executive director, reports from special interest groups, legislative testimony, conference information, and several major articles, such as the following: "Multicultural Perspectives: Excerpts from Opening Plenary Session Remarks of Beth Henry"; "Celebration of Twenty Years of Circle of Friends" (Marsha Forest and others); "A Reflection of Parent Empowerment" (M. Carmen S. Ramirez); "School Inclusion and Social Relationships in Italy" (Carol Berrigan and Dennis Taylor); "India's Story: How IDEA Protected Her Rights" (Barbara and M. Wayne Dyer); "Frequently Asked Questions about Part B of the Individuals with Disabilities Education Act"; "Isn't It about Achieving Balance? Participation in Content-Area Classes and Community-Based Instruction in Secondary Schools" (John McDonnell); "Inclusion in the Public Schools: Strategies for Parents" (Mark Partin); "What We Want: By Self-Advocates Becoming Empowered, the New Self-Advocacy Organization" (Rick Betts and others); "The Underachievement of Supported Employment: A Call for Reinvestment" (David Mank); "Positive Behavioral Support with Families" (Joseph M. Lucyshyn and others); "Take Risks, Ride the River" (Barbara Buswell); "No Time for Silence" (Douglas Biklen); "Blending Best Practices for Young Children: Inclusive Early Childhood Programs" (Marquita Grenot-Scheyer and others); "One Community's Efforts To Promote Child Care Inclusion" (Dianne Apter and Pam Walker); "Dave Hingsburger's Hot Fudge Sunday" (Dave Hingsburger); "Practical and Useful Tools for Change" (Marsha Forest and Jack Pearpoint); "Standing in Support, Not Control: Training toward Self-Reliance, Inc." (Pam Walker); "Conversion from Facility-Based to Community-Based Employment Supports: Preliminary Results of a National Study" (Pat Rogan and others); "Why Are We Reinstitutionalizing People during the Day?" (Leslie L. Wilson); "People First Members Work To Tear Down Institution Walls"; "Supported Employment: Ten Years After" (Michael West and others); "Children with Disabilities in Youth Sports" (Cynthia Burkhour); "Inclusion as a Force for School Renewal" (John O'Brien and Connie Lyle O'Brien); "Solution Circle: Getting Unstuck: A Creative Problem Solving Tool" (Jack Pearpoint and Marsha Forest); "Gay Man with Disabilities Troubled by Life's Barriers" (Anne Harris); "Inclusion and the 1997 IDEA Amendments" (Frank Laski); "Self-Determination and the Search for Community" (Dennis Harkins); "Self-Determination: Transferring Agency Control by Re-Thinking Its Role" (James Dehem and Lisa Chapman); "Self-Determination--A Family Perspective" (Cameron Tease); "Self-Advocates Discuss What Self-Determination Has Meant to Them". (DB)

Agran, M., & Moore, S. C. (1994). *How To Teach Self-Instruction of Job Skills*. Innovations: AAMR Research to Practice Series, Number 2.

Individuals with significant disabilities who have been trained to enter independent employment often depend too much on their job coaches. This guide describes strategies to enhance the problem-solving skills of learners with mental retardation by teaching them to use self-instruction or self-directed verbal commands. It details procedures for teaching self-instruction and provides sample scripts for common tasks. An introductory chapter discusses the value of self-instruction and identifies principles on which the recommended strategies are based. Chapter 2 describes the basic self-instructional training package, which includes: (1) a task analysis of the skill to be taught; (2) training sequences of self-instruction, verbal instructions, modeling, behavioral rehearsal, corrective feedback, and praise; and (3) procedures to monitor performance. Chapter 3 describes modifications of the basic package to include booster training, verbal labeling, and/or a combination of self-instructional training and one or more self-management strategies. Chapter 4 addresses principles of teaching self-instructional techniques in groups, and chapter 5 considers peer-delivered self-instructional training. The final chapter stresses the use of self-instruction to

help students with mental retardation acquire, maintain, and generalize work behaviors. Sample training scripts are appended. (Contains 19 references.) (DB)

- Anctil, T. M., & Degeneffe, C. E. (2003). Self-management and social skills training for persons with developmental disabilities: Tools for the rehabilitation counselor to facilitate success in community settings: A literature review. *Journal of Applied Rehabilitation Counseling, 34*(1), 17-24.

People with developmental disabilities often display deficiencies in self-management and social skills in community based settings. Difficulties with self-management and social skills tend to pose particular difficulties for performing valued adult roles. Tools from behavior therapy have the potential to assist rehabilitation counselors in their work with consumers with developmental disabilities to overcome the negative impacts of functional limitations on expressing behaviors needed for success in community-based settings. This article presents a review of the behavior therapy literature regarding self-management and social skills training techniques rehabilitation counselors can use in their work with consumers with developmental disabilities in areas including high school transition and supported employment. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

- Anctil, T. M., & Degeneffe, C. E. (2003). Self-management and social skills training for persons with developmental disabilities: Tools for the rehabilitation counselor to facilitate success in community settings: A literature review. *Journal of Applied Rehabilitation Counseling, 34*(1), 17-24.

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- Baker, D. J. (1998). Outcomes of Behavior Support Training to an Agency Providing Residential and Vocational Support to Persons with Developmental Disabilities. *Journal of the Association for Persons with Severe Handicaps, 23*(2), 144-148.

This study evaluated behavior support training for a residential and vocational support agency. Three training sessions were provided to managerial and direct-care staff, during which trainees worked in teams to plan or complete functional assessments and behavior support plans for focus clients. Frequency of problem behavior was reduced for all focus clients. (Author/PB)

- Barcus, J. M., & Targett, P. (2003). Maximizing employee effectiveness through use of Personal Assistance Services at the workplace. *Journal of Vocational Rehabilitation. Special Issue: Personal Assistance Services in the Workplace, 18*(2), 99-106.

It comes as no surprise to people with significant disabilities that getting and keeping a job can be a challenge. For some people with physical, sensory, or cognitive disabilities that limit their ability to function, day to day life often requires them to seek assistance with routine activities

such as working, dressing, going to the bathroom, preparing meals, and other activities that are easily performed by people without disabilities. Personal Assistance Services, which are modifications of equipment or alterations of the workplace, often make it possible for a qualified person with a disability to do the same job as everyone else but in a slightly different way. The role and function of PAS in the workplace provides an important tool to employers for increasing access to a major labor pool - individuals with significant disabilities. A chief business benefit will be dedicated, dependable and productive employees. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Baron, R. C., & Salzer, M. S. (2002). Accounting for unemployment among people with mental illness. *Behavioral Sciences & the Law*, 20(6), 585-599.

Persons diagnosed with a serious mental illness experience significantly high rates of unemployment compared with the general population. The explanations for this situation have included a focus on the symptoms associated with these disorders, a focus on the lack of effective vocational rehabilitation programs for this population, and, most recently, a focus on employer discrimination and the financial disincentives to employment in various public policies. The authors of this manuscript review the evolution in thought pertaining to the labor market experiences of persons with a serious mental illness and propose as an additional set of factors that should be considered, those labor market liabilities that this population shares with others without disabilities who experience similar employment histories. The authors conclude that the inclusion of these factors in our understanding of issues that persons with serious mental illness face in the competitive labor market will likely lead to a further evolution in program and policy development. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Barrett, J. C. (2003). Being an effective workplace Personal Assistant. *Journal of Vocational Rehabilitation. Special Issue: Personal Assistance Services in the Workplace*, 18(2), 93-97.

This article will discuss the importance of workplace personal assistants and how they can best support employees with significant disabilities in meaningful careers. The author will share insights from his experience supporting an employee with a significant disability in a variety of professional environments. Many best practices and attributes of an effective workplace personal assistant will be described. Providing workplace personal assistance can be both a valuable support to the employee with a disability and a meaningful career for those who wish to provide this valuable service. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Beare, P. L., Severson, S., & Brandt, P. (2004). The Use of a Positive Procedure to Increase Engagement On-Task and Decrease Challenging Behavior. *Behavior Modification*, 28(1), 28-44.

The exhibition of stereotypic and self-injurious behavior (SIB) combined with a lack of work engagement makes it very difficult to place a person with severe disabilities in an integrated work environment. The purpose of this research was to examine use of a positive procedure to increase engagement on-task and reduce self-injurious slapping and stereotypic clothes manipulation by a 46-year-old man with severe disabilities. A single-subject research design was used to examine the effects of the combined DRA-DRO (differential reinforcement of alternative behavior-differential reinforcement of other behavior) procedure in fostering more appropriate behavior. Following 30 years of institutionalization, the man was successfully integrated into community-based employment.

Brady, M. P., & Rosenberg, H. (2002). Job Observation and Behavior Scale: A Supported Employment Assessment Instrument. *Education and Training in Mental Retardation and Developmental Disabilities*, 37(4), 427-433.

This article presents the role of the Job Observation and Behavior Scale (JOBS) in promoting objective employee performance evaluations and summarizes the technical properties of the instrument. JOBS is designed to be sensitive to both the work performance and support needs of people who participate in supported employment. (Contains references.) (Author/CR)

Chiocchio, F. o., & Frigon, J.-Y. (2006). Tenure, satisfaction, and work environment flexibility of people with mental retardation. *Journal of Vocational Behavior*, 68(1), 175-187.

In the Theory of Work Adjustment (TWA), Dawis and Lofquist (1984) hypothesize that Employee satisfaction (ES) and flexibility of the work environment moderate the functional relationship between satisfaction in the work environment (WS) and the correspondence between job requirements and employees' abilities. In addition, they hypothesize that tenure in a job is a joint function of ES and WS. This Person-Environment Fit framework has not been tested to support job placements of candidates with mental retardation (CMR), except for Melchiori and Church (1997), whose results partially support other aspects of the TWA. Fifty-two CMR were placed in 53 natural work settings. In total, 61 matches based on commensurate measures were made and data were collected for 16 weeks after job placement. Results show that ES is a mediator while flexibility of the work environment is not. ES and WS together contribute to predict tenure. (PsycINFO Database Record (c) 2006 APA) (journal abstract)

Christian, L., & Poling, A. (1997). Using Self-Management Procedures To Improve the Productivity of Adults with Developmental Disabilities in a Competitive Employment Setting. *Journal of Applied Behavior Analysis*, 30(1), 165-172.

This study describes the use of self-management procedures to improve the productivity of two women with mild mental retardation who worked in restaurants. Substantial improvements were observed as a function of treatment, and the procedures were deemed acceptable by the participants, their coworkers, and their supervisors. (Author/CR)

Coble-Temple, A., Mona, L. R., & Bleecker, T. (2003). Accessing personal assistance services in the workplace: Struggles and successes. *Journal of Vocational Rehabilitation. Special Issue: Personal Assistance Services in the Workplace*, 18(2), 113-123.

This article explores the concept of personal assistance services (PAS) in the workplace for individuals with disabilities. Three focus groups were conducted with individuals with disabilities who use PAS in the workplace. Thirteen men and three women provided insight regarding their experiences accessing and maintaining personal assistants in the workplace. Issues of discrimination, knowing who and when to request worksite PAS, self identifying with a disability, and understanding one's PAS needs were identified as important factors in PAS at the workplace. The recommendations participants most frequently reported were to become a strong self-advocate and improve public policy around worksite PAS. Discussion focuses on how to incorporate the experiences and insights of the participants into enhancing the rehabilitation process for individuals who want to be in the workforce. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Cook, J. A., & Burke, J. (2002). Public policy and employment of people with disabilities: Exploring new paradigms. *Behavioral Sciences & the Law*, 20(6), 541-557.

A "sea change" in public attitudes, legislation, and political power at the end of the 20th century in the United States has helped set the stage in the early 21st century for the entry of people with disabilities into the labor force. Major pieces of federal legislation have altered national policy with the intention of maximizing the work force participation of people with disabilities. At the same time, a new theoretical paradigm of disability has emerged, which emphasizes community inclusion, accommodation, and protection of civil rights. This "New Paradigm" of disability can be applied in concert with rigorous behavioral science methodologies to shed light on the outcomes of recent federal policy changes regarding the labor force participation of people with disabilities. In so doing, social science can be used in more meaningful ways to understand both the intended and unintended consequences of federal policy. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Davis, M. G. (1998). Predictors of occupational choice for high school students with learning disabilities. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 58(7-A), 2528.

The occupational choices of high school students with learning disabilities were examined, and efforts made to determine predictors of those choices. The subjects were a group of 117, lower-functioning high school students, ranging in age from 12 to 20, from six predominantly rural high schools. The average Full-Scale IQ score of the students was 90, and they met Department of Vocational Rehabilitation eligibility for services, in that a severe functional limitation had been noted and substantial impediment to their employment existed as a result of their disability. The high schools the students attended were voluntary participants in a federally funded grant project, the School to Work Rural Learning Disability Project. The students were brought to a learning disability assessment and consultation clinic at a large Midwestern university for several days of testing, during which they were administered extensive, individualized, cognitive and psychological assessment batteries. The tests used in this study were the Wechsler intelligence scales (WAIS-R and WISC-R), the Wechsler Memory Scales-Revised (WMS-R), the Woodcock-Johnson Tests of Achievement, and the Koller Adolescent and Adult Behavior Scale-Revised (KAABS-R). The occupational decisions the students were making were examined qualitatively using Linda Gottfredson's Occupational Aptitude Patterns Map. The results of these analyses indicated (1) there was little congruence between the students measured intellectual abilities and the aptitude demands of the jobs they indicated they were intending to seek, and (2) the students were restricting the range of vocational options they were considering. Logistic regression analyses were run looking at the ability of intelligence and achievement test scores, behavioral characteristics, and gender to predict type of occupational choice. The results for all these variables were non-significant. Logistic regression analyses were also run using work task dimension as the criterion. Intelligence, behavioral characteristics, and gender were examined to determine if they could predict student preference for occupations that involved working primarily with people versus occupations that involved working primarily with things. Only gender acted as a predictor. The implications of these findings are discussed. (PsycINFO Database Record (c) 2005 APA)

Eisenman, L. T. (2003). Theories in Practice: School-to-Work Transitions-for-Youth With Mild Disabilities. *Exceptionality*, 11(2), 89-102.

Systematic research into the school-to-work (STW) transition of young people with mild disabilities (learning disabilities, mental retardation, emotional-behavioral disorders), a relatively new emphasis in education, has produced a wealth of information about factors associated with adult employment. Further, legislative mandates and recent educational reforms related to transition and access to the general curriculum have generated useful policy discussions about

how schools can best support young people with disabilities to overcome documented barriers to work. However, theoretical perspectives embedded in and generated from research, policy, and practice on STW transitions of young people with disabilities are rarely discussed. The intent of this article is fourfold: (a) to summarize current research and models of practice on STW transition within the field of special education, (b) to identify implicit yet infrequently named theories in our research and practice, (c) to make connections to STW theories outside special education, and (d) to suggest how emerging perspectives can shape future research. (PsycINFO Database Record (c) 2005 APA)

Faubion, C. W., & Andrew, J. (2000). A systems analysis of the case coordinator model and an outcomes analysis in supported employment. *Rehabilitation Counseling Bulletin, 43*(2), 75-83, 96.

Examined a state-operated mental retardation service delivery system and conducted a systems analysis of the case coordinator referral system to determine the characteristics of individuals who were likely to be referred to supported employment (SE). The authors also performed an outcomes analysis of the system's SE program to determine who was likely to be successful in the program. This examination was conducted by building prediction models using case file data for 128 adults. Logistic regression (LR) was used in the systems analysis with a criterion variable of referred or not referred. Predictor variables (PVs) were IQ; adaptive behavior level (ABL); disability, health, and behavior ratings; county of residence; race; gender; and age. Multiple regression was used in the outcomes analysis with a criterion variable of hours scheduled to work (HSW). PVs were IQ, ABL, number of disabilities, presence of behavior problems, and number of job coaches. Results of the LR model indicated that referral status from the case coordinator system to the SE program could be predicted from the individual's disability rating and age. Results also indicated that SE outcomes, as measured by average number of HSW per week, could not be predicted by IQ, ABL, disability or behavior rating. (PsycINFO Database Record (c) 2005 APA)

Ford, L. H. (1995). *Providing Employment Support for People with Long-Term Mental Illness. Choices, Resources, and Practical Strategies.*

Designed for professionals in the field of mental illness and staff involved in providing on-the-job support for persons with mental illness, this book provides an overview of employment issues relevant to such workers. The 23 chapters of the book are organized in 5 sections. The first two sections provide background information about the clients served and the systems that serve them. The third section addresses these topics: client screening and assessment; career development, teaching job seeking skills, job clubs, job development, and choosing and building the right job. The fourth section focuses on issues that arise after employment, including: learning the job; behavior management and self-management; and natural supports, integration, and social skills. The final section addresses long-term issues, such as routine follow-up, troubleshooting and crisis intervention, and dealing with job loss. Case studies and reproducible checklists are used throughout the book. Contains 193 references. (KC)

Forrester-Jones, R., Jones, S., Heason, S., & Di'Terlizzi, M. (2004). Supported Employment: A Route to Social Networks. *Journal of Applied Research in Intellectual Disabilities, 17*(3), 199-208.

Background: Evidence suggests that social networks mediate social functioning, self-esteem, mental health and quality of life. This paper presents findings concerning changes in the social lives, skills, behaviour and life experiences of a group of people with intellectual disabilities (n=18), who gained support from an employment agency to find paid work. Method: The composition and quality of individuals' social networks were mapped using a Social Network

Guide. Changes in skills, behaviour and life experiences were assessed using standardized measures. Results: The social network size of participants increased over time, with most social contacts being drawn from community contexts. This linked to improvements in life experiences, particularly in relation to leisure activities. Some improvements in adaptive behaviour were also found over time but no significant relationship between social network size and changes in adaptive behaviour were evident. Conclusions: Whilst work will not guarantee social relationships, it can help maintain network size and provides a good opportunity for people with intellectual disabilities to meet others who are not associated with intellectual disability services. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Garff, J. T., & Storey, K. (1998). The Use of Self-Management Strategies for Increasing the Appropriate Hygiene of Persons with Disabilities in Supported Employment Settings. *Education and Training in Mental Retardation and Developmental Disabilities*, 33(2), 179-188.

Three adults with developmental disabilities in supported-employment settings were successfully taught self-management strategies for addressing hygiene issues. The intervention included: a checklist with steps necessary to address particular hygiene issues, modeling the steps to each participant, providing praise and feedback, and teaching the participants to self-reinforce. (Author/CR)

Gaylord-Ross, R., Park, H. S., Johnston, S., Lee, M., & Goetz, L. (1995). Individual social skills training and co-worker training for supported employees with dual sensory impairment. Two case examples. *Behav Modif*, 19(1), 78-94.

Two case studies examined the efficacy of two social enhancement procedures--individual social skills training (SST) and co-worker intervention for two employees with dual sensory impairment who were working in competitive employment settings but who were socially isolated from contact with their nondisabled co-workers. A variety of measures, including direct behavioral observations and social validation ratings, examined social interaction and the formation of social networks in the workplace. Results showed that the number and duration of social interactions improved with each of the social enhancement programs. Social validation data and anecdotal reports indicated that the employees with disabilities became more socially competent, interactive, and included in the social network of the workplace. Interestingly, SST followed by co-worker training resulted in greater increases in social responding as compared to co-worker training followed by SST.

Gerhardt, P. F., & Holmes, D. L. (2005). Employment: Options and Issues for Adolescents and Adults with Autism Spectrum Disorders. In F. R. Volkmar, R. Paul, A. Klin & D. Cohen (Eds.), *Handbook of autism and pervasive developmental disorders, Vol. 2: Assessment, interventions, and policy (3rd ed.)*. (pp. 1087-1101): John Wiley & Sons, Inc, Hoboken, NJ, US.

(From the chapter) In the United States, adults with autism spectrum disorder (ASD) continue to exist outside the employment mainstream in numbers far greater than is appropriate. Among the many reasons for this continued underemployment are the disconnect between the potential of adult learners with ASD and the resources of the systems designed to provide programmatic support, the absence of a legislative entitlement to services as an adult, inadequate or inappropriate transition planning, and, to some extent, limited interest in supporting adult learners in general and, in particular, those with greater cognitive or behavioral challenges. While these challenges are significant, they are not insurmountable. Across the country, there are a number of excellent programs (e.g., Eden WERCs in New Jersey, Community Services for Autistic Adults and Children in Maryland, and Division TEACCH in North Carolina) that are successfully

supporting adults of divergent ability levels to become employed, participating, and contributing members of their community and the local economy. The task ahead is to make this limited possibility into a near-certain probability and, in so doing, demonstrate to the community at large that persons with ASD, despite their disability, do not always have to be understood as having a handicap. (PsycINFO Database Record (c) 2006 APA)

Gold, P. B., Meisler, N., Santos, A. B., Carnemolla, M. A., Williams, O. H., & Keleher, J. (2005). Randomized Trial of Supported Employment Integrated With Assertive Community Treatment for Rural Adults With Severe Mental Illness. *Schizophr Bull.*

Urban-based randomized clinical trials of integrated supported employment (SE) and mental health services in the United States on average have doubled the employment rates of adults with severe mental illness (SMI) compared to traditional vocational rehabilitation. However, studies have not yet explored if the service integrative functions of SE will be effective in coordinating rural-based services that are limited, loosely linked, and geographically dispersed. In addition, SE's ability to replicate the work outcomes of urban programs in rural economies with scarce and less diverse job opportunities remains unknown. In a rural South Carolina county, we designed and implemented a program blending Assertive Community Treatment (ACT) with an SE model, Individual Placement and Support (IPS). The ACT-IPS program operated with ACT and IPS subteams that tightly integrated vocational with mental health services within each self-contained team. In a 24-month randomized clinical trial, we compared ACT-IPS to a traditional program providing parallel vocational and mental health services on competitive work outcomes for adults with SMI (N = 143; 69% schizophrenia, 77% African American). More ACT-IPS participants held competitive jobs (64 versus 26%;  $p < .001$ , effect size [ES] = 0.38) and earned more income (median [Mdn] = \$549, interquartile range [IQR] = \$0-\$5,145, versus Mdn = \$0, IQR = \$0-\$40;  $p < .001$ , ES = 0.70) than comparison participants. The competitive work outcomes of this rural ACT-IPS program closely resemble those of urban SE programs. However, achieving economic self-sufficiency and developing careers probably require increasing access to higher education and jobs imparting marketable technical skills.

Grossi, T. A., & Heward, W. L. (1998). Using Self-Evaluation To Improve the Work Productivity of Trainees in a Community-based Restaurant Training Program. *Education and Training in Mental Retardation and Developmental Disabilities*, 33(3), 248-263.

A self-evaluation training package consisting of goal-setting, self-monitoring, and self-evaluation of work productivity was implemented with four adult males with developmental disabilities enrolled in a community-based restaurant program. Each trainee's work productivity improved for each task as a function of the self-evaluation training package. (Author/CR)

Grossi, T. A., Kimball, J. W., & Heward, W. L. (1994). "What did you say?" Using review of tape-recorded interactions to increase social acknowledgments by trainees in a community-based vocational program. *Res Dev Disabil*, 15(6), 457-472.

Dana and Rick, two adults with developmental disabilities enrolled in a restaurant training program, had poor prospects for long-term employment because of inappropriate social behavior. They often made no response, mumbled inaudibly, or made a negative remark when spoken to by their supervisors or other employees. Each trainee's Individual Vocational Plan (IVP) included goals of prompt and polite acknowledgement of coworker initiations. Previous efforts to improve Dana and Rick's acknowledging behavior had been unsuccessful. Throughout the study, each trainee's responses to 20 verbal initiations by coworkers (i.e., requests, questions, corrective feedback, praise, and social comments) were recorded during each of two observation periods per



workshift. Throughout one of the observation periods during the intervention phases, the trainees carried in their work aprons a small, audio cassette recorder that recorded their interactions with coworkers. The primary intervention consisted of a preworkshift meeting in which the trainee and experimenter reviewed five randomly selected interactions recorded during the previous day's shift. The review included self-evaluation, praise, corrective feedback, and role-play. A multiple baseline across subjects design showed each trainee acknowledged a greater number of coworker initiations as a function of the intervention. Each trainee also acknowledged more coworker initiations during the second observation period when the tape recorder was never worn. In a subsequent intervention phase, Dana reviewed her tape-recorded interactions prior to randomly selected shifts. Rick's acknowledgments increased to a socially valid level when the review procedure was supplemented with graphic feedback. Both trainees continued to acknowledge their coworkers' initiations at levels equal to nondisabled restaurant employees when they no longer wore the tape recorder during a final phase and during follow-up observations 4 to 8 weeks later.

Hagner, D. C. (1996). "Natural Supports" on Trial: Day 2799? *Journal of the Association for Persons with Severe Handicaps*, 21(4), 181-184.

This commentary on "Natural Supports in the Workplace: The Jury Is Still Out" (Test and Wood), argues that the principles of natural supports should not be subject to empirical testing because they function as a guide to strategy development and strategy selection. Discusses the difficulties in examining natural support strategies. (CR)

Helms, B. J., & Moore, S. C. (1993). Perceptions of Aversiveness by Supported Employment Supervisors and Job Coaches. *Education and Training in Mental Retardation*, 28(3), 212-219.

A survey administered to 91 supported employment job coaches and 86 supervisors revealed that confusion exists over what constitutes an aversive intervention versus a nonaversive intervention for persons with disabilities. When asked to rate 20 vignettes describing interventions, respondents' ratings ranged from nonaversive to severely aversive on 17 of the vignettes for both groups. (Author/JDD)

Holmes, J. (2003). Small talk at work: Potential problems for workers with an intellectual disability. *Research on Language and Social Interaction*, 36(1), 65-84.

It is commonly assumed that communication in the workplace is primarily transactional talk, that is, task-oriented interaction focusing on information exchange. The research of the Wellington Language in the Workplace Project indicates, however, that workplace interaction is unlikely to proceed smoothly without the crucial small talk that oils the social wheels. Although competent native speakers have been socialized over many years to "do" small talk appropriately at work, successfully engaging in small talk in different work contexts presents serious challenges for some workplace novitiates. This article explores some of the problems presented by small talk for workers with intellectual disabilities. The way such workers negotiate workplace interactions provides valuable insights into the taken-for-granted assumptions that underlie much of our day-to-day interaction at work. The analysis examines 2 distinct aspects of small talk at work, namely the way small talk is distributed and the complex functions of small talk in workplace interaction. (PsycINFO Database Record (c) 2005 APA)

Holzberg, E. (2002). The best method for improving safety on the job for supported employees. *Work*, 19(1), 81-86.

This article addresses the best method for improving safety on-the-job for supported employees. A survey of common causes of accidents and the opinions of individuals involved in supported employment is presented. This is followed by an evaluation of types of safety skills training that is available. Most of the training programs discussed utilized a problem solving approach.

Honey, A. (2004). Benefits and Drawbacks of Employment: Perspectives of People With Mental Illness. *Qualitative Health Research, 14*(3), 381-395.

In this article, the author presents the perspectives of people with mental illness about the benefits and drawbacks of employment, what factors influence these, and how they affect consumers' decisions and actions. Forty-one consumers of mental health services participated in 76 in-depth interviews and two focus groups. The author coded data inductively and analyzed them using grounded theory method. The results demonstrate that the benefits and drawbacks of employment are experienced in six domains. Individuals' perceptions of benefits and drawbacks are influenced by individual and contextual factors, are dynamic over time, and are instrumental in determining their employment-related actions. The findings suggest several areas for future exploration with a view to improving policy and practice in employment for people with mental illness. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Inge, K. J. E., & Wehman, P. E. (1993). Designing Community-Based Vocational Programs for Students with Severe Disabilities. Vocational Options Project.

This manual presents six papers on the design of community-based employment programs for students with severe disabilities. The first paper is "Community-Based Vocational Preparation for Students with Severe Disabilities: Designing the Process" by Katherine J. Inge et al. This paper details a five-step process for designing such a program. The second paper is also by Katherine J. Inge et al. and is titled "Community-Based Vocational Instruction and the Labor Laws: A 1993 Update." It includes frequently asked questions about the Fair Labor Standards Act and case study examples to help interpret the guidelines. The third paper, by Katherine J. Inge and Stacy Dymond, is "Challenging Behaviors in the Work Place: Increasing One Student's Access to Community-Based Vocational Instruction Using a Changing Criterion Design." The fourth paper, "Supported Employment for School-Age Students with Severe Disabilities: Issues and Applications" by Stacy Dymond et al, uses a case study of one student in the Vocational Options Project to illustrate the movement from community-based vocational training to individual supported employment before exiting school. The fifth paper, "The Application of a Self-Management Procedure To Increase Work Productions: A Community-Based Case Study Example" by Katherine J. Inge et al., also uses a case study to demonstrate self-management procedures. The final paper is by Paul Wehman and is titled "A Selective Review of Supported Employment Literature: Progress Made and Challenges Ahead." A table entitled, "Number of Budgeted and Unfilled Positions by Occupation at Outside Providers of Purchased Services that State Directors Report Difficulty Obtaining" is appended. Most papers contain references. (DB)

Julius, E., Wolfson, H., & Yalon-Chamovitz, S. (2003). Equally unequal: Gender discrimination in the workplace among adults with mental retardation. *Work: Journal of Prevention, Assessment & Rehabilitation, 20*(3), 205-213.

Gender discrimination in the work place has been widely reported. Women are usually discriminated against in level of occupation and salary. This study explored the correlation between gender and employment among adults (aged 21-50 years) with mental retardation, specifically, whether gender discrimination in the work place is as prominent among people with mental retardation as in the general population. Level of occupation and salary earned were

studied in 227 adults with mild and moderate mental retardation residing in institutions, hostels, and sheltered homes. The findings suggest a correlation between gender and employment similar to that in the general population. Women were found to be employed mainly in sheltered workshops and lower levels of occupation, and to earn significantly less than the men. However, closer examination of each work place revealed that within each level of occupation there were no significant gender differences in salary. The finding suggests that while women with mental retardation earn lower salaries than men, this is mainly the result of their lower level of occupation. Rehabilitation efforts should therefore be directed toward ensuring higher levels of occupation as well as community employment among women with mental retardation. (PsycINFO Database Record (c) 2005 APA)

Keel, J. H., Mesibov, G. B., & Woods, A. V. (1997). TEACCH-supported employment program. *J Autism Dev Disord*, 27(1), 3-9.

Division TEACCH has served over 100 persons with autism through its supported employment program. Three models of supported employment are utilized: individual placement model, dispersed enclave model, and mobile crew model. Within each of these models there is an emphasis on utilizing individual strengths and interests, identifying appropriate jobs, and providing extensive long-term support. A retention rate of 89% demonstrates the success of the program which is due in large part to the broad array of long-term support services that are provided.

Kennedy, C. H., & Horn, E. M. (2004). *Including students with severe disabilities*. Boston: Pearson/Allyn and Bacon.

Lancioni, G. E., O'Reilly, M. F., Brouwer-Visser, G., Groeneweg, J., Bikker, B., Flaming, T., et al. (2001). Frequent versus non-frequent prompts and task performance in persons with severe intellectual disability. *Scandinavian Journal of Behaviour Therapy*, 30(3), 134-139.

This study extended the evaluation of frequent vs. non-frequent prompts to support task performance with people with severe intellectual disability. Three participants, aged 16-17 and 47 yrs, were involved in the study. The data indicated that the frequent prompts strategy promoted higher levels of on-task behaviour and correct responding for 2 participants and on-task behaviour for 1 participant. The relation of these data with previous findings and their implications for daily occupation programmes for persons with severe developmental disabilities are discussed. (PsycINFO Database Record (c) 2005 APA)

Langford, C. A., Boas, G. J., Garner, W. E., & Strohmer, D. C. (1994). Selecting clients for supported employment: Functional criteria or categorical labels? *Journal of Applied Rehabilitation Counseling*, 25(3), 37-41.

Investigated the impact of categorical labels vs. functional limitations upon rehabilitation professionals' identification of clients for supported employment. 89 rehabilitation professionals reviewed a case description of an individual exhibiting inappropriate work behaviors that functionally defined appropriate candidates for supported employment, but varied only in terms of the categorical label assigned to the fictitious client. The case description had 5 variations (no diagnosed disability, traumatic brain injury, epilepsy, hearing impairment, or mental retardation). Results suggest that the categorical label affected decisions to refer clients for supported employment. Ss were more likely to refer clients diagnosed with mental retardation or traumatic brain injury than those diagnosed with epilepsy or hearing impairment, or those with no diagnosis. (PsycINFO Database Record (c) 2005 APA)

Lesgold, A. M., Feuer, M. J., Black, A. M., & National Research Council (U.S.). Commission on Behavioral and Social Sciences and Education. Board on Testing and Assessment. (1997). *Transitions in work and learning: implications for assessment: papers and proceedings*. Washington, D.C.: National Academy Press.

Mank, D. (1996). Natural Support in Employment for People with Disabilities: What Do We Know and When Did We Know It? *Journal of the Association for Persons with Severe Handicaps*, 21(4), 174-177.

This commentary on "Natural Supports in the Workplace: The Jury Is Still Out" (Test and Wood), argues that the differing definitions of natural supports are constructive because of the evolving nature of the research, and that progressive policy is often ahead of documented knowledge, but concurs that additional research is needed. (CR)

Marwaha, S., & Johnson, S. (2004). Schizophrenia and employment - a review. *Soc Psychiatry Psychiatr Epidemiol*, 39(5), 337-349.

**BACKGROUND:** Little is known about the extent to which work contributes to the recovery of people with schizophrenia. There is increasing interest in the subject because of new service models and the economic cost of unemployment in people with severe mental illness. **METHODS:** A literature search was carried out with the aim of investigating: a). employment rates in schizophrenia and first-episode psychosis and the extent to which they have changed over time; b). the barriers to work; c). the factors associated with being employed among people with schizophrenia; and d). whether employment influences other outcomes in schizophrenia. **RESULTS:** There are wide variations in reported employment rates in schizophrenia. Most recent European studies report rates between 10 % and 20%, while the rate in the US is less clear. There is a higher level of employment among first-episode patients. The employment rate in schizophrenia appears to have declined over the last 50 years in the UK. Barriers to getting employment include stigma, discrimination, fear of loss of benefits and a lack of appropriate professional help. The most consistent predictor of employment is previous work history. Working is correlated with positive outcomes in social functioning, symptom levels, quality of life and self esteem, but a clear causal relationship has not been established. **CONCLUSIONS:** Very low employment rates are not intrinsic to schizophrenia, but appear to reflect an interplay between the social and economic pressures that patients face, the labour market and psychological and social barriers to working.

McGoey, K. E., Eckert, T. L., & DuPaul, G. J. (2002). Early Intervention for Preschool-Age Children with ADHD: A Literature Review. *Journal of Emotional and Behavioral Disorders*, 10(1), 14-28.

This review of the literature evaluates the efficacy of pharmacological, parent training, and behavioral interventions with preschool-age children with attention deficit/hyperactivity disorder. It finds pharmacological intervention to be generally effective, parent training methods effective in the home setting (but generalization studies are lacking), and only few studies (though promising) on use of behavior management in school settings. (Contains references.) (Author/DB)

McLaughlin, P. J. E., & Wehman, P. E. (1996). *Mental Retardation and Developmental Disabilities*. Second Edition.

This book presents 19 chapters on life span perspectives and service issues for people with mental retardation and developmental disabilities. The book presents best practices and provides a view of the range of services necessary to work with people who have those disabilities. It is intended to provide a core reference for providers in the helping disciplines and makes extensive use of case studies to demonstrate key concepts. Chapter titles and authors are: (1) "Service Delivery" (Pamela Wolfe and others); (2) "Early Intervention" (Rebecca Anderson Weissman and David C. Littman); (3) "Going to School" (Kathryn A. Blake and others); (4) "Transition from School to Adulthood" (Katherine Inge and others); (5) "Growing Older" (Michael Malone and Nancy Kropf); (6) "Mild Mental Retardation" (John Langone); (7) "Severe Mental Retardation" (William R. Sharpton and Michael D. West); (8) "Cerebral Palsy" (Katherine Inge); (9) "Seizure Disorders" (Elizabeth Perry-Varner); (10) "Behavioral Disabilities" (Elaine Clark); (11) "Autistic Disorder" (Ronald C. Eaves); (12) "Self-Injurious Behavior" (David Pitonyak); (13) "Deaf-Blind" (JoAnn M. Marchant); (14) "Learning Disabilities" (William N. Bender); (15) "Case Management" (Susan Neal and Beth Gilson); (16) "Community-Based Vocational Training" (Katherine Inge and others); (17) "Supported Employment" (Paul Wehman and Wendy Parent); (18) "Supported Living and Collaborative Transition" (Tom J. Clees); and (19) "Social Security" (Susan O'Mara and John Kregel). (Individual chapters contain references.) (DB)

McNair, J. E., & Legutki, G. E. (1993). *Issues in Transition. Volume Two.*

Six papers address issues in the transition of students with disabilities into the adult world of work. The first paper by Richard Ashcroft and titled "Attachment and Transition for Troubled Youth," reviews the literature on attachment, transition, social skills, and troubled youth and school, and offers a transition strategy which focuses on increasing school attachment and social bonding. The second paper titled, "The Local Church as an Agent of Natural Supports to Individuals with Developmental Disabilities" by Jeff McNair, considers involvement of local churches in providing transition supports to this population, including rules for participation, areas in which the church can provide assistance, and the church as an agent in softening social environments. Next, Joseph O. Turpin, in "Holistic Approach to Transitioning," uses a holistic approach to consider the interaction of factors of personal change, traits of the individual/family, and traits of the environment. The fourth paper, "Job Coach Site Visit Card" by Jeff McNair and others, describes a card used to both assist agencies in collecting information on supported employment programs and to help job coaches monitor their own performance in the provision of support. The next paper, by Joseph L. English, is titled "An Update on the Carl D. Perkins Legislation" with emphasis on the development of quality special focus programs. The final paper "Transition Follow Up" by Carolee A. Monroe examines follow-up of both educational programs and students with severe disabilities. Individual papers contain references. (DB)

Moore, C. L., Harley, D. A., & Gamble, D. (2004). Ex-post-facto analysis of competitive employment outcomes for individuals with mental retardation: national perspective. *Ment Retard*, 42(4), 253-262.

Disparities in proportions of competitive job placements and provision of vocational rehabilitation services by level of mental retardation were identified for 28,565 individuals. Chi-square results reveal that consumers with mild mental retardation are significantly more likely to achieve competitive jobs compared to those with more severe levels. Logistic regression indicated that the odds of achieving a competitive job for consumers receiving job placement services, business/vocational training, and counseling were nearly two times that of individuals not receiving such services. Findings suggest that a significantly lower proportion of these services were provided to consumers with severe/profound mental retardation. Implications of findings for service, research, and policy are discussed.

Morgan, R. L. (1996). Advancing skills of specialists in employment training [videorecording]. Logan, Utah: Department of Special Education and Rehabilitation Utah State University.

National Research Council (U.S.). Panel on Transitions to Adulthood in Developing Countries., Lloyd, C. B., National Research Council (U.S.). Committee on Population., & National Research Council (U.S.). Board on Children Youth and Families. (2005). *Growing up global: the changing transitions to adulthood in developing countries*. Washington, D.C.: National Academies Press.

Newton, P. E. (2000). TASH Newsletter, 1999-2000. *TASH Newsletter*, 25-26(1/2-12/1).

This document comprises the nine issues of the 1999-2000 TASH Newsletter. Each issue includes news items, conference information, and articles. Major articles include the following: "1998 TASH Annual Conference: Inclusion Roundtable"; "1998 TASH Conference Keynote Address (Zuhay Sayeed)"; "Do Not Resuscitate - Whose Choice Is It?" (Nancy Noble); "The Utter Vulnerability of Persons with Mental Disabilities in Police Interrogation Rooms" (Robert Perske); "Closing Brandon Training School: A Vermont Story" (Bonnie Shoultz and others); "Pulling the Plug on the ADA?" (Jonathan D. Ezekiel); "A 'New' Dr. Death at Princeton" (Mary Jane Owen); "The Importance of Arts Education for All Students" (Florence Aversa); "The Promise and Pitfalls of the Workforce Investment Act" (Michael Callahan); "National Efforts To Promote Conversion: Day Programs to Supported Employment"; "Empowering Communication Aid Users" (Rosemary Crossley); "Inclusion Is Happening ...WHERE?" (Rich Villa); "International Human Rights Abuses against People with Mental Disabilities" (Eric Rosenthal); "What Is Culturally Appropriate? Finding a Middle Way" (Alexandra Enders); "Reflections about Positive Behavioral Supports" (Jacki Anderson); "Effective School Practice in Educating Students with Challenging Behavior" (Tim Knoster and Don Kincaid); "The Professionalization of Teaching and Learning for Children with Severe Disabilities: The Creation of TASH" (Ed Sontag); and "An Introduction to Disability Studies" (Perri Harris and Lori Lewin). (Some articles contain references.) (DB)

Pueschel, S. M., & Šustrovà, M. (1997). *Adolescents with Down Syndrome: toward a more fulfilling life*. Baltimore: Paul H. Brookes Pub.

Pulakos, E. D., Arad, S., Donovan, M. A., & Plamondon, K. E. (2000). Adaptability in the workplace: development of a taxonomy of adaptive performance. *J Appl Psychol*, 85(4), 612-624.

The purpose of this research was to develop a taxonomy of adaptive job performance and examine the implications of this taxonomy for understanding, predicting, and training adaptive behavior in work settings. Two studies were conducted to address this issue. In Study 1, over 1,000 critical incidents from 21 different jobs were content analyzed to identify an 8-dimension taxonomy of adaptive performance. Study 2 reports the development and administration of an instrument, the Job Adaptability Inventory, that was used to empirically examine the proposed taxonomy in 24 different jobs. Exploratory factor analyses using data from 1,619 respondents supported the proposed 8-dimension taxonomy from Study 1. Subsequent confirmatory factor analyses on the remainder of the sample (n = 1,715) indicated a good fit for the 8-factor model. Results and implications are discussed.

Reid, D. H., Green, C. W., & Parsons, M. B. (1998). A Comparison of Supported Work versus Center-Based Program Services on Selected Outcomes for Individuals with Multiple Severe Disabilities. *Journal of the Association for Persons with Severe Handicaps*, 23(1), 69-76.

Effects of supported work versus center-based program services were evaluated with four adults with multiple severe disabilities. Results found most participants displayed more alert and active behavior and were involved in more purposeful activity in supported work than in center-based programs. Differences in expectations and staff competence between delivery systems are examined. (Author/PB)

Reid, D. H., Parsons, M. B., Green, C. W., & Browning, L. B. (2001). Increasing one aspect of self-determination among adults with severe multiple disabilities in supported work. *J Appl Behav Anal*, 34(3), 341-344.

We attempted to increase one aspect of self-determination among 3 supported workers with multiple disabilities. Following Baer's (1998) self-determination conceptualization, the workers were exposed to two conditions that involved working more versus less independently based on availability of assistive devices. Next, their condition preferences were assessed and honored. All participants consistently chose the more independent condition. Results reflect how self-determination may be enhanced by giving workers increased control over work situations.

Reisman, E. S. (1993). *Supervising Employees with Learning Disabilities. Revised Edition. Guidelines.*

This manual presents guidelines for supervisors of employees with learning disabilities. Guidelines were developed from both the author's supervisory experience and from a research study surveying employers to identify support systems and techniques to enable supervisors to work more effectively with these employees. The survey, which included 65 complete questionnaires and 27 personal interviews, identified problems that this population experiences, including low self esteem, insecurity, inability to follow directions, distractibility, perseveration, and limited social skills. Principles underlying effective supervisory strategies emerged, including: (1) proper job placement is the first step to successful employment; (2) the supervisor should be committed to training and hiring people with special needs for the work force; (3) specialized supervisory skills are needed; and (4) deficits can be converted into assets. Specific supervisory strategies are listed, divided into two groups: first, general techniques for working with employees with learning disabilities and, second, specific problem behaviors and strategies for handling them. The final section addresses qualities of the on-site supervisor which contribute to effective job performance by the employee with learning disabilities and sources of supervisory consultation and support for the supervisor. (DB)

Reitman, D., Drabman, R. S., Speaks, L. V., Burkley, S., & Rhode, P. C. (1999). Problem social behavior in the workplace: an analysis of social behavior problems in a supported employment setting. *Res Dev Disabil*, 20(3), 215-228.

The social skills problems that may influence the work-related success of supported employees has been only infrequently documented in the research literature. Though a multitude of research describes the performance-related challenges faced by supported employees, few papers address the interpersonal difficulties encountered by supported employees in the workplace. The present paper uses job trainer or "coaches" logs and two promising rating scales (the Psychopathology Instrument for Mentally Retarded Adults [PIMRA and PIMRA-S]) to describe the social problems encountered by some supported employees. Job coach's logs indicated that approximately 58% of supported employees had experienced one or more incidents of interpersonal difficulty during their employment tenure and that 40% of the problems experienced by these individuals could be described as sexuality-related. Overall, about 25% of all supported employees had reported incidents of conflict with employees or customers that seemed sexuality-

related. In addition, social and developmental factors that might contribute to the interpersonal problems found in the present research are discussed.

Riches, V. C., & Green, V. A. (2003). Social integration in the workplace for people with disabilities: An Australian perspective. *Journal of Vocational Rehabilitation, 19*(3), 127-142.

This study sought to explore the extent to which workers (N=71) with disabilities were experiencing integration from the perspective of Supervisors (N=65), Co-workers (N=63) and Employment Specialists (N=67) located in 64 open and supported employment sites across Australia. Overall, the findings revealed a considerable amount of agreement between the three groups of participants. The results showed that people with disabilities who were employed in entry level jobs across a range of work-places were considered to be valued members of the workforce. The majority of supervisors and co-workers indicated that the person with a disability was engaged in the social life of the workplace, although co-workers were less positive. Perceived differences on task related social skills and actual job performed appeared likely contributors to this finding. Finally, the positive attitudes being expressed towards those people with disabilities in this study by all three groups suggest that having direct experience with employees with disabilities in open employment situations can have a positive effect. The findings are discussed in light of the need for further research that seeks to understand the formation of friendships by adults with disabilities. (PsycINFO Database Record (c) 2005 APA)

Rogan, P. (1996). Natural Supports in the Workplace: No Need for a Trial. *Journal of the Association for Persons with Severe Handicaps, 21*(4), 178-180.

This commentary on "Natural Supports in the Workplace: The Jury Is Still Out" (Test and Wood), discusses existing research on the effectiveness of natural supports. Describes job development and training approaches that facilitate natural supports and how supports can be responsive to the changing needs of supported employees and employers. (CR)

Rose, V., & Perz, J. (2005). Is CBT useful in vocational rehabilitation for people with a psychiatric disability? *Psychiatr Rehabil J, 29*(1), 56-58.

People with a psychiatric disability can experience difficulty in gaining and maintaining employment. Some of these difficulties are related to problems in managing employment-related stress. The aim of this study was to pilot a vocationally-oriented cognitive behavioral therapy (CBT) training program for people receiving public mental health services in Australia. Thirteen participants completed the program and reported significant improvements in general mental health, optimism and attitudes to work following training. The utility of CBT approaches to vocational rehabilitation for people with a psychiatric disability requires rigorous testing. It is likely that this approach may best be used in conjunction with other programs such as supported employment.

Rusch, F. R., & Hughes, C. (1996). Natural Supports: Who Benefits--"We" or "They?" *Journal of the Association for Persons with Severe Handicaps, 21*(4), 185-188.

This commentary on "Natural Supports in the Workplace: The Jury Is Still Out" (Test and Wood), criticizes natural supports as a concept that is premised on the notion that people with disabilities are the only ones who need "support" and perpetuates the notion of control over persons with disabilities. (CR)



Schartz, K., Schartz, H. A., & Blanck, P. (2002). Employment of persons with disabilities in information technology jobs: Literature review for "IT works". *Behavioral Sciences & the Law*, 20(6), 637-657.

This article reviews relevant literature as to the labor pool of qualified individuals with disabilities and employment in information technology (IT) sector jobs. First, the article reviews the empirical literature on barriers to employment in IT for persons with disabilities. The examination then is extended to studies of barriers to employment for individuals with disabilities in other employment sectors. Findings illustrate the limited experiences that IT and non-IT companies have in employing and accommodating employees with disabilities. Implications are discussed for enhancing the employment of qualified workers with disabilities in IT through research, education, training, and mentoring programs. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Scheid, T. L. (2005). Stigma as a barrier to employment: Mental disability and the Americans with disabilities act. *International Journal of Law and Psychiatry*, 28(6), 670-690.

In a controversial expansion of workplace civil rights, the 1990 Americans with Disability Act (ADA) extended anti-discrimination protection to individuals with "mental impairments." One of the most critical barriers to the employment of individuals with mental disabilities is the degree of social stigma such disabilities incur, and there is compelling evidence that employers have stigmatizing attitudes and have discriminated against those with mental disabilities. This study examines the role played by stigma in employers' response to the 1990 Americans with Disability Act (ADA). A stratified sample of one hundred ninety employers were surveyed in 1996-1997 in a major Southern metropolitan area. Telephone interviews were completed with one hundred seventeen employers (response rate of 61.6%). The article describes employers' experiences with employees with mental disabilities and accommodations, specific employment practices, and attitudes towards those with mental disabilities. Stigma played an important role in conformity to the ADA (operationalized as either hiring or having specific recruiting policies for hiring individuals with mental disabilities). Furthermore, employers expressing coercive (fear of a lawsuit) as opposed to normative (belief that it is the right thing to do) rationales for compliance were more likely to hold stigmatized attitudes. Employers' beliefs about mental disability form a crucial foundation for truly supportive work environments (those that value difference and diversity), and further research is needed to determine if over time the ADA is successful in changing attitudes as well as behavior. (PsycINFO Database Record (c) 2006 APA) (journal abstract)

Schelly, C., & et al. (1995). Vocational Support Strategies for Students with Emotional Disorders. ERIC Digest E534.

This digest describes support strategies for overcoming obstacles to finding and maintaining employment for students with emotional disorders. These youths may avoid risk-taking situations and often have difficulty with verbal and nonverbal communication, such as struggling to make telephone calls to employers and exhibiting limited communication skills and eye contact. Obstacles to holding a job include difficulty following instructions and staying on task, inability to accept feedback, acting before thinking, and general lack of socially acceptable work behaviors. Support strategies include functional community-referenced assessment, modified supported employment, career skills preparation, problem-solving implementation, allowing natural consequences to occur, and action planning. A list of five organizational resources, and five electronic resources concludes the digest. Contains six references. (SW)

Silverstein, R., Julnes, G., & Nolan, R. (2005). What Policymakers Need and Must Demand From Research Regarding the Employment Rate of Persons with Disabilities. *Behavioral Sciences & the Law*, 23(3), 399-448.

Enabling persons with disabilities to prepare for and engage in gainful employment has become a priority concern in U.S. society. As a result, federal and state policymakers are adopting employment-related initiatives designed to enhance the employment rate of persons with disabilities. Policymakers need credible evidence in order to assess and reform these initiatives. This recognized need, however, begs the question of what constitutes "credible evidence." Of particular concern in the disability policy arena is the debate over the types of conclusion about employment rates that can and cannot be drawn from analyses of national survey data sets. This article connects standard research methodology concepts with the complexities of evaluating disability policy to help stakeholders appreciate the issues involved in this debate. This appreciation can help policymakers (1) recognize unwarranted cause-and-effect conclusions based solely on existing national survey data and (2) demand better data and stronger research designs to complement the potential over-reliance on correlational studies using problematic survey data to estimate policy impacts. To this end, the article concludes with a practical framework with a checklist for assessing the adequacy of research regarding the employment rate of persons with disabilities. (PsycINFO Database Record (c) 2006 APA) (journal abstract)

Siperstein, G. N., Romano, N., Mohler, A., & Parker, R. (2006). A national survey of consumer attitudes towards companies that hire people with disabilities. *Journal of Vocational Rehabilitation*, 24(1), 3-9.

Employers' negative attitudes and fears have long been a barrier to the employment of individuals with disabilities. Accordingly, attitude literature on the employment of people with disabilities has focused almost exclusively on employers. However, due to their influence over business practices, the successful employment of people with disabilities is also contingent on the views of the consumer. This study extends previous studies that focused on the attitudes of employers, and went directly to the consumer. Consumer attitudes toward companies that hire individuals with disabilities were assessed through a national public survey (N = 803). Most of the participants (75%) had direct experience with people with disabilities in a work environment. Moreover, these experiences were positive. All participants responded positively towards companies that are socially responsible, including 92% of consumers who felt more favorable toward those that hire individuals with disabilities. The participants also had strong positive beliefs about the value and benefits of hiring people with disabilities, with 87% specifically agreeing that they would prefer to give their business to companies that hire individuals with disabilities. Implications of consumer support on company hiring practices are discussed. (PsycINFO Database Record (c) 2006 APA) (journal abstract)

Slife, B. D. (2006). *Taking sides* (14th ed.). Dubuque, Iowa: McGraw-Hill.

Smith, M. D., & Philippen, L. R. (2005). Community integration and supported employment. In D. Zager (Ed.), *Autism spectrum disorders: Identification, education, and treatment* (3rd ed.). (pp. 493-514): Lawrence Erlbaum Associates, Publishers, Mahwah, NJ, US.

(From the chapter) This chapter explores community integration and supported employment for individuals with autism. Individuals with autism are best served vocationally in supported employment with an individual placement model. The individual placement model allows for individualized job match and job adaptation procedures that take into account the potentially devastating effects of any behavior problems associated with the autism. The development of jobs

in nontraditional areas, which are well suited to the needs of people with autism, have allowed these individuals to achieve employment. The provision of sufficient support, including the implementation of behavior management plans tailored to the needs of the employer and to the needs of the worker, has enabled these workers with autism to maintain employment. Meeting these individual needs has been shown to be the most effective characteristic of supported employment programs. Despite a myriad of obstacles, full integration for people with autism, both at work and at home, has been realized and is currently a reality for a small segment of this population. Allocation of expertise, manpower, and funds needs to be directed toward the application and practice of full community integration, so that many can benefit from the experience of the few. (PsycINFO Database Record (c) 2005 APA)

Stephens, D. L., Collins, M. D., & Dodder, R. A. (2005). A longitudinal study of employment and skill acquisition among individuals with developmental disabilities. *Res Dev Disabil*, 26(5), 469-486.

Recent legislation, especially the Americans with Disabilities Act in 1990, generated the closure of institutions for people with disabilities and inclusion into community residences and employment. It has been well documented that individuals with developmental disabilities often experience difficulties with employment including both obtaining and maintaining jobs, and many researchers have looked for ways to make employment more successful [McConkey, R. & Mezza F. (2001). Employment aspirations of people with learning disabilities attending day centers. *Journal of Learning Disabilities*, 5(4), 309-318; Stevens, G. (2002). Employers' perceptions and practice in the employability of disabled people: a survey of companies in south east UK. *Disability and Society*, 17(7), 779-796; Capella, M., Roessler, R., & Hemmeria, K. (2002). Work-related skills awareness in high-school students with disabilities. *Journal of Applied Rehabilitation Counseling*, 33(2), 17-23; Ingraham, K., Rahimi, M., Tsang, H., Chan, F., & Oulvey, E. (2001). Work support groups in state vocational rehabilitation agency settings: a case study. *Psychiatric Rehabilitation Skills*, 5(1), 6-21; Gosling, V. & Cotterill, L. (2000). An employment project as a route to social inclusion for people with learning difficulties? *Disability and Society*, 15(7), 1001-1018; Neitupski, J. & Hamre-Nietupski, S. (2000). A systematic process for carving supported employment positions for people with severe disabilities. *Journal of Developmental and Physical Disabilities*, 12(2), 103-119]. While research has accumulated that has examined predictors of successful employment, this research assessed longitudinal outcomes of employment. Data were obtained from an existing data set of all known persons receiving services from the Developmental Disabilities Division of the Oklahoma Department of Human Services (N=2760). Results indicated that as people moved to employment, scores on adaptive skills increased, that as people moved from employment, adaptive skills decreased, and that as employment status remained constant, adaptive skills also remained unchanged. No consistent impact was found on challenging behaviors. Type of employment (sheltered, supported, and competitive) was then examined, and the same pattern of changes in adaptive skills was found; i.e., changes in employment to more/less competitive was accompanied by more/less adaptive skills. This suggests that employment itself, especially work in the competitive workforce, may be a significant source of enhancing adaptive skills for people with developmental disabilities and, thus, greatly adding to the success of community living.

Stevens, G. R. (2002). Employers' perceptions and practice in the employability of disabled people: A survey of companies in south east UK. *Disability & Society*, 17(7), 779-796.

This article reports a foundation survey of the extent of employment of disabled people in 3 sectors of industry--transportation, IT and financial services--in 2 UK counties, identifies which specific disabilities and limitations on personal skills are seen by employers as the greatest impediments to employment, proposes a new model for analysis by using a modification of

established recording models and provides a springboard for further work. This article concentrates on physical disabilities. The survey reported here was based on structured interviews with personnel officers of 120 companies conducted by telephone. No separate question was devoted to invitation of free comment, but the interview delivery of the questionnaire normally led to a general discussion of the issues raised. Some typical quotes and comments from respondents are included in the results section of this article. (PsycINFO Database Record (c) 2005 APA)

Stevens, P., & Martin, N. (1999). Supporting individuals with intellectual disability and challenging behaviour in integrated work settings: an overview and a model for service provision. *J Intellect Disabil Res*, 43 (Pt 1), 19-29.

An overview of supported employment and its historical context is examined, and supported employment for individuals with both intellectual disability and challenging behaviour is discussed. A proposed model for working with such individuals is briefly outlined. This model is based on previous work in the field, and is characterized by a multi-component approach which addresses the issues of both support and behavioural intervention.

Storey, K., & Provost, O. N. (1996). The Effect of Communication Skills Instruction on the Integration of Workers with Severe Disabilities in Supported Employment Settings. *Education and Training in Mental Retardation and Developmental Disabilities*, 31(2), 123-141.

This study evaluated the use of communication books (containing pictures to help a nonverbal individual initiate conversation or respond to questions) by two minimally verbal employees with severe disabilities in a supported employment setting. Results indicated that training in use of the books increased the social interactions of the workers. Generalization and maintenance data are also reported. (DB)

Strobel, W., & McDonough, J. T. (2003). Workplace personal assistance service and assistive technology. *Journal of Vocational Rehabilitation. Special Issue: Personal Assistance Services in the Workplace*, 18(2), 107-112.

This paper examines how assistive technology can be utilized in conjunction with personal assistance services in the workplace. Through case examples, the authors show how assistive technology can assist an individual with a disability to become more independent and productive in the workplace. The impact of disability and environment on assistive technology is discussed, in addition, the authors review factors influencing the selection and utilization of assistive technology at the workplace and demonstrate how the use of assistive technology can lessen an individual's dependence on a personal assistant while at work. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Szymanski, E. M. (2000). Disability and vocational behavior. In R. G. Frank & T. R. Elliott (Eds.), *Handbook of rehabilitation psychology*. (pp. 499-5517): American Psychological Association, Washington, DC, US, [URL: <http://www.apa.org/books>].

(From the chapter) Work, a central activity of humans, may be affected by disability. Thus, vocational behavior is an important consideration in the practice of rehabilitation psychology. In this chapter, the author provides an overview of theories and practices relating to vocational behavior and disability. The following topics are also addressed: work and its changing nature, vocational behavior, disability and vocational behavior, interventions, and challenges. The author concludes that research and innovations occurring across disciplines should increase the

effectiveness and the repertoire of services that rehabilitation psychologists can offer to people with disabilities. However, these advances are coupled with a changing context of service delivery, which poses many challenges for rehabilitation psychologists and other professionals. (PsycINFO Database Record (c) 2005 APA)

Szymanski, E. M., Enright, M. S., Hershenson, D. B., & Ettinger, J. M. (2003). Career development theories, constructs, and research: Implications for people with disabilities. In E. M. Szymanski & R. M. Parker (Eds.), *Work and disability: Issues and strategies in career development and job placement (2nd ed.)*. (pp. 91-153): PRO-ED, Inc, Austin, TX, US.

(From the chapter) Counselors and educators must not only gain a working understanding of current theories and research, but they must also identify the special considerations for applying theories to people with disabilities. To this end, this chapter introduces readers to the broad topic of career development of people with disabilities through coverage of (1) history, (2) selected current theories, (3) an ecological model for vocational behavior, (4) considerations for diverse populations, (5) a framework for using current theories in practice, and (6) research on career development of people with disabilities. Theories that currently inform counseling and education include person-environment interaction models, Super's theory, Holland's typology, Krumboltz's social learning theory, Hershenson's work adjustment model, social cognitive career theory, developmental contextualism, sociological and economic models, and organizational career theory. The interrelation of some of these theories was addressed by a convergence project. Although the project stimulated understanding of the field, it was suggested that different theories have different audiences, and their concurrent use to interpret research can further illuminate knowledge in the field. (PsycINFO Database Record (c) 2005 APA)

Test, D. W., & Wood, W. M. (1996). Natural Supports in the Workplace: The Jury Is Still Out. *Journal of the Association for Persons with Severe Handicaps*, 21(4), 155-173.

Fifteen studies were reviewed and compared to document the contribution of strategies based on the concept of natural supports to supported employment and consumer outcomes. Results indicate that strategies based on the concept of natural supports are improving supported employment procedures or outcomes. (CR)

Test, D. W., & Wood, W. M. (1996). Some Additional Thoughts about Supported Employment Using Natural Supports. *Journal of the Association for Persons with Severe Handicaps*, 21(4), 189-193.

This article responds to critiques of "Natural Supports in the Workplace: The Jury Is Still Out" (Test and Wood) by focusing on what was on trial, the need to define natural supports, the interaction between policy and practice, and implications of natural supports on personnel preparation. (CR)

Thomas, D. F. E., & et al. (1993). Community-Based Employment Following Traumatic Brain Injury.

This collection of papers on vocational rehabilitation of persons impaired as a result of traumatic brain injury is designed to provide a resource for individuals concerned with community-based employment. The 11 papers include: "Training Persons with Traumatic Brain Injury for Complex Computer Jobs: The Domain-Specific Learning Approach" (Elizabeth L. Glisky); "Selection and Outcome Criteria for Community-Based Employment: Perspectives, Methodological Problems and Options" (Thomas Kay); "Neuropsychological Evaluation of Persons with Traumatic Brain Injury" (Lance E. Trexler); "Brain Injury Rehabilitation in Small Towns and Rural Communities" (James Malec and Dale F. Thomas); "Development of a Model of Community-Based

Employment for Persons with Traumatic Brain Injury" (Dale F. Thomas and Fredrick E. Menz); "Behavior Management of Persons with Head Injuries in Community-Based Vocational Settings: New Challenges for Professionals" (Gary R. Ulicny); "Maintaining Work after Traumatic Brain Injury: Experiences from Two Neuropsychological Rehabilitation Programs" (George P. Prigatano); "Long-Term Case Management: A Rehabilitation System and Community Provider Perspective on Handling Crisis and Non-Crisis Problems" (Robin Ray and Nancy D. Schmidt); "Return to Work: Supported Employment for Persons with Traumatic Brain Injury" (Paul Wehman and others); "Developing Funding Policy in the Public Sector When Resources Are Uncertain and Where Competition Is Keen" (John H. Noble, Jr. and others); and "Public Policy for Persons with Traumatic Brain Injury" (Faith S. Kirk and George Zitnay, summarized by Fredrick E. Menz and others). (References accompany each paper.) (JDD)

Turner, E. (2003). Finding the right Personal Assistant. *Journal of Vocational Rehabilitation. Special Issue: Personal Assistance Services in the Workplace, 18(2)*, 87-91.

A thorough self-assessment by the employee with a disability is critical to determining the level of need for workplace Personal Assistance Services (PAS). This paper describes why the self-assessment process should be employee-driven and how the self-assessment can assist the individual to select the Personal Assistant (PA) most qualified to meet his/her needs on the job. Although the process needs to be employee-driven, the author strongly advises employees to consult with rehabilitation professionals when appropriate to see that all support needs are addressed in the self-assessment. Finally, two sample tools are presented that can be used in the self-assessment process and in the recruitment of a qualified workplace PA. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Verri, A., Kaltcheva, D., Vallero, E., Moglia, A., & Fea, F. (2004). Supported employment of subjects with Mental Retardation in Pavia province. *Journal of Vocational Rehabilitation, 21(1)*, 49-54.

The purpose of the present article is to evaluate the relationship of selected characteristics of supported employment with different jobs and specific client abilities in Italy. A specific focus of this project was on looking at improving the quality of life, and analyzing the relationship among job characteristics, conditions, cognitive capacities, working abilities, autonomy, and neuropsychological characteristics. Statistical analysis demonstrated that working abilities were lower than the other abilities measured on the Adaptive Behavior Inventory. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Webb, S. (2003). Independent living and employment services: Equal paths to community integration. *Journal of Vocational Rehabilitation. Special Issue: Personal Assistance Services in the Workplace, 18(2)*, 125-130.

For many persons with significant disability, the availability of Personal Assistance Services (PAS) is the most critical factor for determining whether an individual lives in an institution or in the community. Unfortunately, public policy has been slow to offer programs that encourage work for persons with significant disabilities who need PAS. During the past two decades, however, public policy changes enable people with even the most significant needs to be employed without fear of losing all of their social supports. This paper describes the recent Public Laws and public policy initiatives that support opportunities for individuals with significant disabilities. It provides numerous examples of options for Centers for Independent Living to participate in the Employment Networks being developed in response to the Ticket to Work and Work Incentives Improvement Act of 1999. Finally, it describes ways to empower consumers to utilize the recent laws and public policy initiatives to take full advantage of the improved

opportunity for them to live and work in the community. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Wehman, P. E. (1998). *Developing Transition Plans*. PRO-ED Series on Transition.

One of a series of guides that provides practical resources on topics critical to the process of preparing individuals with disabilities for adulthood, this volume is designed to help special education teachers, guidance and rehabilitation counselors, parents, advocates, and psychologists become familiar with how to develop individual transition plans using personal future planning. It includes several sample plans for students with a variety of intellectual, physical, and behavioral challenges. The plans provide for a wide range of different goals, from employment and postsecondary experiences to safety, financial planning, and recreation. The variety of these plans, the process described for writing the plan, and the suggested resources to help write the plan, are meant to help students and their families, as well as service providers, to look forward to the future in a more definite way. Before presenting the plans, the text discusses different changes in the educational system and in society that would benefit all young adults with disabilities, the many obstacles facing individuals with disabilities as they seek employment, and how to use person-centered planning concepts to enhance school-to-adult life transition planning. (Contains 74 references.) (CR)

West, M. D. (1995). Choice, Self-Determination and VR Services: Systemic Barriers for Consumers with Severe Disabilities. *Journal of Vocational Rehabilitation*, 5(4), 281-290.

This article describes amendments of the 1992 Rehabilitation Act Amendments which address choice and self-determination for people with disabilities. It also considers barriers within the vocational rehabilitation service system that prevent many individuals with severe disabilities from choosing integrated employment. (Author/DB)

Wexler, B. E., & Bell, M. D. (2005). Cognitive remediation and vocational rehabilitation for schizophrenia. *Schizophr Bull*, 31(4), 931-941.

Cognitive deficits are a central and debilitating aspect of schizophrenia and other major mental illnesses. Although they are largely refractory to pharmacotherapy, multiple studies have now shown that large and lasting improvements in cognition can result from behavioral interventions. We will review our work over the past 10 years demonstrating that cognitive remediation treatment together with work therapy or supported employment can lead to large, lasting, and clinically relevant improvements in cognition and work functioning. While we will make some references to the work of others in these same areas, this is not a general review of these areas of research. Instead, the goal is to provide the rationale for the progression of our studies, describe the methods, and summarize the results, so that readers may understand, critique, and improve upon what we have done.

Young, A. J. T. (2003). The evolution of Personal Assistant Services as a Workplace Support. *Journal of Vocational Rehabilitation. Special Issue: Personal Assistance Services in the Workplace*, 18(2), 73-80.

The evolution of Personal Assistance Services (PAS) as a Workplace Support (WS) is truly one of a long, slow change. This evolution has a shared history with the Independent Living Movement; the Long-term Care, Services and Supports efforts; and the push for full inclusion and community integration for people with disabilities. As it is impossible to separate the need for PAS in the workplace from the need in other areas in life, it is impossible to separate the

development of PAS as a workplace support from its development for other areas of life. Consumers across the country used a variety of mechanisms to document the need and value of PAS. States took the initiative to develop and implement community-based personal assistance services. They all shared the strategy of using whatever funding source advocates could pry open to fund PAS. Unable to identify a single source of funding large enough to meet the documented needs for PAS, advocates inserted PAS into each and every program they could. Advocates with disabilities working for PAS as a workplace support have accomplished much. They still have a long way to go to have a well working system, but they are not alone in their quest. (PsycINFO Database Record (c) 2005 APA) (journal abstract)



## Employment Assessment, Discovery Process

The Ins and Outs of Supported Employment: A Montana Case Manager's Curriculum. (1994).

This curriculum on supported employment for individuals with disabilities is intended for case managers in Montana and focuses on programs and processes relevant to the case manager's typical roles of long-range planning, coordination, and facilitation. Part 1 discusses the move toward inclusion, including its value, the concept of normalization, and past service delivery systems. Part 2 reviews the values and philosophies of supported employment, noting differences between traditional vocational programs and supported employment and characteristics of supported employment. Part 3 is on community integration, with information on how to facilitate social interactions. Part 4 discusses the referral process, the funding of supported employment services, how vocational rehabilitation works, and funding for extended services. Part 5 presents information on consumer assessment including different assessment procedures. Various employment advocacy activities are described in Part 6. Ways to establish supportive relationships in supportive employment are highlighted in Part 7, with suggestions on meeting the unique needs and desires of families and caregivers, job coach techniques that enhance supportive relationships with families, and addressing common concerns of families. Finally, Part 8 surveys the Supplemental Security Income system and Social Security Disability Insurance program. Each chapter includes a quiz for self-evaluation. (Contains 21 references.) (CR)

Project Path Guide to Preparing Postsecondary Students with Disabilities for Competitive Employment. (1995).

Project Path, at Illinois' College of DuPage, was established to provide pre-employment training and career counseling for disabled students. This guide describes the project's goals, clientele, and procedures to provide a model for preparing disabled postsecondary students for competitive employment. The first section provides background information on the project and its goals, indicating that services focus on counseling and academic advising, health and special services, a developmental learning lab/skills center, testing, and career services. The second section provides demographic data on the population served by Project Path, including gender and type of disability, age, and ethnicity by gender. The third section describes the process employed by Project Path to serve students, including individual intake and assessment, ongoing counseling, referral to appropriate services, tutoring, pre-employment skills training, and cooperative education experiences; employers, such as 1-day seminars on legal and employment issues, teleconferences on disability issues, one-on-one conferencing with the project path employment marketing coordinator, worksite visits, and resource materials; faculty members, including in-service seminars and resource materials for modifying instruction for disabled students; and cooperating agencies, primarily through group presentations to establish connections with the agencies. The final section focuses on marketing strategies employed by the project, such as collaboration with on-campus offices, presenting Project Path to supportive community agencies, disseminating information to students through classroom presentations, holding new student orientation sessions, and designing print and video marketing materials. (TGI)

Finding the Gold: Hiring the Best and the Brightest. Tips for Employers To Hire Individuals with Disabilities. (2002).

This guide is intended to encourage employers to hire people with disabilities. It notes the value of internship and other work-based learning programs that allow the employer and student to "try each other out." The paper points out that under the Americans with Disabilities Act (ADA), employers are required to make reasonable accommodations for employees with disabilities. Data are reported showing that 71% of such accommodations cost \$500 or less. The data also indicate that companies realize a return of \$28.69 in benefits for every dollar spent on accommodation.

Two federal programs that provide tax credits to small businesses making such accommodations are briefly described. Suggestions are also offered about where employers can find interns and employees with disabilities and about ways to determine appropriate accommodations. Which accommodations are the employee's responsibility and which are the employer's are then specified. A chart lists eight national organizations, with contact information, that can provide information on employing people with disabilities. To accompany this publication, DO-IT has created a short videotape by the same title. (DB)

A Snapshot of People with Intellectual and Developmental Disabilities Using Specialist Disability Services in Australia, 2002. (2003). *Journal of Intellectual and Developmental Disability*, 28(3), 297-304.

This article provides information about the 44,426 consumers of Commonwealth/State Disability Agreement specialist disability support services in Australia. Most consumers have intellectual disabilities and access accommodation support services. Overall, consumers with intellectual disabilities expressed their highest need for support in education, work, and community living activities. (Contains 6 references.) (CR)

Baker, D. J. (1998). Outcomes of Behavior Support Training to an Agency Providing Residential and Vocational Support to Persons with Developmental Disabilities. *Journal of the Association for Persons with Severe Handicaps*, 23(2), 144-148.

This study evaluated behavior support training for a residential and vocational support agency. Three training sessions were provided to managerial and direct-care staff, during which trainees worked in teams to plan or complete functional assessments and behavior support plans for focus clients. Frequency of problem behavior was reduced for all focus clients. (Author/PB)

Banks, B., Charleston, S., Grossi, T., & Mank, D. (2001). Workplace supports, job performance, and integration outcomes for people with psychiatric disabilities. *Psychiatr Rehabil J*, 24(4), 389-396.

The notion of natural workplace supports is an essential ingredient in achieving successful supported employment outcomes. This quantitative study examines the characteristics of 243 individuals with psychiatric disabilities participating in supported employment programs in the United States. Diagnoses, psychiatric symptoms, and Global Assessment of Functioning were evaluated in relation to supported employment outcomes, including social interaction, wages, and workplace supports. The results of this study indicate that social interaction and natural workplace supports improve supported employment outcomes for individuals with psychiatric disabilities.

Becker, D. R., Bond, G. R., McCarthy, D., Thompson, D., Xie, H., McHugo, G. J., et al. (2001). Converting day treatment centers to supported employment programs in Rhode Island. *Psychiatr Serv*, 52(3), 351-357.

>OBJECTIVE: The purpose of the study was to compare vocational and nonvocational outcomes of clients of two community mental health centers that underwent conversion from day treatment programs to supported employment programs with outcomes of clients of a center that delayed conversion until after the study was completed. METHODS: As part of a statewide effort in Rhode Island to convert day treatment programs to supported employment programs, the authors assessed 127 day treatment clients with severe mental illness in three community mental health centers. Two of the centers converted to supported employment, and one continued its rehabilitative day program. Participants were assessed prospectively for 30 to 36 months, with

special attention to vocational and social outcomes. **RESULTS:** Former day treatment clients in the converted centers attained higher rates of competitive employment than those in the comparison group (44.2 percent and 56.7 percent versus 19.5 percent). Other employment outcomes also improved, and hospitalization rates and overall social functioning were unchanged. **CONCLUSIONS:** This study supports findings of previous studies suggesting that replacing rehabilitative day treatment programs with supported employment programs yields improvements in employment outcomes without adverse effects.

Becker, D. R., Smith, J., Tanzman, B., Drake, R. E., & Tremblay, T. (2001). Fidelity of supported employment programs and employment outcomes. *Psychiatr Serv*, 52(6), 834-836.

This study attempted to identify critical components of a supported employment program that were strongly correlated with competitive employment outcomes in a state mental health system. Researchers used a supported employment fidelity scale to rate programs at ten community mental health centers in Vermont. The staff at the centers concurrently assessed competitive employment outcomes for 2,639 clients who had been diagnosed as having severe and persistent mental illness. Higher competitive employment rates were strongly correlated with overall program fidelity and with two program components, namely, providing services in the community as opposed to providing them in the clinic and using full-time employment specialists as opposed to staff with mixed roles.

Behrman, R. E., & Center for the Future of Children. (1996). *Special education for students with disabilities*. Los Altos, Calif.: Center for the Future of Children.

Bond, G. R. (2004). Supported employment: evidence for an evidence-based practice. *Psychiatr Rehabil J*, 27(4), 345-359.

Supported employment for people with severe mental illnesses is an evidence-based practice, based on converging findings from 4 studies of the conversion of day treatment to supported employment and 9 randomized controlled trials comparing supported employment to a variety of alternative approaches. These two lines of research suggest that between 40% and 60% of consumers enrolled in supported employment obtain competitive employment while less than 20% of similar consumers do so when not enrolled in supported employment. Consumers who hold competitive jobs for a sustained period of time show benefits such as improved self-esteem and better symptom control, although by itself, enrollment in supported employment has no systematic impact on nonvocational outcomes, either on undesirable outcomes, such as rehospitalization, or on valued outcomes, such as improved quality of life. The psychiatric rehabilitation field has achieved consensus on a core set of principles of supported employment, although efforts continue to develop enhancements. A review of the evidence suggests strong support for 4 of 7 principles of supported employment, while the evidence for the remaining 3 is relatively weak. Continued innovation and research on principles is recommended.

Brady, M. P., & Rosenberg, H. (2002). Job Observation and Behavior Scale: A Supported Employment Assessment Instrument. *Education and Training in Mental Retardation and Developmental Disabilities*, 37(4), 427-433.

This article presents the role of the Job Observation and Behavior Scale (JOBS) in promoting objective employee performance evaluations and summarizes the technical properties of the instrument. JOBS is designed to be sensitive to both the work performance and support needs of people who participate in supported employment. (Contains references.) (Author/CR)

Bray, A. (2003). Work for adults with an intellectual disability: Review of literature prepared for the National Advisory Committee on Health and Disability to inform its project on services for adults with an intellectual disability. Retrieved 2006, from [http://www.nhc.govt.nz/publications/literatureReviewsJune2003/WorkForAdultsWithAnIntellectualDisability\(FinalVersion\)8.pdf](http://www.nhc.govt.nz/publications/literatureReviewsJune2003/WorkForAdultsWithAnIntellectualDisability(FinalVersion)8.pdf)

Capo, L. C. (2001). Autism, employment, and the role of occupational therapy. *Work, 16*(3), 201-207.

The purpose of this article is to review the existing literature to generate guidelines for the role of occupational therapy in employment for persons with autism. Previous research about strengths and barriers to employment, and types of employment commonly offered to persons with autism are reviewed. The supported employment model is identified as the most productive approach for use with this population. The four approaches to the supported employment model and the best practice contributions of several innovative supported employment programs are discussed. The interdisciplinary team approach is best to assist persons with autism to gain employment and ensure success on the job. The role of the occupational therapist as a beneficial team member in assessment, job development, job placement and training, and supported employment is outlined.

Casper, E. S. (2003). A self-rating scale for supported employment participants and practitioners. *Psychiatr Rehabil J, 27*(2), 151-158.

Supported Employment services have significantly enhanced the opportunities for competitive employment among persons with mental illnesses. However, the research shows that there remain problems with under-utilization and attrition in these programs. In addition, the rates of termination among those in supported employment placements are high. This article describes a self-rating scale that can be used by both employed and unemployed persons that has the potential to address these problems. The article also reports a study that shows this self-rating scale to be a valid, summary index for the employment relevant variables of job satisfaction, motivation, and job-related experiences. The self-rating scale appears to be a worthy candidate for a trial in supported employment operations.

Clark, G. M. (1998). *Assessment for transitions planning*. Austin, Tex.: PRO-ED.

Clark, G. M., & Patton, J. R. (1997). *Transition planning inventory: administration and resource guide*. Austin, Tex.: Pro-Ed.

Coker, C. C., & et al. (1995). A Comparison of Job Satisfaction and Economic Benefits of Four Different Employment Models for Persons with Disabilities.

This study compared four different extended employment models for people with disabilities using a procedure to control for disability characteristics. The study compared sheltered employment, enclaves, affirmative industry, and supported employment involving a job coach. Four samples of workers (total N=160) were matched on age, gender, measured intelligence, primary disability, secondary disability, and performance on a Functional Assessment Inventory. Wage and benefits information as well as fees for supportive services were obtained and each worker was interviewed using an instrument designed to assess job satisfaction, socialization and integration, etc. Findings indicated: (1) the sheltered employment model scored lowest on most measures except annual number of days worked and job variety; (2) the enclave model's major negative factor was low number of days worked per year; (3) the affirmative industry model was very stable but downtime and job awareness of workers were deficits; and (4) the job coach model, the only individual model, paid the highest hourly wages and had the highest productivity

but dependence on the job coach and a short work day were deficits. The importance of consumer choice in model selection is stressed. Tables and text present the data and conclusions in substantial detail. Appendices include the data collection forms and item analysis of job awareness and satisfaction questions. (Contains 50 references.) (DB)

Conyers, L. M., & Ahrens, C. (2003). Using the Americans with Disabilities Act to the advantage of persons with severe and persistent mental illness: What rehabilitation counselors need to know. *Work: Journal of Prevention, Assessment & Rehabilitation, 21*(1), 57-68.

This article explains central constructs and definitions underlying the Americans with Disabilities Act (ADA) and discusses their implications for persons with severe and persistent mental illness, as well as for rehabilitation counselors working with this population. Focus is placed upon Title I of the ADA, which prohibits discrimination in employment. The article provides a brief review of legislative history relevant to the integration of people with mental illness into public life. It proceeds with a discussion of definitions under Title I of the ADA. Considerations in applying the ADA to assist persons with severe and persistent mental illness in employment are addressed throughout and are discussed in detail in the final section of the article. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Cook, J. A., Leff, H. S., Blyler, C. R., Gold, P. B., Goldberg, R. W., Mueser, K. T., et al. (2005). Results of a multisite randomized trial of supported employment interventions for individuals with severe mental illness. *Arch Gen Psychiatry, 62*(5), 505-512.

CONTEXT: National probability surveys indicate that most individuals with schizophrenia and other severe mental illnesses are not employed. This multisite study tested the effectiveness of supported employment (SE) models combining clinical and vocational rehabilitation services to establish competitive employment. METHODS: We randomly assigned 1273 outpatients with severe mental illness from 7 states in the United States to an experimental SE program or to a comparison or a services-as-usual condition, with follow-up for 24 months. Participants were interviewed semiannually, paid employment was tracked weekly, and vocational and clinical services were measured monthly. Mixed-effects random regression analysis was used to predict the likelihood of competitive employment, working 40 or more hours in a given month, and monthly earnings. RESULTS: Cumulative results during 24 months show that experimental group participants (359/648 [55%]) were more likely than those in the comparison programs (210/625 [34%]) to achieve competitive employment ( $\chi^2(2) = 61.17; P < .001$ ). Similarly, patients in experimental group programs (330/648 [51%]) were more likely than those in comparison programs (245/625 [39%]) to work 40 or more hours in a given month ( $\chi^2(2) = 17.66; P < .001$ ). Finally, participants in experimental group programs had significantly higher monthly earnings than those in the comparison programs (mean, US 122 dollars/mo [ $n=639$ ] vs. US 99 dollars/mo [ $n=622$ ]);  $t(1259) = -2.04; P < .05$ ). In the multivariate longitudinal analysis, experimental condition subjects were more likely than comparison group subjects to be competitively employed, work 40 or more hours in a given month, and have higher earnings, despite controlling for demographic, clinical, work history, disability beneficiary status, and study site confounders. Moreover, the advantage of experimental over comparison group participants increased during the 24-month study period. CONCLUSION: The SE models tailored by integrating clinical and vocational services were more effective than services as usual or unenhanced services.

Cook, J. A., Lehman, A. F., Drake, R., McFarlane, W. R., Gold, P. B., Leff, H. S., et al. (2005). Integration of psychiatric and vocational services: a multisite randomized, controlled trial of supported employment. *Am J Psychiatry, 162*(10), 1948-1956.

**OBJECTIVE:** Although large-scale surveys indicate that patients with severe mental illness want to work, their unemployment rate is three to five times that of the general adult population. This multisite, randomized implementation effectiveness trial examined the impact of highly integrated psychiatric and vocational rehabilitation services on the likelihood of successful work outcomes. **METHOD:** At seven sites nationwide, 1,273 outpatients with severe mental illness were randomly assigned either to an experimental supported employment program or to a comparison/services-as-usual condition and followed for 24 months. Data collection involved monthly services tracking, semiannual in-person interviews, recording of all paid employment, and program ratings made by using a services-integration measure. The likelihood of competitive employment and working 40 or more hours per month was examined by using mixed-effects random regression analysis. **RESULTS:** Subjects served by models that integrated psychiatric and vocational service delivery were more than twice as likely to be competitively employed and almost 1(1/2) times as likely to work at least 40 hours per month when the authors controlled for time, demographic, clinical, and work history confounds. In addition, higher cumulative amounts of vocational services were associated with better employment outcomes, whereas higher cumulative amounts of psychiatric services were associated with poorer outcomes. **CONCLUSIONS:** Supported employment models with high levels of integration of psychiatric and vocational services were more effective than models with low levels of service integration.

Corbiere, M., Bond, G. R., Goldner, E. M., & Ptasiński, T. (2005). Brief reports: the fidelity of supported employment implementation in Canada and the United States. *Psychiatr Serv*, 56(11), 1444-1447.

Supported employment has been documented in the United States as an evidence-based practice that helps people with severe mental illness obtain and maintain employment. The evidence is strongest for the programs that follow the individual placement and support model. This brief report examines the degree to which supported employment programs in British Columbia, Canada, are similar to those in the United States. Data from the Quality of Supported Employment Implementation Scale were compiled in 2003 for ten supported employment programs from vocational agencies in British Columbia and were compared with data from 106 supported employment programs and 38 non-supported employment programs in the United States. Overall, the Canadian supported employment programs that followed the individual placement and support model had the highest fidelity.

Dais, T., & et al. (1993). *Selected Readings in Transition: Cultural Differences, Chronic Illness, and Job Matching*. Volume 2.

This collection of four papers examines various aspects of the transition from school to adulthood and employment for individuals with disabilities. The first paper, "An Analysis of Transition Assessment Practices: Do They Recognize Cultural Differences?" (Teresa A. Dais), discusses the need for assessment practices to meet the needs of culturally and ethnically diverse students and describes authentic or performance-based assessments. "Culture-Specific Variables That May Affect Employment Outcomes for Mexican-American Youth with Disabilities" (Nancy Meier-Kronick) addresses such issues as the parental/family network, cultural view of disability, religious influences, acculturation levels, language issues, education and employment relationships, substance abuse, folk illnesses, and specific cultural concepts such as "machismo" and "familism." Research on employment outcomes for Latino youths with disabilities are reviewed. "Moving Out into the World: Transitions from Adolescence to Adulthood for Students with Chronic Illness and Other Disabilities" (Pamela Luft and Frank R. Rusch) reviews transition-related legislation and uses two student and family scenarios to illustrate the transition process from a social systems perspective. "Job Matching in Supported Employment: Variables Related to Transitional Planning for Students with Moderate and Severe Disabilities" (Stephen S.

Rubin) emphasizes the importance of evaluating individual strengths and weaknesses as part of the job placement process. (Each paper contains references.) (JDD)

Davis, M. G. (1998). Predictors of occupational choice for high school students with learning disabilities. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 58(7-A), 2528.

The occupational choices of high school students with learning disabilities were examined, and efforts made to determine predictors of those choices. The subjects were a group of 117, lower-functioning high school students, ranging in age from 12 to 20, from six predominantly rural high schools. The average Full-Scale IQ score of the students was 90, and they met Department of Vocational Rehabilitation eligibility for services, in that a severe functional limitation had been noted and substantial impediment to their employment existed as a result of their disability. The high schools the students attended were voluntary participants in a federally funded grant project, the School to Work Rural Learning Disability Project. The students were brought to a learning disability assessment and consultation clinic at a large Midwestern university for several days of testing, during which they were administered extensive, individualized, cognitive and psychological assessment batteries. The tests used in this study were the Wechsler intelligence scales (WAIS-R and WISC-R), the Wechsler Memory Scales-Revised (WMS-R), the Woodcock-Johnson Tests of Achievement, and the Koller Adolescent and Adult Behavior Scale-Revised (KAABS-R). The occupational decisions the students were making were examined qualitatively using Linda Gottfredson's Occupational Aptitude Patterns Map. The results of these analyses indicated (1) there was little congruence between the students measured intellectual abilities and the aptitude demands of the jobs they indicated they were intending to seek, and (2) the students were restricting the range of vocational options they were considering. Logistic regression analyses were run looking at the ability of intelligence and achievement test scores, behavioral characteristics, and gender to predict type of occupational choice. The results for all these variables were non-significant. Logistic regression analyses were also run using work task dimension as the criterion. Intelligence, behavioral characteristics, and gender were examined to determine if they could predict student preference for occupations that involved working primarily with people versus occupations that involved working primarily with things. Only gender acted as a predictor. The implications of these findings are discussed. (PsycINFO Database Record (c) 2005 APA)

Dorio, J., Guitar, A., Solheim, L., Dvorkin, C., & Marine, S. (2002). Differences in job retention in a supported employment program Chinook Clubhouse. *Psychiatr Rehabil J*, 25(3), 289-298.

This is a retrospective study comparing two groups of adults with severe mental illnesses in a clubhouse program, who were employed from October 1995 to June 1999. Long-Term Workers, (n = 22) were those who have held a job for over one year duration, while Short-Term Workers, (n = 20) were those who were not able to hold a job for more than a year. Data was gathered through focus groups, and individual interviews. Statistical data found the LTW group overall less disabled, possessing a positive attitude and setting more realistic vocational goals.

Drake, R. E., McHugo, G. J., Bebout, R. R., Becker, D. R., Harris, M., Bond, G. R., et al. (1999). A randomized clinical trial of supported employment for inner-city patients with severe mental disorders. *Arch Gen Psychiatry*, 56(7), 627-633.

**BACKGROUND:** This experiment evaluated the effectiveness of 2 approaches to vocational services for persons with severe mental disorders: (1) individual placement and support (IPS), in which employment specialists within the mental health center help patients to obtain competitive jobs and provide ongoing support, and (2) enhanced vocational rehabilitation (EVR), in which



stepwise vocational services are delivered by rehabilitation agencies. **METHODS:** One hundred fifty-two unemployed, inner-city patients with severe mental disorders who expressed interest in competitive employment were randomly assigned to IPS or EVR and followed up for 18 months. Following diagnostic assessment, participants were assessed with standardized measures of work, income, self-esteem, quality of life, symptoms, and hospitalization at baseline and at 6-, 12-, and 18-month follow-up evaluations. Employment was tracked monthly and job satisfaction every 2 months. **RESULTS:** During the 18-month study, participants in the IPS program were more likely to become competitively employed (60.8% vs. 9.2%) and to work at least 20 hours per week in a competitive job (45.9% vs. 5.3%), whereas EVR participants had a higher rate of participation in sheltered employment (71.1% vs. 10.8%). Total earnings, job satisfaction, and nonvocational outcomes were similarly improved for both groups. **CONCLUSION:** The IPS model of supported employment is more effective than standard, stepwise EVR approaches for achieving competitive employment, even for inner-city patients with poor work histories and multiple problems.

Ekstrom, R. B., & Smith, D. K. (2002). *Assessing individuals with disabilities in educational, employment, and counseling settings* (1st ed.). Washington, DC: American Psychological Association.

Fassmann, H., Lenk, E., Maier-Lenz, R. J., & Steger, R. (2005). [Chances and successes of vocational training of disabled youth in occupational and vocational school--findings of the BAR-pilot study "Regional Networks for Vocational Rehabilitation of (Learning-) Disabled Juvenile (REGINE)"]. *Rehabilitation (Stuttg)*, 44(2), 107-112.

The pilot study "REGINE" was realized on initiative of the Federal Rehabilitation Council (BAR) to test the opportunities of vocational training of learning-disabled youth under "normal" conditions: That means the young people are trained in firms and regular vocational schools, and -- while doing so -- are supported by educational institutions. The project was finished successfully. The results of the evaluation, realized by the Institute for Empirical Sociology at the University of Erlangen-Nurnberg were already published in December 2003. They encourage making use of the opportunities of in-firm vocational training of disabled youth more frequently. More than half of the participants of the first REGINE-cohort successfully finished their vocational training. Nearly 40 % were taken over by the firm that provided vocationally trained, and 12.8 % found a job in another company. The second cohort showed even better results: the corresponding rates are 47.1 and 32.4 %. This success speaks in favour of this place of vocational training, particularly considering the difficult job situation. It seems to be possible, that disabled youth are successfully and cost-effectively trained vocationally, if an individual support of both youth and firms can be provided. Prerequisite for this is a conscientious preparation of the vocational training, which may already begin in the last classes of school. "Achilles heel" of the new place of vocational training for disabled youth is the theoretical training in regular vocational schools which usually can not meet the needs of the learning-disabled. These shortcomings had to be compensated by special educational institutions which are not financed by educational administration but by employment agencies (which actually have no jurisdiction over this kind of duties).

Fesko, S., & Freedman, R. (1995). *Consumer and Family Perspectives on the Meaning of Work. Research To Practice.*

This qualitative study examined the perspectives of people with significant disabilities (N=23) and their family members about their overall employment experiences, outcomes, and expectations. Four focus groups were convened, two groups of people with significant disabilities and two groups of family members. Disabilities represented included mental retardation, physical

and psychiatric disabilities, sensory impairments, and substance abuse. Key topics discussed in both consumer and family member focus groups included: (1) job outcomes/satisfaction (both groups indicated feeling productive and keeping busy were essential aspects of work); (2) obstacles to employment (disclosure of disability status, lack of appropriate services by state vocational rehabilitation agencies, and lack of appropriate job matches); (3) support at work (supportive role of job coaches and employers); (4) relationships at work (importance of feeling important); (5) goals and expectations (dead end jobs and plans to upgrade skills); and (6) family concerns (conflicts between encouraging independence and wanting to protect from harm). Implications for professionals working with individuals with disabilities include recognizing the importance of meaningful work in the lives of people with disabilities; addressing discrimination and stigma in the workplace; providing a variety of individualized supports on the job; and encouraging consumer and family involvement in the vocational rehabilitation system. (DB)

Ford, L. H. (1995). *Providing Employment Support for People with Long-Term Mental Illness. Choices, Resources, and Practical Strategies.*

Designed for professionals in the field of mental illness and staff involved in providing on-the-job support for persons with mental illness, this book provides an overview of employment issues relevant to such workers. The 23 chapters of the book are organized in 5 sections. The first two sections provide background information about the clients served and the systems that serve them. The third section addresses these topics: client screening and assessment; career development, teaching job seeking skills, job clubs, job development, and choosing and building the right job. The fourth section focuses on issues that arise after employment, including: learning the job; behavior management and self-management; and natural supports, integration, and social skills. The final section addresses long-term issues, such as routine follow-up, troubleshooting and crisis intervention, and dealing with job loss. Case studies and reproducible checklists are used throughout the book. Contains 193 references. (KC)

Gerber, P. J. E., & Reiff, H. B. E. (1994). *Learning Disabilities in Adulthood: Persisting Problems and Evolving Issues.*

This book provides a multifaceted view of learning disabilities in adulthood through the efforts of many contributors who offer a diversity of perceptions and expertise. The focus spans from young to late adulthood and reflects state-of-the-art knowledge and the best practices of the field. The topic areas are clustered into psychological, educational, and vocational sections, with an introductory section of several chapters that establishes an overall foundation for these discussions. Adults with learning disabilities share their personal insights and experiences in a chapter at the end of each topic cluster. Part I, an overview, contains the following: "Perspectives on Adults with Learning Disabilities" (Gerber, Reiff); "Learning Disabilities: Perspectives on Adult Development" (Bassett, Polloway, Patton); "Developing Issues for the Learning Disabled Community under Employment Discrimination Laws" (Grossman); and "Personal Perspective--Problems and Promises" (Brown). Part II has four chapters: "Clinical Diagnostic and Functional Assessment of Adults with Learning Disabilities" (McCue); "Social/Emotional and Daily Living Issues for Adults with Learning Disabilities" (Reiff, Gerber); "Counseling and Psychotherapy for Adults with Learning Disabilities" (Barton, Fuhrmann); and "Personal Perspectives on Learning Differences" (Druck). Part III consists of seven chapters: "Transition of Youth with Learning Disabilities to Adulthood" (Defur, Reiff); "Post-secondary Education and Vocational Training" (Minskoff); "Adult Literacy and Learning Disabilities" (Anderson); "Services for Students with Learning Disabilities in the Community Colleges" (Mellard); "College and University Programming" (Shaw, McGuire, Brinckerhoff); "Assistive Technology for Adults with Learning Disabilities" (Raskind); and "Personal Perspectives on Adult Educational Issues" (Wiig). Part IV

has five chapters: "Serving Individuals with Specific Learning Disabilities in the Vocational Rehabilitation System" (Dowdy, Smith); "Supported Employment" (Inge, Tilson); "Employing People with Learning Disabilities" (Brown, Gerber); "Employment Success for Adults with Learning Disabilities" (Ginsberg, Gerber, Reiff); and "Personal Perspective on Vocational Issues" (Corcoran). An index is provided. (YLB)

Gerhardt, P. F., & Holmes, D. L. (2005). Employment: Options and Issues for Adolescents and Adults with Autism Spectrum Disorders. In F. R. Volkmar, R. Paul, A. Klin & D. Cohen (Eds.), *Handbook of autism and pervasive developmental disorders, Vol. 2: Assessment, interventions, and policy (3rd ed.)*. (pp. 1087-1101): John Wiley & Sons, Inc, Hoboken, NJ, US.

(From the chapter) In the United States, adults with autism spectrum disorder (ASD) continue to exist outside the employment mainstream in numbers far greater than is appropriate. Among the many reasons for this continued underemployment are the disconnect between the potential of adult learners with ASD and the resources of the systems designed to provide programmatic support, the absence of a legislative entitlement to services as an adult, inadequate or inappropriate transition planning, and, to some extent, limited interest in supporting adult learners in general and, in particular, those with greater cognitive or behavioral challenges. While these challenges are significant, they are not insurmountable. Across the country, there are a number of excellent programs (e.g., Eden WERCs in New Jersey, Community Services for Autistic Adults and Children in Maryland, and Division TEACCH in North Carolina) that are successfully supporting adults of divergent ability levels to become employed, participating, and contributing members of their community and the local economy. The task ahead is to make this limited possibility into a near-certain probability and, in so doing, demonstrate to the community at large that persons with ASD, despite their disability, do not always have to be understood as having a handicap. (PsycINFO Database Record (c) 2006 APA)

Gowdy, E. A., Carlson, L. S., & Rapp, C. A. (2004). Organizational factors differentiating high performing from low performing supported employment programs. *Psychiatr Rehabil J*, 28(2), 150-156.

This study sought to uncover the factors that contributed to differences in competitive employment rates for adults with severe mental illness between high and low performing programs. The five programs with the highest competitive employment rates were compared to the four lowest performing programs. Using qualitative methods, researchers used site visits and in-depth interviews with program directors and supervisors, consumers, and front line staff. Using a combination of constant comparative methods and content analysis, the study found notable and consistent differences between the two groups in administrative practices and the roles of case managers and therapists. The role of administration has been largely overlooked in the supported work literature yet it may be the administrator's efforts to shape an organizational culture that is the driving force behind the implementation of evidence-based structures and practices.

Gowdy, E. L., Carlson, L. S., & Rapp, C. A. (2003). Practices differentiating high-performing from low-performing supported employment programs. *Psychiatr Rehabil J*, 26(3), 232-239.

This paper reports on a qualitative study designed to uncover the practices that differentiate programs producing high rates of competitive employment from those with low rates. The study found 13 differentiating practice factors in three areas: building consumer interest in working, getting a job, and maintaining a job. The congruence between these findings and current definitions of "best practice" is discussed.

Hanley-Maxwell, C., Owens-Johnson, L., & Fabian, E. (2003). Supported employment. In E. M. Szymanski & R. M. Parker (Eds.), *Work and disability: Issues and strategies in career development and job placement (2nd ed.)*. (pp. 373-406): PRO-ED, Inc, Austin, TX, US.

(From the chapter) This chapter presents an introduction to supported employment through defining supported employment and its core features, discussing its efficacy, describing common models of supported employment, and describing its services. Four core features for supported employment are discussed: (1) competitive employment, (2) integrated settings, (3) workers with severe disabilities, and (4) ongoing support. Types of supported employment models include group models, enclaves, mobile crews, and individual models. Employment models for persons with mental illness are also addressed. Supported employment services consist of 5 overlapping phases: assessment, job development and marketing, job acquisition (placement), job learning and adaptation, and ongoing support. It is argued that supported employment programs also have to reconsider how they approach the provision of supports to ensure that they are as natural or typical as possible in each employment setting. Furthermore, if supported employees are going to move out of the secondary labor market sectors, service providers need to attend to the career growth and development needs of these workers. Finally, supported employment agencies are challenged to shed the social services image that they have used for many years. (PsycINFO Database Record (c) 2005 APA)

Harley, D. A., & Hanley-Maxwell, C. (1994). Improving employment outcomes for chronic alcoholics: applying the supported employment model. *Int J Addict*, 29(5), 667-673.

Alcohol use and alcoholism have massive and far-reaching effects on employment. The consequences of lost employment and reduced productivity as a result of alcohol use can be circumvented through the use of supported employment services. The purpose of this article is to present the implications of using the supported employment model to assist chronic alcoholics in their employment. Several components of supported employment (ecological assessment, job training, job sharing, and ongoing support) are presented as being beneficial to alcoholics in maintaining employment.

Hoekstra, E. J., Sanders, K., van den Heuvel, W. J. A., Post, D., & Groothoff, J. W. (2004). Supported Employment in The Netherlands for people with an intellectual disability, a psychiatric disability and a chronic disease. A comparative study. *Journal of Vocational Rehabilitation*, 21(1), 39-48.

The Dutch government and private agencies are striving to assist people with disabilities with employment. Job placement agencies in The Netherlands use various methods including a Supported Employment (SE) approach to achieve this result. This article examines similarities and differences in tasks performed and the amount of time spent on a task implementing SE across the following disability groups: people with an intellectual disability, a psychiatric disability and a chronic disease. Results revealed the greatest amount of time was expended on Job coaching activities for each group and that substantial time was expended on assessment and job seeking activities for persons with psychiatric or chronic disabilities. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Howlin, P., Alcock, J., & Burkin, C. (2005). An 8 year follow-up of a specialist supported employment service for high-ability adults with autism or Asperger syndrome. *Autism*, 9(5), 533-549.

Few supported employment programmes have been specifically designed for people with autism, especially those who are more able. This study examines the outcome of a supported employment service (NAS Prospects) for adults with autism or Asperger syndrome (IQ 60+) over an 8 year

period. Approximately 68 percent of clients found employment. Of the 192 jobs, the majority were permanent contracts and most involved administrative, technical or computing work. Assessment of current clients indicates that IQ, language skills and educational attainments are high. However, work has also been found for those of lower abilities. Individuals supported by Prospects show a rise in salaries, contribute more tax and claim fewer benefits. Satisfaction with the scheme is high among clients, employers and support workers. Although the programme continues to incur a financial deficit, this has decreased. Moreover, there are many non-financial benefits, which are difficult to quantify. The importance of specialist employment support of this kind is discussed.

Jenaro, C., Mank, D., Bottomley, J., Doose, S., & Tuckerman, P. (2002). Supported employment in the international context: An analysis of processes and outcomes. *Journal of Vocational Rehabilitation, 17*, 5-21.

Jordan de Urries, F. B., Verdugo, M. A., Jenaro, C., Crespo, M., & Caballo, C. (2005). Supported employment and job outcomes. Typicalness and other related variables. *Work, 25*(3), 221-229.

The purpose of this study is to improve supported employment programs analyzing the relationships between different variables involved in its development on job outcomes. One important variable is typicalness (understood as the degree to which the job of the person with a disability is similar in its different characteristics to that of co-workers without a disability). It also compares sheltered employment and supported employment in employment outcomes. The results showed more length of service in the job and salary for supported employment workers. As regards the developmental variables, time of external support, type of support, and adaptations are critical to get better outcomes. Finally, the need to finely balance the typicalness of the job and the characteristics of the worker involved is stressed.

Julius, E., Wolfson, H., & Yalon-Chamovitz, S. (2003). Equally unequal: Gender discrimination in the workplace among adults with mental retardation. *Work: Journal of Prevention, Assessment & Rehabilitation, 20*(3), 205-213.

Gender discrimination in the work place has been widely reported. Women are usually discriminated against in level of occupation and salary. This study explored the correlation between gender and employment among adults (aged 21-50 years) with mental retardation, specifically, whether gender discrimination in the work place is as prominent among people with mental retardation as in the general population. Level of occupation and salary earned were studied in 227 adults with mild and moderate mental retardation residing in institutions, hostels, and sheltered homes. The findings suggest a correlation between gender and employment similar to that in the general population. Women were found to be employed mainly in sheltered workshops and lower levels of occupation, and to earn significantly less than the men. However, closer examination of each work place revealed that within each level of occupation there were no significant gender differences in salary. The finding suggests that while women with mental retardation earn lower salaries than men, this is mainly the result of their lower level of occupation. Rehabilitation efforts should therefore be directed toward ensuring higher levels of occupation as well as community employment among women with mental retardation. (PsycINFO Database Record (c) 2005 APA)

Kiernan, W. (2000). Where We Are Now: Perspectives on Employment of Persons with Mental Retardation. *Focus on Autism and Other Developmental Disabilities, 15*(2), 90.

This article reviews the status of employment for people with mental retardation. It considers effects relating to changes in the evolution of the workplace and in the Social Security Supplemental Security Income program. It then discusses emerging practices including use of natural supports, development of personal networks, and use of an ecological approach to match employee with job. (Contains references.) (Author/DB)

Kirby, N. (1997). Employment and mental retardation. In N. W. Bray (Ed.), *International review of research in mental retardation*, Vol. 20. (pp. 191-249): Academic Press, San Diego, CA, US.

(From the chapter) Reviews research on vocational habilitation and employment of those with mental retardation (MR) in the US. Issues discussed include the goals of vocational habilitation, the availability of work, work and quality of life, traditional employment options (sheltered, competitive), improving vocational habilitation outcomes (supported employment), improving transition from school to employment (secondary and tertiary education), assistance with transition from industry, legislation, research, assessment, and training. It is concluded that there is much to be done to achieve widespread use of employment alternatives and habilitation procedures, since the majority of those with MR remain underemployed in sheltered workshops or, particularly those with severe MR, with no employment. (PsycINFO Database Record (c) 2005 APA)

Kober, R., & Eggleton, I. R. C. (2005). The effect of different types of employment on quality of life. *Journal of Intellectual Disability Research*, 49(10), 756-760.

Background: Despite research that has investigated whether the financial benefits of open employment exceed the costs, there has been scant research as to the effect sheltered and open employment have upon the quality of life of participants. The importance of this research is threefold: it investigates outcomes explicitly in terms of quality of life; the sample size is comparatively large; and it uses an established and validated questionnaire. Method: One hundred and seventeen people with intellectual disability (ID) who were employed in either open or sheltered employment by disability employment agencies were interviewed. Quality of life was assessed using the Quality of Life Questionnaire. After making an initial assessment to see whether the outcomes achieved depended on type of employment, quality of life scores were analyzed controlling for participants' level of functional work ability (assessed via the Functional Assessment Inventory). Results: The results showed that participants placed in open employment reported statistically significant higher quality of life scores. When the sample was split based upon participants' functional work ability, the type of employment had no effect on the reported quality of life for participants with a low functional work ability. However, for those participants with a high functional work ability, those in open employment reported statistically significantly higher quality of life. Conclusions: The results of this study support the placement of people with ID with high functional work ability into open employment. However, a degree of caution needs to be taken in interpreting the results presented given the disparity in income levels between the two types of employment. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Latimer, E. A. (2001). Economic impacts of supported employment for persons with severe mental illness. *Can J Psychiatry*, 46(6), 496-505.

BACKGROUND: Most persons with severe mental illness prefer competitive to sheltered vocational settings. Supported employment (SE) has become a clearly defined model for helping people with severe mental illness to find and maintain competitive jobs. It involves individualized and rapid placement, ongoing support and assessment, and integration of vocational and mental health staff within a single clinical team. Previous studies show that SE secures competitive

employment much more effectively than do other approaches. This review focuses on its economic impacts. METHODS: Studies reporting some service use or monetary outcomes of adding SE programs were identified. These outcomes were tabulated and are discussed in narrative form. RESULTS: Five nonrandomized and 3 randomized studies compare SE programs with day treatment or transitional employment programs. The introduction of SE services can result in anything from an increase to a decrease in vocational service costs, depending on the extent to which they substitute for previous vocational or day treatment services. Overall service costs tend to be lower, but differences are not significant. Earnings increase only slightly on average. CONCLUSIONS: Converting day treatment or other less effective vocational programs into SE programs can be cost-saving or cost-neutral from the hospital, community centre, and government points of view. Investments of new money into SE programs are unlikely to be materially offset by reductions in other health care costs, by reductions in government benefit payments, or by increased tax revenues. Such investments must be motivated by the value of increasing the community integration of persons with severe mental illness.

Lee, M., Storey, K., Anderson, J. L., Goetz, L., & Zivolich, S. (1997). The Effect of Mentoring versus Job Coach Instruction on Integration in Supported Employment Settings. *Journal of the Association for Persons with Severe Handicaps*, 22(3), 151-158.

A study of individuals with severe mental retardation who were trained using the traditional job coach model (n=10), or using a mentoring model (n=10), found individuals with severe mental retardation who were trained using the mentor model had more interactions with typical coworkers than those trained using the job coach model. (Author/CR)

Lehman, A. F., Kreyenbuhl, J., Buchanan, R. W., Dickerson, F. B., Dixon, L. B., Goldberg, R., et al. (2004). The Schizophrenia Patient Outcomes Research Team (PORT): updated treatment recommendations 2003. *Schizophr Bull*, 30(2), 193-217.

Since publication of the original Schizophrenia Patient Outcomes Research Team (PORT) treatment recommendations in 1998, considerable scientific advances have occurred in our knowledge about how to help persons with schizophrenia. Today an even stronger body of research supports the scientific basis of treatment. This evidence, taken in its entirety, points to the value of treatment approaches combining medications with psychosocial treatments, including psychological interventions, family interventions, supported employment, assertive community treatment, and skills training. The most significant advances lie in the increased options for pharmacotherapy, with the introduction of second generation antipsychotic medications, and greater confidence and specificity in the application of psychosocial interventions. Currently available treatment technologies, when appropriately applied and accessible, should provide most patients with significant relief from psychotic symptoms and improved opportunities to lead more fulfilling lives in the community. Nonetheless, major challenges remain, including the need for (1) better knowledge about the underlying etiologies of the neurocognitive impairments and deficit symptoms that account for much of the disability still associated with schizophrenia; (2) treatments that more directly address functional impairments and that promote recovery; and (3) approaches that facilitate access to scientifically based treatments for patients, the vast majority of whom currently do not have such access.

Lesgold, A. M., Feuer, M. J., Black, A. M., & National Research Council (U.S.). Commission on Behavioral and Social Sciences and Education. Board on Testing and Assessment. (1997). *Transitions in work and learning: implications for assessment: papers and proceedings*. Washington, D.C.: National Academy Press.

Levinson, E. M. (2002). Career development interventions for young adults with disabilities. In S. G. Niles (Ed.), *Adult career development: Concepts, issues and practices (3rd ed.)*. (pp. 232-252): National Career Development Association, Columbus, OH, US.

(From the chapter) Addresses career development interventions for young adults with disabilities, from a proactive and preventative perspective. Legislation pertinent to career development and interventions with this population is discussed, and a transdisciplinary career-planning model is advocated. Also discussed are community-referenced assessment; functional assessment; multitrait, multimethod, multifactor assessment; and areas/traits to be assessed. General recommendations are discussed for professionals formulating interventions for those with disabilities. It is suggested that such interventions should be designed to increase career maturity and teach knowledge/skills for independent career decisions, enhance client control, provide needed accommodations, teach self-advocacy skills, improve client self-efficacy, and teach clients how to negotiate the system. (PsycINFO Database Record (c) 2005 APA)

Lord, J., & Rush, B. (2002). A Peer Support Approach to Evaluation: Assessing Supported Employment Programs for People with Developmental Disabilities. *Canadian Journal of Program Evaluation*, 17(1), 25-41.

Describes a peer support approach to evaluating outcomes within supported employment programs for people with developmental disabilities. Presents a case study of one Canadian county agency's experience with peer support evaluation and draws several lessons from the implementation experience of several agencies. (SLD)

Machamer, J., Temkin, N., Fraser, R., Doctor, J. N., & Dikmen, S. (2005). Stability of employment after traumatic brain injury. *Journal of the International Neuropsychological Society*, 11(7), 807-816.

Although substantial information exists about factors related to who returns to work and time taken to return to work after traumatic brain injury (TBI), less is known about the stability of the work experience after the injury. One hundred sixty-five workers with complicated mild to severe traumatic brain injury were followed for 3 to 5 years postinjury. Work stability definitions included amount of time worked (amount of time worked divided by time observed postinjury) and maintenance of uninterrupted employment once a person returned to work. Amount of time worked was significantly and systematically related to brain injury severity, neuropsychological functioning at 1-month postinjury, and preinjury characteristics such as prior work stability and earnings. However, once persons returned to work, the ability to maintain uninterrupted employment was largely related to premorbid characteristics such as being older, higher income before the injury, or a preinjury job with benefits. It was also related to higher neuropsychological functioning at 1-month postinjury (reflecting the combined effects of premorbid functioning and traumatic brain injury severity), but not related to neurologic indices of severity. (PsycINFO Database Record (c) 2006 APA) (journal abstract)

Mank, D., Cioffi, A., & Yovanoff, P. (1998). Employment Outcomes for People with Severe Disabilities: Opportunities for Improvement. *Mental Retardation*, 36(3), 205-216.

A survey of 13 vocational programs that used natural supports as one of their strategies for securing and supporting people with disabilities in community jobs found that people with more severe disabilities had fewer wage- and integration-outcomes and fewer typical features of employment compared to those with less severe disabilities. (CR)



Mank, D., Cioffi, A., & Yovanoff, P. (2003). Supported Employment Outcomes across a Decade: Is There Evidence of Improvement in the Quality of Implementation? *Mental Retardation*, 41(3), 188-197.

Data from 13 supported employment programs and 680 employees with developmental disabilities show little or no increase in wages or hours outcomes for people in jobs acquired in the late 1990s compared to the early 1990s. There are, however, improvements in the typical features of job acquisition, roles, and orientation. (Contains references.) (CR)

Mank, D., O'Neill, C. T., & Jensen, R. (1998). Quality in Supported Employment: A New Demonstration of the Capabilities of People with Severe Disabilities. *Journal of Vocational Rehabilitation*, 11(1), 83-95.

In King County (Washington) government agencies, jobs were developed for 55 people with severe disabilities through leadership by county officials and developmental disabilities staff. The program was cost effective and also resulted in improved wages for the workers with disabilities. (SK)

Marini, I. (2003). What rehabilitation counselors should know to assist Social Security beneficiaries in becoming employed. *Work: Journal of Prevention, Assessment & Rehabilitation*, 21(1), 37-43.

The 1999 Ticket to Work and Work Incentive Improvement Act (TTWWIA) has opened new employment opportunities for vocational rehabilitation professionals. The legislation minimized longstanding disincentives in the return to work efforts of beneficiaries collecting Supplemental Security Income (SSI) and Social Security Disability Insurance (SSDI). Although some of these key disincentives have been eliminated, rehabilitation counselors working with this population will find some interesting new challenges posed by this population. This article will outline the Social Security Administration's SSI/SSDI programs and process for applying; characteristics of beneficiaries; and information regarding the psychological and physiological aspects of beneficiaries with psychiatric disabilities and musculoskeletal disorders. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Mautz, D., Storey, K., & Certo, N. (2001). Increasing Integrated Workplace Social Interactions: The Effects of Job Modification, Natural Supports, Adaptive Communication Instruction, and Job Coach Training. *Journal of the Association for Persons with Severe Handicaps (JASH)*, 26(4), 257-269.

A study involving an adult with severe mental retardation and other disabilities found that the addition of a communication device, job coach social facilitation training, and eliciting co-worker support for social integration increased the social interactions of the employee in a supported employment setting. (Contains references.) (CR)

McDonald, S., & et al. (1996). *The Road to Work: An Introduction to Vocational Rehabilitation*. A Booklet for Youth and Adults with Disabilities, Family Members and Advocates.

This booklet for Minnesota young people with disabilities and their families is intended to explain vocational rehabilitation services required under the Rehabilitation Act as amended in 1992. The first section considers eligibility for vocational rehabilitation, the role of state agencies, the application process, and assessment. The next section describes the Individualized Written Rehabilitation Program (IWRP), which identifies job goals and needed services, and discusses rehabilitation technology and supported employment. The third section is on financial factors,

including determination of "comparable benefits" and consumer financial participation. Next, the rehabilitation appeals procedure is detailed. A question-and-answer format addresses transition issues, such as transition services under the Individuals with Disabilities Education Act, vocational rehabilitation and transition, and self-advocacy. Finally, the main features of the Americans with Disabilities Act are identified and suggestions for making vocational rehabilitation work for the individual are offered. Appendices provide a history of legislation affecting people with disabilities, supported employment definitions, and vocational rehabilitation appeals procedures. (DB)

McGrew, J. H., & Griss, M. E. (2005). Concurrent and predictive validity of two scales to assess the fidelity of implementation of supported employment. *Psychiatr Rehabil J*, 29(1), 41-47.

The ability of the Individual Placement and Support (IPS) and the Quality of Supported Employment Implementation Scale (QSEIS) fidelity scales to predict independently rated SE adherence and percentage of clients closed by the Office of Vocational Rehabilitation (OVR) was tested at 23 SE sites. QSEIS Total score ( $r = .47$ ), Integration subscale ( $r = .53$ ), and Support subscales ( $r = .61$ ) correlated with SE adherence. Total QSEIS score also predicted OVR closure rate ( $r = .42$ ). Correlations between IPS (sub)scale scores and the criterion measures were non-significant. The results support QSEIS validity and provide evidence that fidelity to the SE model is associated with better employment outcomes.

McGrew, J. H., Johannesen, J. K., Griss, M. E., Born, D. L., & Katuin, C. (2005). Performance-based funding of supported employment: A multi-site controlled trial. *Journal of Vocational Rehabilitation. Special Issue: Funding consumer directed employment outcomes*, 23(2), 81-99.

Background: To help mitigate empirically-identified shortcomings in Supported Employment (SE) outcomes for consumers with severe mental illness in Indiana (e.g., few long-term placements), Vocational Rehabilitation Services (VRS) and the Indiana Division of Mental Health and Addictions (DMHA) proposed the implementation of a results-based funding (RBF) system, in which providers received payment only when clients successfully attained each of 5 employment milestones. The current study presents the results of a multi-site controlled trial of RBF vs. a traditional fee-for-service (FFS) model. Method: The sample included 122 (RBF = 81, FFS = 41) consumers of SE (52% schizophrenia, 35% mood disorder). Assessments of clinical and life outcomes were conducted quarterly across 12 months. Results: Those served in RBF were more likely to attain all milestones collectively, and to have a completed person-centered plan and attain 9-months of employment, specifically. There were few differences between those in RBF and FFS on non-milestone employment variables (e.g., job match, wages) or clinical measures (e.g., quality of life, functioning). Conclusions: RBF produces better overall vocational outcomes, specifically, higher rates of completion of a person-centered plan and retention of employment for 9 months. However, improvements with RBF were limited to those specified and did not generalize to vocational areas not targeted by the milestones (e.g., wages, benefits) or to changes in other life domains typically valued by psychiatric rehabilitation. (PsycINFO Database Record (c) 2006 APA) (journal abstract)

McGurk, S. R., Mueser, K. T., & Pascaris, A. (2005). Cognitive training and supported employment for persons with severe mental illness: one-year results from a randomized controlled trial. *Schizophr Bull*, 31(4), 898-909.

This study examined the effectiveness of cognitive training (the Thinking Skills for Work Program) for improving competitive employment outcomes in persons with severe mental illness who have a history of job failure. Forty-four clients receiving services at 2 inner-city community

mental health agencies were randomly assigned (within each site) to receive either cognitive training and supported employment (CT + SE) or supported employment only (SE Only). Retention in the CT + SE program was high (91%). Baseline to 3-month assessments showed significantly greater improvements in neurocognitive functioning, depression, and autistic preoccupation on the Positive and Negative Syndrome Scale for the CT + SE set compared to the SE Only group. Employment outcomes over 1 year showed that clients who received CT + SE were significantly more likely to work (69.6 versus 4.8%, respectively), worked more jobs, worked more hours, and earned more wages than clients with SE Only. The findings provide support for the feasibility of implementing the Thinking Skills for Work Program in the context of supported employment and its beneficial effects on cognitive functioning and competitive employment in persons with severe mental illness.

Menchetti, B. M., & Garcia, L. A. (2003). Personal and Employment Outcomes of Person-Centered Career Planning. *Education and Training in Developmental Disabilities, 38*(2), 145-156.

This study examined effects of person-centered planning on career choice and employment outcomes attained by 83 supported employees. High and moderate levels of match between career preferences and current employment were attained by 83%; wages and length of employment did not correlate to match. A focus group of service providers identified a variety of issues for further research. (Contains references.) (Author/PB)

Merz, M. A., Bricout, J. C., & Koch, L. C. (2001). Disability and job stress: Implications for vocational rehabilitation planning. *Work: Journal of Prevention, Assessment & Rehabilitation, 17*(2), 85-96.

Notes that because people with disabilities often experience an increased risk for physical and psychological complications of job stress, vocational rehabilitation professionals must be able to (1) identify individual and work-environmental risk factors for job stress and (2) design appropriate interventions to minimize those risk factors. The purpose of this article is to (1) present two models of occupational stress, (2) examine factors common to each of these models that are associated with employee health and well-being, and (3) suggest implications for rehabilitation planning. (PsycINFO Database Record (c) 2005 APA)

Michaels, C. A. (1998). Transition to Employment. PRO-ED Series on Transition.

Part of a series designed to provide practical resources for transition personnel on a variety of topics critical to the process of preparing individuals with disabilities for adulthood, this guide focuses on transition to employment. Chapter 1, "Employment and Students with Disabilities," discusses the meaning of work in American society, employment outcomes, employment options and opportunities, and societal beliefs about students with disabilities and the community. Chapter 2, "Work and the Transition Process," describes work and the Individualized Educational Program planning process, committing to transition planning and work as an outcome, and alternative planning strategies. The next chapter, "Assessment Issues," discusses assessment for work, a future-oriented testing paradigm, and lifelong career decision making. Chapter 4, "Preparation for Work," explains how to conduct an ecological inventory, job development strategies for working with employers, and how to conduct a community-based job site analysis. Chapter 5, "Legal Mandates, Transition, and Work," explores Department of Labor guidelines and regulations, Section 503 and 504 of the Rehabilitation Act and the Americans with Disabilities Act. The last chapter contains concluding remarks about real work, real money, and natural support systems. (Contains 73 references.) (CR)

Miller, R. J., Lombard, R. C., & Corbey, S. A. (2006). *Transition assessment: planning transition and IEP development for youth with mild disabilities*. Boston: Pearson Education, Allyn and Bacon.

Moore, C. L., Harley, D. A., & Gamble, D. (2004). Ex-post-facto analysis of competitive employment outcomes for individuals with mental retardation: national perspective. *Ment Retard*, 42(4), 253-262.

Disparities in proportions of competitive job placements and provision of vocational rehabilitation services by level of mental retardation were identified for 28,565 individuals. Chi-square results reveal that consumers with mild mental retardation are significantly more likely to achieve competitive jobs compared to those with more severe levels. Logistic regression indicated that the odds of achieving a competitive job for consumers receiving job placement services, business/vocational training, and counseling were nearly two times that of individuals not receiving such services. Findings suggest that a significantly lower proportion of these services were provided to consumers with severe/profound mental retardation. Implications of findings for service, research, and policy are discussed.

Morgan, R. L. (1996). *Advancing skills of specialists in employment training [videorecording]*. Logan, Utah: Department of Special Education and Rehabilitation Utah State University.

Mueser, K. T., Aalto, S., Becker, D. R., Ogden, J. S., Wolfe, R. S., Schiavo, D., et al. (2005). The effectiveness of skills training for improving outcomes in supported employment. *Psychiatr Serv*, 56(10), 1254-1260.

**OBJECTIVE:** This study evaluated whether a supplementary skills training program improved work outcomes for clients enrolled in supported employment programs. **METHODS:** Thirty-five recently employed clients with severe mental illness who were receiving supported employment services at a free-standing agency were randomly assigned to participate in either the workplace fundamentals program, a skills training program designed to make work more "successful and satisfying," or treatment as usual. Knowledge of workplace fundamentals (for example, identifying workplace stressors, problem solving, and improving job performance) was assessed at baseline and at nine months; employment outcomes and use of additional vocational services were tracked for 18 months. **RESULTS:** Clients in the workplace fundamentals group (N=17) improved more in knowledge of workplace fundamentals than those in the control group (N=18) at the nine-month follow-up, but the two groups did not differ in the number of hours or days worked, salary earned, or receipt of additional vocational services over the 18-month period. In general, clients in this study had higher educational levels and better employment outcomes than clients in most previous studies of supported employment, making it difficult to detect possible effects of the skills training intervention on work. **CONCLUSIONS:** Supplementary skills training did not improve work outcomes for clients who were receiving supported employment.

Mueser, K. T., Essock, S. M., Haines, M., Wolfe, R., & Xie, H. (2004). Posttraumatic stress disorder, supported employment, and outcomes in people with severe mental illness. *CNS Spectr*, 9(12), 913-925.

**OBJECTIVE:** To evaluate whether posttraumatic stress disorder (PTSD) is related to outcomes in persons with severe mental illness (SMI) participating in a study of vocational rehabilitation programs. **BACKGROUND:** PTSD is a common comorbid disorder in people with SMI, but it is unknown whether PTSD interferes with the ability to benefit from rehabilitation programs such as supported employment. **METHODS:** The relationships between PTSD and symptoms, health, quality of life, and work outcomes was examined in 176 clients with SMI participating in a 2-year

randomized controlled trial of three vocational rehabilitation programs: supported employment based on the Individual Placement and Support model, a psychosocial rehabilitation program based on transitional employment, and standard services. RESULTS: The overall rate of current PTSD in the sample was 16 percent. Compared with clients without PTSD, clients with PTSD had more severe psychiatric symptoms, worse reported health, lower self-esteem, and lower subjective quality of life. Clients with PTSD who participated in the Individual Placement and Support model (the most effective vocational model of the three studied) also had worse employment outcomes over the 2-year study period than clients without PTSD, with lower rates of competitive work, fewer hours worked, and fewer wages earned. Employment outcomes did not differ between clients with PTSD versus without PTSD in the other two vocational rehabilitation approaches. CONCLUSION: The findings suggest that PTSD may contribute to worse work outcomes in clients participating in supported employment programs. Effective treatment of these clients with PTSD may improve their ability to benefit from supported employment.

Mueser, K. T., Noordsy, D. L., Drake, R. E., Fox, L., & Barlow, D. H. (2003). Integrated treatment for dual disorders: A guide to effective practice. *Treatment manuals for practitioners*. New York, NY, US: Guilford Press, 470.

(From the book) This essential clinical handbook provides virtually everything needed to plan, deliver, and evaluate effective treatment for persons with substance abuse problems and persistent mental illness. From authors at the forefront of the dual diagnosis field, this book is grounded in decades of influential research. Presented are clear guidelines for developing integrated treatment programs, performing state-of-the-art assessments, and implementing a wide range of individual group, and family interventions. Also addressed are residential and other housing services, involuntary interventions, vocational rehabilitation, and psychopharmacology for dual diagnosis. Throughout, the emphasis is on workable ways to combine psychiatric and substance abuse services into a cohesive, unitary system of care. This volume contains all needed assessment forms, treatment planning materials, and client handouts, most with permission to reproduce. (PsycINFO Database Record (c) 2005 APA)

Murakami, Y. (1999). Job coaching for persons with mental disabilities. *Work*, 12(2), 181-188.

The effectiveness of job coaching for persons with mental challenges at the Yokohama City Comprehensive Care Continuum is examined through case records. The immediate intervention with the client, as well as improved working conditions through consultation with the company are recognized as crucial for the client's optimum adjustment at the work site. On the other hand, in a case where the client quit the job, we can see that the inadequacy is in the assessment of the client and of the working conditions. Improved assessments are needed. Using the principle and the strategies of supported employment developed in America, the goal of job coaching at Y.C.C.C. is to form an adequate support system for the client, both at the workplace and in other living and social situation which influence the client in the workplace.

National Alliance for Secondary Education and Transition. (2005). *National standards and quality indicators: Transition toolkit for systems improvements*. Minneapolis, MN: University of Minnesota, National Center for Secondary Education and Transition.

This toolkit contains 1) high quality and effective transition standards and indicators for all youth, 2) supporting evidence and research, 3) a self-assessment tool, 4) a priority setting tool, and 4) a two-part action plan. This living document, which will be updated regularly, can guide state and local administrators and practitioners in planning and implementing transition systems. Standards

and indicators are provided in the areas of schooling, career preparatory experiences, youth development and leadership, family involvement, and connecting activities.

Oka, M., Otsuka, K., Yokoyama, N., Mintz, J., Hoshino, K., Niwa, S., et al. (2004). An evaluation of a hybrid occupational therapy and supported employment program in Japan for persons with schizophrenia. *Am J Occup Ther*, 58(4), 466-475.

**OBJECTIVE:** A vocational rehabilitation program (occupational therapy and supported employment) for promoting the return to the community of long-stay persons with schizophrenia was established at a psychiatric hospital in Japan. The purpose of the study was to evaluate the program in terms of hospitalization rates, community tenure, and social functioning with each individual serving as his or her control. **METHODS:** Fifty-two participants, averaging 8.9 years of hospitalization, participated in the vocational rehabilitation program consisting of 2 to 6 hours of in-hospital occupational therapy for 6 days per week and a post-discharge supported employment component. Seventeen years after the program was established, a retrospective study was conducted to evaluate the impact of the program on hospitalizations, community tenure, and social functioning after participants' discharge from hospital, using an interrupted time-series analysis. The postdischarge period was compared with the period from onset of illness to the index discharge on the three outcome variables. **RESULTS:** After discharge from the hospital, the length of time spent by participants out of the hospital increased, social functioning improved, and risk of hospitalization diminished by 50%. Female participants and those with supportive families spent more time out of the hospital than participants who were male or came from nonsupportive families. **CONCLUSION:** A combined program of occupational therapy and supported employment was successful in a Japanese psychiatric hospital when implemented with the continuing involvement of a clinical team. Interventions that improve the emotional and housing supports provided to persons with schizophrenia by their families are likely to enhance the outcome of vocational services.

Perkins, D. V., Born, D. L., Raines, J. A., & Galka, S. W. (2005). Program evaluation from an ecological perspective: supported employment services for persons with serious psychiatric disabilities. *Psychiatr Rehabil J*, 28(3), 217-224.

Results of large-scale program evaluations supplement other kinds of evidence regarding interventions for psychiatric disabilities. This paper describes an ongoing 11-year effort to evaluate supported employment services provided to persons with serious psychiatric disabilities by community mental health centers in one Midwestern state. Using an ecological perspective, the evaluation emphasizes multiple kinds of products and the careful development and maintenance of stakeholder relationships. Data from over 4600 individuals in supported employment programs demonstrate that services are effective and efficient, that these employees and employers are satisfied, and that stable employment may sharply reduce the overall costs of mental health care.

Pickett, A. L., Faison, K., Formanek, J., & Woods, J. (1999). *A Core Curriculum & Training Program To Prepare Paraeducators To Work in Transitional Services and Supported Employment Programs*. Second Edition.

These instructional materials are designed to improve the performance of paraeducators working in transitional services and supported employment for teenagers and young adults with disabilities. The competency-based program helps participants to learn skills they can apply immediately, to accept new practices, and to increase their understanding of education issues. The modules cover: (1) strengthening the instructional team, roles of paraeducators working in

transitional and vocational services, and communication and problem solving; (2) human and legal rights of children with disabilities and their families; (3) principles of human development and factors that may impede typical human development; (4) the instructional process (individualized education and transition plans, assessment, data collection, goals and objectives, instructional interventions, and instructional methods for facilitating transition); (5) working with families; (6) appreciating diversity; and (7) emergency, health, and safety procedures. The format for the instructional modules includes: instructional objectives, equipment and resources required, suggested training activities and exercises, background information for the trainer, and handouts and transparencies. Training procedures involve small group discussions, brainstorming, problem solving, case studies, and role plays. (References accompany each module.) (CR)

Pierangelo, R., & Crane, R. (1997). *Complete Guide to Special Education Transition Services: Ready-to-Use Help and Materials for Successful Transitions from School to Adulthood*.

This book is intended to provide a comprehensive guide to the transition of students from special education programs into adulthood. The 13 chapters address the following specific issues, with sample sub-topics indicated in parentheses: (1) fundamentals of transition services (self-determination, importance of keeping records); (2) transitional Individualized Education Plans (who determines what services are needed, adult service providers, and a transition planning timeline); (3) vocational education planning (assessments, rehabilitation services, supported employment, employment rights); (4) living arrangements (residential models, housing subsidies, respite care); (5) transportation concerns (travel training, paratransit systems); (6) recreational and leisure options (mastering leisure skill activities and leisure resources); (7) social skills (acquiring social skills, fostering relationships); (8) sexual issues (sexuality education, how particular disabilities affect sexuality); (9) communication and assistive technology (computer access, current technologies for specific impairments); (10) postsecondary educational options (financial aid, accommodations for specific disabilities, distance learning); (11) estate planning for parents (guardianship, the letter of intent, and wills); (12) insurance issues for parents (insurance policies, Medicare and Medicaid); and (13) financial concerns (Supplemental Security Income and Social Security Disability Insurance). Twelve appendices provide a comprehensive directory of additional resources. (DB)

Pilling, D. S. (2002). Early employment careers of people with disabilities in the National Child Development Study. *Work: Journal of Prevention, Assessment & Rehabilitation*, 18(1), 75-87.

The employment of 436 people with disabilities (aged 23-33 years) was investigated. The sample were part of a continuing longitudinal study. Cross-tabulations were carried out comparing the employment of people with disabilities and that of their non-disabled counterparts. Despite the majority of the sample not having difficulties with everyday activities people with disabilities were disadvantaged in terms of educational and vocational qualifications, employment rates and earnings. Those with physical disabilities fared better than the other disability groups in terms of employment and earnings, among this group men with 'below average' educational and vocational qualifications differing most from their non-disabled counterparts and women with 'above average' qualifications differing least. Findings indicate the importance of educational and vocational qualifications for those with disabilities, for more emphasis on job retention, for measures against wage discrimination, and for job placement assistance for some groups of those with a disability. (PsycINFO Database Record (c) 2005 APA)

Razzano, L. A., & Cook, J. A. (2005). Evidence-Based Practices in Supported Employment. In C. E. Stout & R. A. Hayes (Eds.), *The evidence-based practice: Methods, models, and tools for mental health professionals*. (pp. 10-30): John Wiley & Sons, Inc, Hoboken, NJ, US.

(From the chapter) The existing literature on people with psychiatric disabilities provides support for a series of research-based principles related to vocational rehabilitation services. Although several of these principles have been demonstrated in the multidisability vocational rehabilitation field, others have emerged from specific efforts designed to address the unique employment needs of people with psychiatric disabilities. To provide an overall understanding of the evidence-based best practices in vocational rehabilitation among psychiatric populations, these principles are reviewed and relevant supporting research is discussed. However, as others have provided comprehensive reviews of this research (e.g., Bond, Drake, Mueser, & Becker, 1997; Lehman, 1995), this section presents an overview of the critical issues related to these studies and their findings, as well as their role in supported employment services within the larger context of vocational rehabilitation. Further, methods of assessment for outcomes efficacy, provider competency and training in vocational rehabilitation are also discussed and success stories and a case example of successful vocational rehabilitation are provided. (PsycINFO Database Record (c) 2005 APA)

Razzano, L. A., Cook, J. A., Burke-Miller, J. K., Mueser, K. T., Pickett-Schenk, S. A., Grey, D. D., et al. (2005). Clinical factors associated with employment among people with severe mental illness: findings from the employment intervention demonstration program. *J Nerv Ment Dis*, 193(11), 705-713.

Research has shown that supported employment programs are effective in helping psychiatric outpatients achieve vocational outcomes, yet not all program participants are able to realize their employment goals. This study used 24 months of longitudinal data from a multisite study of supported employment interventions to examine the relationship of patient clinical factors to employment outcomes. Multivariate random regression analysis indicated that, even when controlling for an extensive series of demographic, study condition (experimental versus control), and work history covariates, clinical factors were associated with individuals' ability to achieve competitive jobs and to work 40 or more hours per month. Poor self-rated functioning, negative psychiatric symptoms, and recent hospitalizations were most consistently associated with failure to achieve these employment outcomes. These findings suggest ways that providers can tailor supported employment programs to achieve success with a diverse array of clinical subpopulations.

Reid, D. H., Parsons, M. B., & Green, C. W. (1998). Identifying work preferences among individuals with severe multiple disabilities prior to beginning supported work. *J Appl Behav Anal*, 31(2), 281-285.

We evaluated a prework assessment for predicting work-task preferences among workers with severe multiple disabilities prior to beginning supported work. The assessment involved comparing worker selections from pairs of work tasks drawn from their future job duties. Results of workers' choices once they began their jobs in a publishing company indicated that the assessment predicted tasks that the workers preferred to work on during their job routines. Results are discussed regarding other possible means of determining preferred types of supported work.

Resnick, L. B., Wirt, J. G., & United States. Dept. of Labor. Secretary's Commission on Achieving Necessary Skills. (1996). *Linking school and work: roles for standards and assessment* (1st ed.). San Francisco: Jossey-Bass Publishers.

Rogan, P. M., Novak, J., Mank, D., & Martin, R. (2002). From values to practice: State level implementation of supported employment. *Journal of Vocational Rehabilitation*, 17(1), 2002.



To what extent have states implemented supported employment in a manner consistent with the Rehabilitation Act? Why is there such a variation across states in supported employment outcomes? Why have some states developed progressive systems of supported employment, while others maintain more restrictive policies and practices? This article highlights the values and principles embodied in the Rehabilitation Act and explores the extent to which state supported employment policies and practices reflect the spirit of the law. Examples of state policies and practices that exemplify the key values of the Rehabilitation Act are discussed, and challenges and choices faced by states are presented in the context of systems change.

Rogers, E. S., & et al. (1995). A Benefit-Cost Analysis of a Supported Employment Model for Persons with Psychiatric Disabilities. *Evaluation and Program Planning, 18*(2), 105-115.

A methodology was developed for conducting a benefit-cost analysis of an innovative supported employment intervention for the psychiatrically disabled. Results indicated that the program, which targeted 19 participants, approached cost efficiency of almost .90 of benefits to costs. The value of the methodology for program evaluation is discussed. (SLD)

Rojewski, J. W., Black, R. S., & Council for Educational Diagnostic Services (U.S.). (2002). *Special issue: assessments that support the transition from school to work for adolescents with disabilities*. Arlington, VA: Council for Educational Diagnostic Services.

Rose, V., & Perz, J. (2005). Is CBT useful in vocational rehabilitation for people with a psychiatric disability? *Psychiatr Rehabil J, 29*(1), 56-58.

People with a psychiatric disability can experience difficulty in gaining and maintaining employment. Some of these difficulties are related to problems in managing employment-related stress. The aim of this study was to pilot a vocationally-oriented cognitive behavioral therapy (CBT) training program for people receiving public mental health services in Australia. Thirteen participants completed the program and reported significant improvements in general mental health, optimism and attitudes to work following training. The utility of CBT approaches to vocational rehabilitation for people with a psychiatric disability requires rigorous testing. It is likely that this approach may best be used in conjunction with other programs such as supported employment.

Rubin, S. S. (1993). Job Matching in Supported Employment: Variables Related to Transitional Planning for Students with Moderate and Severe Disabilities.

This literature review discusses supported employment as one aspect of the transitional linkage between school and work that can augment the quality of life for individuals with moderate and severe disabilities. It then focuses on job matching, one aspect of supported employment training programs within public school settings, with an emphasis on related variables that should serve as a foundation for future transitional planning. Active variables, which are those variables supported in the literature as either being research-based or nonresearch-based, include a detailed job analysis, worker productivity, assessment of specific social skills, placement specialist support, employer/supervisor support, positive high school experiences, and client assessment. Implied variables, which refer to factors that have not been specifically mentioned but are implied in the literature as being related to successful employment outcomes, include transportation, support services, and factors that promote job satisfaction. (Contains 30 references.) (JDD)

Rusch, F. R., Heal, L. W., & Cimera, R. E. (1997). Predicting the earnings of supported employees with mental retardation: a longitudinal study. *Am J Ment Retard, 101*(6), 630-644.

A random sample (N = 197) of supported employees with mental retardation was examined in a longitudinal study. Results indicate that intelligence, prior earnings, and federal job subsidy predicted future earnings. Statistical controls applied to the stratified sample show that job placement, job type, subsidy, and means of transportation had little influence on earnings.

Salyers, M. P., Becker, D. R., Drake, R. E., Torrey, W. C., & Wyzik, P. F. (2004). A ten-year follow-up of a supported employment program. *Psychiatr Serv, 55*(3), 302-308.

**OBJECTIVE:** Supported employment has steadily increased in prominence as an evidence-based mental health practice, and research shows that the service significantly improves employment outcomes over one to two years. The objective of this study was to examine the outcomes of supported employment ten years after an initial demonstration project. **METHODS:** The study group consisted of 36 clients who had participated in a supported employment program at one of two mental health centers in 1990 or 1992. Clients were interviewed ten years after program completion about their employment history, facilitators to their employment, and their perceptions of how working affected areas of their lives. **RESULTS:** Seventy-five percent of the participants worked beyond the initial study period, with 33 percent who worked at least five years during the ten-year period. Current and recent jobs tended to be competitive and long term; the average job tenure was 32 months. However, few clients made the transition to full-time employment with health benefits. Clients reported that employment led to substantial benefits in diverse areas, such as improvements in self-esteem, hope, relationships, and control of substance abuse. **CONCLUSIONS:** On the basis of this small sample, supported employment seems to be more effective over the long term, with benefits lasting beyond the first one to two years.

Schelly, C., & et al. (1995). Vocational Support Strategies for Students with Emotional Disorders. ERIC Digest E534.

This digest describes support strategies for overcoming obstacles to finding and maintaining employment for students with emotional disorders. These youths may avoid risk-taking situations and often have difficulty with verbal and nonverbal communication, such as struggling to make telephone calls to employers and exhibiting limited communication skills and eye contact. Obstacles to holding a job include difficulty following instructions and staying on task, inability to accept feedback, acting before thinking, and general lack of socially acceptable work behaviors. Support strategies include functional community-referenced assessment, modified supported employment, career skills preparation, problem-solving implementation, allowing natural consequences to occur, and action planning. A list of five organizational resources, and five electronic resources concludes the digest. Contains six references. (SW)

Siporin, S., & Lysack, C. (2004). Quality of life and supported employment: a case study of three women with developmental disabilities. *Am J Occup Ther, 58*(4), 455-465.

This paper presents the findings of a qualitative case study of the quality of life of three women with developmental disabilities. In-depth interview data were collected from the women who had previously worked in a sheltered workshop environment and were, at the time of study, working in supported employment in the community. Interviews were also conducted with each woman's job coach and a family member or close friend. On-site observations of the women in their supported employment environments were also undertaken. Results show that the women's own perceptions about their quality of life were not always as family members and job coaches

expected, and that the purported benefits of supported employment for the three women with developmental disabilities were not always realized. Occupational therapists have an opportunity to facilitate the occupational performance of adults with developmental disabilities but they must be willing to engage in wider health and social policy change if they are to make significant gains.

Sitlington, P. L., & Council for Exceptional Children. Division on Career Development and Transition. (1996). *Assess for success: handbook on transition assessment*. Reston, Va.: Council for Exceptional Children.

Smith, K., Webber, L., Graffam, J., & Wilson, C. (2004). Employer satisfaction with employees with a disability: Comparisons with other employees. *Journal of Vocational Rehabilitation, 21*(2), 61-69.

This paper is based on survey responses from 656 employers who had employed someone with a disability using support from disability employment agencies. Differences in employers' ratings of employees with and without a disability in relation to employer satisfaction and work performance are outlined. Employers were found to be less satisfied with their employee with a disability than with other employees; determinants of employer satisfaction differed between the two employee groups; and employers were predisposed to be more satisfied with employees with a disability than with other employees in relation to the work performance variables tested. Identifying areas directly related to employer satisfaction, and highlighting important differences in factors that determine employer satisfaction between these two employee groups, provides valuable direction for effective strategic planning of service interventions.

Smith, K., Webber, L., Graffam, J., & Wilson, C. (2004). Employer satisfaction, job-match and future hiring intentions for employees with a disability. *Journal of Vocational Rehabilitation, 21*(3), 165-173.

This paper is based on survey responses from 656 employers who used disability employment services to employ someone with a disability. Relationships between employer satisfaction and employer perceptions of job-match and future hiring intentions toward people who have a disability are outlined and discussed. Employers' perceptions of the job-match process were found to be an important determinant of their perceptions of work performance and employer satisfaction. Comparative ratings on employer satisfaction for employees with and without a disability were seen as an important indicator of future hiring intentions toward people with a disability. Findings reported in this paper provide important information on which to base strategies for improving future employment outcomes for people who have a disability.

Soydan, A. S. (2004). Supported Education: A Portrait of a Psychiatric Rehabilitation Intervention. *American Journal of Psychiatric Rehabilitation, 7*(3), 227-248.

This article provides a thorough overview of supported education, tracing its inception and evolution as an application of the psychiatric rehabilitation approach. A host of factors, including disability legislation, supported employment, recognition of stigma, expanded access to college campuses, and new research and dissemination initiatives have all helped to develop, define, and document the components of supported education (SEd). This article illustrates that the essence of SEd is the process of psychiatric rehabilitation, with its unique client-centered focus: a well-defined mission, principles and philosophy of strength and hope; individualized goal setting and readiness, skill, and support assessments; and personalized skill and resource development. An in-depth discussion of the process needed to choose, get, and keep an educational path illustrates

the application of the psychiatric rehabilitation approach. SED may also go beyond rehabilitation to assist in the process of recovery. New studies in recovery and its phases present hope that supported education can play a key role in providing new and powerful opportunities for people who are in the process of adjusting to psychiatric disability and trying to move beyond its pervasive impact. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Staines, G. L., Blankertz, L., Magura, S., Bali, P., Madison, E. M., Spinelli, M., et al. (2004). Efficacy of the customized employment supports (CES) model of vocational rehabilitation for unemployed methadone patients: preliminary results. *Subst Use Misuse*, 39(13-14), 2261-2285.

This article presents initial efficacy data for an innovative vocational rehabilitation model designed for methadone-maintained patients--the Customized Employment Supports (CES) model. In this model, a CES counselor works intensively with a small caseload of patients in order to overcome the vocational as well as nonvocational barriers that hinder their employment, with the goal of attaining rapid placement in competitive employment. The CES model was implemented at two Manhattan methadone treatment programs as part of a randomized clinical trial comparing the model's employment outcomes with those of standard vocational counseling. The study tested the hypothesis that patients in the experimental group will have better employment outcomes than those in the comparison group. The data were collected from May 2001 through September 2003. The sample consisted of the first 121 patients who had completed their 6-month follow-up interviews. The preliminary results supported the hypothesis for two indices of paid employment, i.e., the CES group was more likely to obtain both competitive employment and informal paid employment. The clinical trial is continuing.

Stephens, D. L., Collins, M. D., & Dodder, R. A. (2005). A longitudinal study of employment and skill acquisition among individuals with developmental disabilities. *Res Dev Disabil*, 26(5), 469-486.

Recent legislation, especially the Americans with Disabilities Act in 1990, generated the closure of institutions for people with disabilities and inclusion into community residences and employment. It has been well documented that individuals with developmental disabilities often experience difficulties with employment including both obtaining and maintaining jobs, and many researchers have looked for ways to make employment more successful [McConkey, R. & Mezza F. (2001). Employment aspirations of people with learning disabilities attending day centers. *Journal of Learning Disabilities*, 5(4), 309-318; Stevens, G. (2002). Employers' perceptions and practice in the employability of disabled people: a survey of companies in south east UK. *Disability and Society*, 17(7), 779-796; Capella, M., Roessler, R., & Hemmeria, K. (2002). Work-related skills awareness in high-school students with disabilities. *Journal of Applied Rehabilitation Counseling*, 33(2), 17-23; Ingraham, K., Rahimi, M., Tsang, H., Chan, F., & Oulvey, E. (2001). Work support groups in state vocational rehabilitation agency settings: a case study. *Psychiatric Rehabilitation Skills*, 5(1), 6-21; Gosling, V. & Cotterill, L. (2000). An employment project as a route to social inclusion for people with learning difficulties? *Disability and Society*, 15(7), 1001-1018; Neitupski, J. & Hamre-Nietupski, S. (2000). A systematic process for carving supported employment positions for people with severe disabilities. *Journal of Developmental and Physical Disabilities*, 12(2), 103-119]. While research has accumulated that has examined predictors of successful employment, this research assessed longitudinal outcomes of employment. Data were obtained from an existing data set of all known persons receiving services from the Developmental Disabilities Division of the Oklahoma Department of Human Services (N=2760). Results indicated that as people moved to employment, scores on adaptive skills increased, that as people moved from employment, adaptive skills decreased, and that as employment status remained constant, adaptive skills also remained unchanged. No consistent impact was found on challenging behaviors. Type of employment (sheltered, supported, and

competitive) was then examined, and the same pattern of changes in adaptive skills was found; i.e., changes in employment to more/less competitive was accompanied by more/less adaptive skills. This suggests that employment itself, especially work in the competitive workforce, may be a significant source of enhancing adaptive skills for people with developmental disabilities and, thus, greatly adding to the success of community living.

Stock, S. E., Davies, D. K., Secor, R. R., & Wehmeyer, M. L. (2003). Self-directed career preference selection for individuals with intellectual disabilities: Using computer technology to enhance self-determination. *Journal of Vocational Rehabilitation. Special Issue: Self-determination and vocational rehabilitation*, 19(2), 95-103.

Objectives: To conduct a preliminary study investigating the application of a self-directed video and audio software program to assist individuals with intellectual disabilities to express their vocational job preferences. A working software prototype, called WorkSight, was developed and field tested. Study design: The effectiveness of the WorkSight approach was assessed by comparing it to currently used career assessment tools via ratings by educators and agency professionals. WorkSight was also tested in terms of its efficacy to match the job preferences that were predicted by the same educators and agency professionals. A total of 25 adults with intellectual disabilities participated in this study. Results: Adults with intellectual disabilities were able to use the computer-based job preference assessment to determine career and job priorities. Conclusions: The use of technology providing multimedia-based work information has promise to enable persons with intellectual disabilities to express preferences and to improve job placement and matching activities. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Storey, K. (1997). The Use of Natural Supports To Increase Integration in Supported Employment Settings for Youth in Transition. Final Report.

This final report briefly describes activities of a project which developed and evaluated specific natural support intervention procedures to increase the social integration of employees with severe disabilities using single-subject, clique analysis, and social validation methodologies. The project resulted in the publication of 6 journal articles and 12 presentations at local, state, and national conference. Included are the full texts of the six articles, which are: (1) "The Use of Self-Management Strategies for Increasing the Appropriate Hygiene of Persons with Disabilities in Supported Employment Settings" (Jennifer Traviss Garff and Keith Storey); (2) "Natural Supports for Increasing Integration in the Workplace for People with Disabilities: A Review of the Literature and Guidelines for Implementation" (Keith Storey and Nicholas J. Certo); (3) "Quality of Life Issues in Social Skills Assessment of Persons with Disabilities" (Keith Storey); (4) "The Cumulative Effect of Natural Support Strategies and Social Skills Instruction on the Integration of a Worker in Supported Employment" (Keith Storey and Jennifer T. Garff); (5) "The Effects of Co-Worker Instruction on the Integration of Youth in Transition in Competitive Employment" (Keith Storey and Jennifer T. Garff); and (6) "The Effect of Co-Worker Versus Job Coach Instruction on Integration in Supported Employment Settings" (Mellanie Lee, Keith Storey, Jacki L. Anderson, Lori Goetz, and Steve Zivolich). (Individual papers contain references.) (DB)

Sturomski, N. (1996). The transition of individuals with learning disabilities into the work setting. *Topics in Language Disorders*, 16(3), 37-51.

Discusses the difficulties that adults with learning disabilities encounter during the transition from school to work or from a job to another. Adults with learning disabilities often lack basic academic, goal setting, and social skills necessary for successful transitions. Consequently, these

individuals often fail to obtain meaningful, full-time employment and the economic security and self-esteem that result from such jobs. Adult educators (as well as language specialists) must be aware of the unique needs of individuals with learning disabilities, including training in strategy use, problem-solving, goal setting, and other basic life skills. By utilizing such skills individuals with learning disabilities can become lifelong learners who are able to retain quality jobs and adapt to new work environments and employer demands. Issues discussed include disability laws, strategies training, assessment models, and work setting transitions. (PsycINFO Database Record (c) 2005 APA)

Szymanski, E. M., & Parker, R. M. (2003). *Work and disability: Issues and strategies in career development and job placement* (2nd ed.). Austin, TX, US: PRO ED, Inc, 480.

(From the book) Discusses and analyzes issues related to the vocational rehabilitation and supported employment of persons with disabilities, highlighting topics in career development and job placement. Chapters address the social and cultural atmosphere of work and its effect on the disabled, disability law and legislation which supports and inhibits supported employment, current data on disability within the working population, theories and models for career development and job placement, vocational assessment, accommodations for disabled workers, labor market information and employer-focused programs, career counseling and client diversity, the relationship of the "profit motive" to employer hiring practices, aspects of the job search for disabled workers, and employer consulting services and programs. (PsycINFO Database Record (c) 2005 APA)

Szymanski, E. M. E., & Parker, R. M. E. (1996). *Work and Disability: Issues and Strategies in Career Development and Job Placement*.

This text presents the context, theories, resources, and strategies necessary to promote the employment of people with disabilities. The book is intended for rehabilitation professionals, special educators, psychologists, social workers, mental health counselors, vocational counselors, and vocational educators. The 12 chapters are based on a model of career development for people with disabilities which stresses the relationship of career development to individual, contextual, mediating, work environmental, and outcome factors. Chapter titles and authors are: (1) "Work and Disability: Introduction" (Edna Mora Szymanski and Randall M. Parker); (2) "Psychosocial and Economic Aspects of Work: Implications for People with Disabilities" (Edna Mora Szymanski and others); (3) "Legislation Concerning Career Counseling and Job Placement for People with Disabilities" (Marita M. Danek and others); (4) "Career Development Theories, Constructs, and Research: Implications for People with Disabilities" (Edna Mora Szymanski and others); (5) "Issues in Vocational Assessment and Disability" (Randall M. Parker and James L. Schaller); (6) "Disability and Accommodation" (Martin Brodwin and others); (7) "Occupational and Labor Market Information and Analysis" (Jeanne Boland Patterson); (8) "Career Development Interventions for People with Disabilities" (Edna Mora Szymanski and others); (9) "Employers and Job Development: The Business Perspective" (Michael J. Millington and others); (10) "Securing Employment: Job Search and Employer Negotiation Strategies in Rehabilitation" (David Hagner and others); (11) "Supporting Placement" (Cheryl Hanley-Maxwell and others); and (12) "Career Counseling and Job Placement: Theory and Practice" (Paul Salomone). (Individual chapters contain references.) (DB)

Target, P., Wehman, P., Petersen, R., & Gorton, S. (1998). Enhancing work outcome for three persons with traumatic brain injury. *Int J Rehabil Res*, 21(1), 41-50.

A case study approach is used to illustrate how three survivors of severe traumatic brain injury were able to gain and maintain employment with the assistance of a supported employment programme. Emphasis on the different types of accommodations, including the design and implementation of compensatory strategies, is provided for each case. Finally, an overview of steps that can be taken to enhance the use of such strategies on the job is presented.

Trainor, A., Patton, J. R., & Clark, G. M. (2005). *Case studies in assessment for transition planning*. Austin, TX: Pro-Ed.

Turner, E. (2003). Finding the right Personal Assistant. *Journal of Vocational Rehabilitation. Special Issue: Personal Assistance Services in the Workplace*, 18(2), 87-91.

A thorough self-assessment by the employee with a disability is critical to determining the level of need for workplace Personal Assistance Services (PAS). This paper describes why the self-assessment process should be employee-driven and how the self-assessment can assist the individual to select the Personal Assistant (PA) most qualified to meet his/her needs on the job. Although the process needs to be employee-driven, the author strongly advises employees to consult with rehabilitation professionals when appropriate to see that all support needs are addressed in the self-assessment. Finally, two sample tools are presented that can be used in the self-assessment process and in the recruitment of a qualified workplace PA. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Turner, E., Revell, G., Brooke, V., & Virginia Commonwealth University. School of Education. Rehabilitation Research and Training Center on Supported Employment. (2001). *Using personal assistance in the workplace: a customer-directed guide*. Richmond, Va.: Virginia Commonwealth University Rehabilitation Research & Training Center on Workplace Supports.

Includes chapters about (1) using personal assistance as a workplace support, (2) using a self-assessment in finding the right personal assistant, (3) training a person with a disability to use PAS, (4) workplace personal assistant services: employers perspectives, (5) keys to being an effective workplace personal assistant, (6) workplace personal assistance services and assistive technology, (7) funding options and opportunities for personal assistance services at the workplace, (8) independent living and employment services: equal paths to community integration.

Unger, D., & Kregel, J. (2003). Employers' knowledge and utilization of accommodations. *Work: Journal of Prevention, Assessment & Rehabilitation*, 21(1), 5-15.

Increasingly, employers are providing a variety of accommodations to applicants or employees with disabilities. However, little is known about the resources that employers access to identify and develop accommodations in the recruitment, hiring and retention of employees with disabilities. Human resource professionals and supervisors were surveyed to determine the extent to which businesses were aware of, and utilized, the vast array of workplace supports available. Findings indicated that employers have limited awareness of workplace supports and rely primarily on their own organizational resources in identifying and securing accommodations. Yet, business professionals expressed confidence in their ability to meet and support the needs of employees with disabilities despite many supervisors indicating that they did not have the authority to secure accommodations for workers with disabilities. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

United States. Congress. Office of Technology Assessment. (1994). *Psychiatric disabilities, employment, and the Americans with Disabilities Act*. Washington, DC: Office of Technology Assessment: U.S. G.P.O. distributor.

United States. Congress. Office of Technology Assessment. (1995). *Learning to work: making the transition from school to work*. Washington, DC: Office of Technology Assessment Congress of the U.S.: For sale by the U.S. G.P.O. Supt. of Docs.

United States. Employment and Training Administration., Social Policy Research Associates., & Florence Heller Graduate School for Advanced Studies in Social Welfare. Center for Human Resources. (2000). Evaluation of the School-to-work Out-of-School Youth Demonstration and Job Corps Model Centers, final report for the Job Corps Model Centers [microform]. Washington, D.C. (200 Constitution Ave., N.W., Room N-5637, Washington, 20210): U.S. Dept. of Labor Employment and Training Administration.

Vandiver, V. L., Johnson, J., & Christofero-Snider, C. (2003). Supporting employment for adults with acquired brain injury: a conceptual model. *J Head Trauma Rehabil*, 18(5), 457-463.

Employment, or return-to-work, is a common goal for adults who have experienced brain injury. Unfortunately, many individuals suffer significant psychosocial, cognitive, and physical deficits as a result of the injury that negatively affect their ability to seek or maintain employment. Research points to the importance of addressing these deficits using a supportive vocational rehabilitation team approach that focuses on assessing a wide range of cognitive, physical, and functional variables. The purpose of this article is to describe the Brain Injury Assessment Model (BIAM) for use as a vocational assessment tool for clients diagnosed with acquired brain injury and who are seeking employment or are returning to work.

Vogel, J. J., & Keating, C. F. (2005). Employment of deaf people as influenced by potential employers' perceptions: pathological compared with sociocultural perspectives. *Int J Rehabil Res*, 28(2), 181-183.

Two basic perspectives contrast how people perceive deafness: the pathological and sociocultural perspectives. The pathological perspective focuses on the medical issues related to hearing impairment. The sociocultural perspective views deafness as a cultural difference. This study investigated whether these perspectives influenced assessments of deaf job candidates in a mock hiring scenario. Undergraduates were given information supporting either the pathological or sociocultural perspectives. They later rated deaf and hearing job candidates who were presented as having identical qualifications. The hypothesis was not supported in this study; the experiment did not significantly alter the views of future prospective employers. Also, education about the deaf culture did not appear to have an impact on deaf and hearing relations.

Walsh, P. N., Lynch, C., & deLacey, E. (1994). Supported employment for Irish adults with intellectual disability: the OPEN ROAD experience. *Int J Rehabil Res*, 17(1), 15-24.

Supported employment is an approach to ensuring the vocational and social integration of persons with intellectual and other disabilities by placing and then training them to carry out real jobs in the regular workplace, supported by staff members or co-workers. This article focuses on the actual employment outcomes for participants in OPEN ROAD, a three-year innovative project which introduced adults with moderate and severe levels of intellectual disability in Dublin, Ireland to ordinary jobs. Supported workers (n = 24) were men and women aged between 19 and 49 years who obtained part-time jobs chiefly within the financial and food service and retail



sectors of an economy marked by high rates of long-term unemployment. Effective job-finding and support strategies as well as individual outcomes are described. Priorities for those at national and agency levels planning for meaningful, sustainable employment for persons in this population are suggested.

Warner, R., Huxley, P., & Berg, T. (1999). An evaluation of the impact of clubhouse membership on quality of life and treatment utilization. *Int J Soc Psychiatry*, 45(4), 310-320.

A group of clubhouse users matched with similar patients (not clubhouse users) in a neighbouring area were compared in terms of quality of life (Lancashire Quality of Life Profile), service utilization and treatment costs over a two year period. The clubhouse group achieved a reasonable employment status and good social relationships, and advantages in subjective well-being favoured the clubhouse group. Over two years the pattern of service utilization and costs also favoured the clubhouse group. When the two groups were disaggregated for employment status the group with least treatment utilization and lowest costs was the employed clubhouse group.

Wehman, P. (2003). Workplace inclusion: Persons with disabilities and coworkers working together. *Journal of Vocational Rehabilitation. Special Issue: Personal Assistance Services in the Workplace*, 18(2), 131-141.

The purpose of this article is to assist supported employment professionals with identifying and promoting quality integration outcomes for individuals with significant disabilities. Workplace inclusion is an important outcome measure of a quality employment program supporting individuals with disabilities. Multiple factors must be examined when determining if a particular job or employee is integrated. First, the indicators that are characteristic of vocational integration are described. Second, systematic procedures for assessing integration opportunities in the workplace and an individual's social preferences are discussed. Third, strategies for improving integration and quality of life outcomes are presented. The article emphasizes the importance of systematic and ongoing assessment of the job setting and the worker if maximum integration is to be achieved and maintained. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Wehman, P., Attainment Company., & Copyright Collection (Library of Congress). (1996). Everyone can work [a look at successes in supported employment [videorecording:]]. [Verona, WI]: Attainment Co.

Wehman, P., Kregel, J., Sherron, P., Nguyen, S., Kreutzer, J., Fry, R., et al. (1993). Critical factors associated with the successful supported employment placement of patients with severe traumatic brain injury. *Brain Inj*, 7(1), 31-44.

A number of investigations have recently demonstrated the effectiveness of supported employment programmes in improving the vocational status of clients with traumatic brain injuries. The present study investigated a sample of 39 individuals participating in a return to work programme emphasizing a supported employment approach to identify key functional characteristics which differentiated successful and unsuccessful clients. Clinical ratings of employment specialists were used to identify two groups of individuals rated least and most difficult to place and maintain. Results indicated that the two groups differed markedly on key employment outcomes. Individuals rated most difficult tended to be younger, possess functional limitations such as visual and fine motor impairments, and display significant deficits in numerous work-related skills. Recommendations are made for applying these findings to assessment, placement, and training activities within vocational rehabilitation programmes for persons with traumatic brain injuries.

West, M., Johnson, A., Cone, A., Hernandez, A., & Revell, G. (1998). Extended Employment Support: Analysis of Implementation and Funding Issues. *Education and Training in Mental Retardation and Developmental Disabilities*, 33(4), 357-366.

This study examined current practices and perceptions of 345 supported-employment-provider agencies regarding extended services. Findings indicate that provider agencies were underutilizing natural support networks within consumers' workplaces for essential extended-support needs and that the majority of consumers were only receiving the minimal level of extended services contacts. (Author/CR)

Wittenburg, D., & Favreault, M. (2003). Safety net or tangled web? An overview of programs and services for adults with disabilities. *Occasional Paper, Assessing the New Federalism: An Urban Institute Program to assess changing social policies*, 2006, from [http://www.urban.org/UploadedPDF/310884\\_OP68.pdf](http://www.urban.org/UploadedPDF/310884_OP68.pdf)

Yoon, J., & Thye, S. (2000). Supervisor support in the work place: legitimacy and positive affectivity. *J Soc Psychol*, 140(3), 295-316.

The authors tested 3 hypotheses regarding supervisor support in the work place. The validation hypothesis predicts that when employees are supported by their coworkers and the larger organization, they also receive more support from their supervisors. The positive affectivity hypothesis predicts that employees with positive dispositions receive more supervisor support because they are more socially oriented and likable. The moderation hypothesis predicts a joint multiplicative effect between validation and positive affectivity. An assessment of the hypotheses among a sample of 1,882 hospital employees in Korea provided strong support for the validation and moderation hypotheses.

Zhang, D., Everson, J. M., & Stiegler, B. M. (1998). Supported Employment Program Manager Survey: Demographics, Self-Reported Training Needs, and Preferred Training Formats. *Career Development for Exceptional Individuals*, 21(2), 173-186.

A survey of 82 supported-employment program managers in Louisiana (52 responses) provided demographic information and found that the length of time the agency had provided services, the respondent's job title, and the respondent's experience with supported employment affected preferred training formats and/or preferred training needs. (Author/DB)

## Employment, Housing, Transportation Supports

Leisure Education in Supported Employment. (1994).

This manual provides a leisure education program for individuals with disabilities, to facilitate leisure functioning in their homes and communities. The program is first introduced to participants and families upon admission into supported employment and is designed to be facilitated by a training specialist or job coach. The program can be individualized and can assist organizations, families, and residential staff to become a resource and support network. Each unit of the manual contains goals, objectives, strategies, and materials, as well as ideas for family and residential staff involvement and suggestions for incorporating leisure ideas into practice. The units cover: the benefits of leisure and ways to explore the individual's leisure interests, barriers to leisure participation, leisure resources, peer relations and communication styles, making decisions on leisure pursuits independent of helpers, leisure action plans, assessing the individuals' interests, identifying skills to target for leisure instruction and skill development, instructional programming, and integration into the community. Included are a sample letter to families, a leisure questionnaire, worksheets, information on games and role plays, craft activities suggestions, and instructions for making materials for some activities. (Contains 13 references.) (SW)

Annual Report to the President and to the Congress on Federal Activities Related to the Rehabilitation Act of 1973, as Amended. Fiscal Year 1995. (1996).

This report documents activities and accomplishments of the Rehabilitation Services Administration and the National Institute on Disability and Rehabilitation Research during fiscal year 1995 as mandated under the Rehabilitation Act of 1973. An executive summary briefly describes the programs authorized under the Act and highlights major activities. Following the executive summary, the report is organized according to the Act's titles and sections. Individual sections address the following topics: general provisions (such as the Office of the Commissioner and the Clearinghouse on Disability Information); Title I (e.g., the State Vocational Rehabilitation Services Program); Title II (the National Institute on Disability and Rehabilitation Research); Title III (rehabilitation training, special projects providing supported employment services to individuals with severe disabilities, and vocational rehabilitation service projects for migratory agricultural workers and seasonal farmworkers with disabilities); Title IV (the National Council on Disability); Title V (employment of people with disabilities in the federal government, architectural and transportation barriers, and electronic and information technology accessibility); Title VI (projects with industry and the State Supported Employment Services Program); Title VII (independent living services and centers); and Title VIII (demonstration activities and rehabilitation training). (DB)

Attanasio, M. E. (2003). The relationship between locus of control, residential setting, and employment status within a sample of adults with mental retardation. *Dissertation Abstracts International: Section B: The Sciences and Engineering*, 64(6-B), 2904.

As individuals with mental retardation transition from the school setting to vocational and residential services, one of the primary referrals made by special educators and school psychologists is to developmental disability programs. Since the 1990's the guiding philosophy of these programs has been consumer empowerment, which attempts to promote self-determination and self-efficacy in individuals with disabilities. While the consumer empowerment philosophy creates a shift in locus of control from the program staff to the consumers, there has been little study of locus of control within populations with mental retardation. Previous research has suggested that individuals with mental retardation exhibit a more external locus of control than do peers without disabilities, but few studies have looked at factors that are associated with greater

internal locus of control within this population. Of the studies that have examined correlates of internal control within normal populations, paid employment, independent living, increased intelligence, and male gender have been found to be associated with greater internal locus of control. The purpose of this study was to determine if these factors are also correlated with greater internal locus of control within a sample of individuals with mental retardation. The participants in this study were 77 individuals with diagnoses of mental retardation who received services from a non-profit agency for the developmentally disabled in Staten Island. All subjects participated in vocational activities, received residential services, were over 18 years of age, and were within the mild to moderate range of mental retardation. Locus of control was assessed via the Adult Version of the Nowicki-Strickland Internal-External Scale (ANS-IE), and case records were reviewed to determine cognitive level, demographic information, and relevant employment and residential information. The results of the study reveal that individuals with mental retardation who were engaged in supported employment were significantly more internal than those in workshop settings. Significant differences in locus of control were not found between individuals in supported apartments and those in group homes, but a trend was found in the predicted direction. Individuals who were residing in supported housing and engaged in supported employment did not exhibit greater internal locus of control than those who were functioning in more supportive settings, as the predicted interaction effect was not significant. The results also reveal that a significant difference in locus of control did not exist between individuals with mild and moderate mental retardation. Finally, this study also found that gender difference in locus of control did not exist within the sample. The results of this study have implications for school psychology and the agencies serving individuals with mental retardation. Given the association between paid employment and internal locus of control, service agencies may do well to increase efforts to integrate individuals with mental retardation into the general workforce, while providing counseling that specifically aims at promoting self-determination, self-efficacy, and internal locus of control. For the school psychologist, this study suggests that an understanding of both disabled students' perceptions of control and service agencies' ability to foster control and choice are important considerations during the transitioning process. In addition, as studies suggest that internal locus of control is associated with more adaptive adult outcomes, school-based intervention strategies that foster internal control may have important long-term implications for students. (PsycINFO Database Record (c) 2005 APA)

Attanasio, M. E. (2003). The relationship between locus of control, residential setting, and employment status within a sample of adults with mental retardation. *Dissertation Abstracts International: Section B: The Sciences and Engineering*, 64(6-B), 2904.

As individuals with mental retardation transition from the school setting to vocational and residential services, one of the primary referrals made by special educators and school psychologists is to developmental disability programs. Since the 1990's the guiding philosophy of these programs has been consumer empowerment, which attempts to promote self-determination and self-efficacy in individuals with disabilities. While the consumer empowerment philosophy creates a shift in locus of control from the program staff to the consumers, there has been little study of locus of control within populations with mental retardation. Previous research has suggested that individuals with mental retardation exhibit a more external locus of control than do peers without disabilities, but few studies have looked at factors that are associated with greater internal locus of control within this population. Of the studies that have examined correlates of internal control within normal populations, paid employment, independent living, increased intelligence, and male gender have been found to be associated with greater internal locus of control. The purpose of this study was to determine if these factors are also correlated with greater internal locus of control within a sample of individuals with mental retardation. The participants in this study were 77 individuals with diagnoses of mental retardation who received

services from a non-profit agency for the developmentally disabled in Staten Island. All subjects participated in vocational activities, received residential services, were over 18 years of age, and were within the mild to moderate range of mental retardation. Locus of control was assessed via the Adult Version of the Nowicki-Strickland Internal-External Scale (ANS-IE), and case records were reviewed to determine cognitive level, demographic information, and relevant employment and residential information. The results of the study reveal that individuals with mental retardation who were engaged in supported employment were significantly more internal than those in workshop settings. Significant differences in locus of control were not found between individuals in supported apartments and those in group homes, but a trend was found in the predicted direction. Individuals who were residing in supported housing and engaged in supported employment did not exhibit greater internal locus of control than those who were functioning in more supportive settings, as the predicted interaction effect was not significant. The results also reveal that a significant difference in locus of control did not exist between individuals with mild and moderate mental retardation. Finally, this study also found that gender difference in locus of control did not exist within the sample. The results of this study have implications for school psychology and the agencies serving individuals with mental retardation. Given the association between paid employment and internal locus of control, service agencies may do well to increase efforts to integrate individuals with mental retardation into the general workforce, while providing counseling that specifically aims at promoting self-determination, self-efficacy, and internal locus of control. For the school psychologist, this study suggests that an understanding of both disabled students' perceptions of control and service agencies' ability to foster control and choice are important considerations during the transitioning process. In addition, as studies suggest that internal locus of control is associated with more adaptive adult outcomes, school-based intervention strategies that foster internal control may have important long-term implications for students. (PsycINFO Database Record (c) 2005 APA)

Baker, D. J. (1998). Outcomes of Behavior Support Training to an Agency Providing Residential and Vocational Support to Persons with Developmental Disabilities. *Journal of the Association for Persons with Severe Handicaps*, 23(2), 144-148.

This study evaluated behavior support training for a residential and vocational support agency. Three training sessions were provided to managerial and direct-care staff, during which trainees worked in teams to plan or complete functional assessments and behavior support plans for focus clients. Frequency of problem behavior was reduced for all focus clients. (Author/PB)

Becker, D. R., Drake, R. E., & Naughton, W. J., Jr. (2005). Supported employment for people with co-occurring disorders. *Psychiatr Rehabil J*, 28(4), 332-338.

Research shows that people with dual disorders (i.e., a co-occurring mental illness and substance use disorder) are successful in supported employment programs and that employment can be a crucial step in their recovery. Based on experience observing supported employment services for 15 years, we propose practice guidelines for people with dual disorders. Successful programs share several approaches: 1) encourage employment, 2) understand substance abuse as part of the vocational profile, 3) find a job that supports recovery, 4) help with money management, and 5) use a team approach to integrate mental health, substance abuse, and vocational services.

Capo, L. C. (2001). Autism, employment, and the role of occupational therapy. *Work*, 16(3), 201-207.

The purpose of this article is to review the existing literature to generate guidelines for the role of occupational therapy in employment for persons with autism. Previous research about strengths and barriers to employment, and types of employment commonly offered to persons with autism

are reviewed. The supported employment model is identified as the most productive approach for use with this population. The four approaches to the supported employment model and the best practice contributions of several innovative supported employment programs are discussed. The interdisciplinary team approach is best to assist persons with autism to gain employment and ensure success on the job. The role of the occupational therapist as a beneficial team member in assessment, job development, job placement and training, and supported employment is outlined.

Conley, R. W. (2003). Supported employment in Maryland: successes and issues. *Ment Retard, 41*(4), 237-249.

Information was gathered via a mailed questionnaire from approximately 85% of Maryland service providers offering vocational services funded by the Maryland Developmental Disabilities Administration. The weekly earnings of persons placed in supported employment were 3.5 times the earnings of persons employed on the premises of the service provider. Nevertheless, there was strong evidence that substantial improvements are needed, and possible, in supported employment. Among urgently needed improvements are (a) the ability to recruit and retain qualified vocational workers, (b) enhanced procedures for locating more and higher quality jobs, (c) expanded transportation arrangements, (d) improved training for vocational workers, and (e) an information system to measure performance and identify problems.

Cook, J. A., Lehman, A. F., Drake, R., McFarlane, W. R., Gold, P. B., Leff, H. S., et al. (2005). Integration of psychiatric and vocational services: a multisite randomized, controlled trial of supported employment. *Am J Psychiatry, 162*(10), 1948-1956.

**OBJECTIVE:** Although large-scale surveys indicate that patients with severe mental illness want to work, their unemployment rate is three to five times that of the general adult population. This multisite, randomized implementation effectiveness trial examined the impact of highly integrated psychiatric and vocational rehabilitation services on the likelihood of successful work outcomes. **METHOD:** At seven sites nationwide, 1,273 outpatients with severe mental illness were randomly assigned either to an experimental supported employment program or to a comparison/services-as-usual condition and followed for 24 months. Data collection involved monthly services tracking, semiannual in-person interviews, recording of all paid employment, and program ratings made by using a services-integration measure. The likelihood of competitive employment and working 40 or more hours per month was examined by using mixed-effects random regression analysis. **RESULTS:** Subjects served by models that integrated psychiatric and vocational service delivery were more than twice as likely to be competitively employed and almost 1(1/2) times as likely to work at least 40 hours per month when the authors controlled for time, demographic, clinical, and work history confounds. In addition, higher cumulative amounts of vocational services were associated with better employment outcomes, whereas higher cumulative amounts of psychiatric services were associated with poorer outcomes. **CONCLUSIONS:** Supported employment models with high levels of integration of psychiatric and vocational services were more effective than models with low levels of service integration.

Foley, S. M., Butterworth, J., & Heller, A. (2000). Vocational Rehabilitation Interagency Activity Improving Supported Employment for People with Severe Disabilities. *Focus on Autism and Other Developmental Disabilities, 15*(1), 37-42.

The first of three studies on interagency activity among state agencies delivering or funding employment services focuses on identifying exemplary models and strategies used in interagency agreements to improve delivery of supported employment services. Interagency agreements were

most frequent with state agencies that specialized in or had substantial involvement with disability services. (Contains references.) (Author/DB)

Fuller, T. R., Oka, M., Otsuka, K., Yokoyama, N., Liberman, R. P., & Niwa, S. I. (2000). A hybrid supported employment program for persons with schizophrenia in Japan. *Psychiatr Serv, 51*(7), 864-866.

INTRODUCTION BY THE COLUMN EDITORS: Because the mental health system in Japan has emphasized hospital-based treatment (1), patients with schizophrenia often remain institutionalized for long periods, even after their symptoms have stabilized. In addition, the introduction of modern community-based methods of treatment and rehabilitation was delayed by an antipsychiatry movement in the 1970s and the ascendance of a reductionistic biological approach to services (2). Lack of adequate outpatient services and community residential care in Japan has been a serious obstacle to destigmatization of mental disorders and has contributed to the heavy burden and stress experienced by families of mentally ill persons (3). More than 80 percent of patients discharged from mental hospitals return to live with their families, who are ill prepared to provide the supportive services required for community tenure. Involvement in work activities can facilitate community reentry for people with serious and persistent mental illness because employment displaces symptoms, provides structure and meaning in daily life, offers socialization with peers, and permits workers to earn income for shelter and food. In this issue's Rehab Rounds column, the authors describe an innovative vocational rehabilitation program for patients with schizophrenia that was designed to overcome obstacles to discharge and community adjustment. The program at Yabuki Prefecture Psychiatric Hospital, in the northern prefecture of Fukushima, Japan, has been successful in training patients for competitive work while capitalizing on the importance of work in Japanese culture and its traditionally supportive employer-employee relationships. The program is termed "hybrid" because it combines elements of transitional employment with supported employment (4).

Greig, T., Zito, W., Bell, M. D., Liberman, R. P., & Kopelowicz, A. (2004). A Hybrid Transitional and Supported Employment Program. *Psychiatric Services, 55*(3), 240-242.

This article presents a case report of Mr. M, a 36-year-old African-American man with schizophrenia, has been disabled by his illness since adolescence. Mr. M dropped out of high school in the ninth grade, has never held a full-time job, and for most of his life has not worked at all. Mr. M took medication twice a day under supervision at his supported housing complex. His medication regimen was 850 milligrams of clozapine, 3,000 milligrams of divalproex sodium, and 6 milligrams of risperidone. Mr. M. presented with several major barriers to employment. Neuropsychological testing at intake revealed severe deficits across a broad spectrum of cognitive domains and a fullscale IQ in the extremely low average range of intellectual functioning. When he started the job at the laundry, he was paid the minimum wage with transitional funds. As illustrated by the case of Mr. M, transitional funds may facilitate the vocational development of persons with severe mental illness. The provision of transitional funds and support from a job coach and the treatment team allowed Mr. M to move from transitional employment into competitive employment in a job that he "owns." (PsycINFO Database Record (c) 2005 APA)

Hornstein, B. (1997). How the religious community can support the transition to adulthood: a parent's perspective. *Ment Retard, 35*(6), 485-487.

Johnson, D. R., & et al. (1993). Evaluating the Effectiveness and Efficiency of Supported Employment Programs. Policy Research Brief. *Policy Research Brief, 5*(2).



This policy research summary outlines the paradigms and processes used in recent research and evaluation studies conducted on supported employment and rehabilitation programs in Minnesota. First, the paper reviews evaluation strategies and models for assessing the individual and societal efficacy of supported employment. It identifies key effectiveness evaluation activities such as identifying outcomes, developing a conceptual framework, specifying comparisons, and specifying outcomes and indicators. Principles of efficiency evaluation are also addressed. Second, the paper presents a case study and methodology for evaluating supported employment costs and benefits. The case study sample included 11 agencies at 13 sites in Minnesota, with 41 program options. Results are reported in terms of: consumer demographic characteristics and work activity, agency and program costs, and benefit-cost estimates. Third, the paper offers recommendations for strengthening current evaluation methods and practices as a means of improving the quality, effectiveness, and efficiency of supported employment programs. Recommendations focus on: the importance of reaching professional consensus on desired goals and outcomes; the need for improved conceptual frameworks; and the importance of controlling for individual characteristics. (Contains 44 references.) (DB)

Kane, K. R., & Del George, E. (1994). *Employer Resource Manual. Project Path.*

Project Path at Illinois' College of DuPage was established to provide pre-employment training and career counseling for disabled students. To encourage the integration of qualified individuals with disabilities into the workplace, the project compiled this resource manual for area businesses, providing tips for interacting with disabled people and names, addresses and telephone numbers of service providers. Following a brief introduction, the manual presents a glossary of terms related to disabilities, tips on changing common habits of speech that reinforce myths and stereotypes about people with disabilities, tips on communicating with deaf/hearing impaired people, suggestions for interacting with persons with visual impairments, and tips for preparing for encounters with wheelchair users. Next, a fact sheet is provided on Americans with Disabilities Act (ADA) requirements from the U.S. Department of Justice Civil Rights Division. Also, information related to appropriate interview questions for disabled job candidates and writing non-discriminatory job descriptions and advertisements is presented. The bulk of the manual consists of telephone numbers and/or addresses of resource agencies, including Illinois and national government agencies dealing with ADA, disabilities, and access; national advocacy groups; groups dealing with specific disabilities; organizations providing assistive technology training and consulting; groups providing materials, services, and publications; transportation service organizations; job training centers in Illinois; agencies offering job placement or other services to employers; and educational institutions with employment services for people with disabilities. (TGI)

Kregel, J., Dean, D. M., & Wehman, P. (no date). Achievements and challenges in employment services for people with disabilities: The longitudinal impact of workplace supports. from <http://www.worksupport.com/Main/deanmanual.asp>

This manual contains articles on (1) A paradigm for evaluation of the federal-state vocational rehabilitation program, (2) Competitive employment: Has it become the "first choice" yet?, (3) Sheltered vs. supported employment: A direct comparison of long-term earnings outcomes for individuals with cognitive disabilities, (4) Extended services in supported employment: What are providers doing? Are customers satisfied?

Latimer, E. (2005). Community-based care for people with severe mental illness in Canada. *Int J Law Psychiatry*, 28(5), 561-573.

The development of mental health services for people with severe mental illness has in many ways paralleled that in other countries, particularly the United States. As reliance on inpatient psychiatric care has been sharply reduced, a wide range of community supports have been developed. Several distinct institutional and legal features have contributed to shaping the nature of these community supports, which are described herein. At present, the result is a highly fragmented system of care. Key evidence-based practices, notably assertive community treatment, supported employment, and integrated treatment for concurrent severe mental illness and substance use disorder, achieve considerable integration at the clinical level, but remain relatively unavailable in most provinces. The policy of regionalization of services risks inhibiting the development of such practices, which require more centralized technical assistance and monitoring. An evolutionary approach of gradually introducing integrated, evidence-based programs may provide the most feasible strategy for improving the system.

McLaughlin, P. J. E., & Wehman, P. E. (1996). *Mental Retardation and Developmental Disabilities*. Second Edition.

This book presents 19 chapters on life span perspectives and service issues for people with mental retardation and developmental disabilities. The book presents best practices and provides a view of the range of services necessary to work with people who have those disabilities. It is intended to provide a core reference for providers in the helping disciplines and makes extensive use of case studies to demonstrate key concepts. Chapter titles and authors are: (1) "Service Delivery" (Pamela Wolfe and others); (2) "Early Intervention" (Rebecca Anderson Weissman and David C. Littman); (3) "Going to School" (Kathryn A. Blake and others); (4) "Transition from School to Adulthood" (Katherine Inge and others); (5) "Growing Older" (Michael Malone and Nancy Kropf); (6) "Mild Mental Retardation" (John Langone); (7) "Severe Mental Retardation" (William R. Sharpton and Michael D. West); (8) "Cerebral Palsy" (Katherine Inge); (9) "Seizure Disorders" (Elizabeth Perry-Varner); (10) "Behavioral Disabilities" (Elaine Clark); (11) "Autistic Disorder" (Ronald C. Eaves); (12) "Self-Injurious Behavior" (David Pitonyak); (13) "Deaf-Blind" (JoAnn M. Marchant); (14) "Learning Disabilities" (William N. Bender); (15) "Case Management" (Susan Neal and Beth Gilson); (16) "Community-Based Vocational Training" (Katherine Inge and others); (17) "Supported Employment" (Paul Wehman and Wendy Parent); (18) "Supported Living and Collaborative Transition" (Tom J. Clees); and (19) "Social Security" (Susan O'Mara and John Kregel). (Individual chapters contain references.) (DB)

Mowbray, C. T., Collins, M. E., Bellamy, C. D., Megivern, D. A., Bybee, D., & Szilvagy, S. (2005). Supported education for adults with psychiatric disabilities: an innovation for social work and psychosocial rehabilitation practice. *Soc Work, 50*(1), 7-20.

With medications that improve cognition and advances in knowledge of successful rehabilitative approaches, adults with psychiatric disabilities are increasingly able to pursue desired personal and career goals in their communities. This article focuses on supported education (SEd)-one of the newest psychosocial rehabilitation (PSR) models for adults with mental illness. The mission, principles, and service components of SEd are presented, reflecting its basis in PSR practice. Evidence of the effectiveness of supported education, based on research and evaluation studies, is provided. The authors conclude with a discussion of why PSR and SEd are important to social work and how social workers can effectively use this evidence-based practice to maximize opportunities for consumers with a mental illness.

Mueser, K. T., Noordsy, D. L., Drake, R. E., Fox, L., & Barlow, D. H. (2003). Integrated treatment for dual disorders: A guide to effective practice. *Treatment manuals for practitioners*. New York, NY, US: Guilford Press, 470.

(From the book) This essential clinical handbook provides virtually everything needed to plan, deliver, and evaluate effective treatment for persons with substance abuse problems and persistent mental illness. From authors at the forefront of the dual diagnosis field, this book is grounded in decades of influential research. Presented are clear guidelines for developing integrated treatment programs, performing state-of-the-art assessments, and implementing a wide range of individual group, and family interventions. Also addressed are residential and other housing services, involuntary interventions, vocational rehabilitation, and psychopharmacology for dual diagnosis. Throughout, the emphasis is on workable ways to combine psychiatric and substance abuse services into a cohesive, unitary system of care. This volume contains all needed assessment forms, treatment planning materials, and client handouts, most with permission to reproduce. (PsycINFO Database Record (c) 2005 APA)

Murphy, A. A., Mullen, M. G., & Spagnolo, A. B. (2005). Enhancing individual placement and support: Promoting job tenure by integrating natural supports and supported education. *American Journal of Psychiatric Rehabilitation, 8*(1), 37-61.

Competitive employment represents a normalized and valued social role for adults in this culture. Individuals with psychiatric disabilities often desire this role and frequently express that employment is a goal in their recovery process. Despite this, they have historically had very low rates of competitive employment and when work is obtained, the employment tenure is alarmingly short. This article proposes the addition of two service enhancements to the most recognized Supported Employment (SE) model, Individual Placement and Support (IPS), -to increase job tenure. The first enhancement is the development of natural support networks to normalize individuals' roles in the workforce and decrease their reliance on paid support. The second enhancement is the establishment of a career ladder by increasing access to and success in post-secondary education and training institutions through Supported Education (SEd). This article identifies the major limitation of the IPS model, short job tenure, and outlines the potential for the proposed service enhancements to address this limitation for people with psychiatric disabilities.

Nisbet, J. (2004). Commentary: "Caught in the Continuum". *Research and Practice for Persons with Severe Disabilities, 29*(4), 231-236.

Comments on the article by Steve Taylor (see record 1989-09860-001). When Steve Taylor wrote Caught in the Continuum in 1988, he described the flawed thinking associated with the "least restrictive environment" (LRE) principle and the related continuum model of human services that linked severity of disability with segregation, and required improvements in skills as a prerequisite for moving from congregation to integration. He asked the fundamental questions: Why should an individual have to earn his or her way to the community? Why should people with the most significant disabilities be relegated to segregated settings? Why should one of the foundation principles of our field continue to legitimize segregation? Furthermore, he argued that the flawed thinking that established educational, residential, and employment continuums carried over into community based services. Steve Taylor prophesied that once you accept "continuum thinking," schools and communities cannot be fully inclusive. Taylor's analysis is still a powerful tool that prompts us to ask: To what extent have we underestimated human potential? What role can communities play in supporting all of their members to have affordable, accessible housing, transportation, education, and gainful employment? (PsycINFO Database Record (c) 2005 APA)

Oka, M., Otsuka, K., Yokoyama, N., Mintz, J., Hoshino, K., Niwa, S., et al. (2004). An evaluation of a hybrid occupational therapy and supported employment program in Japan for persons with schizophrenia. *Am J Occup Ther*, 58(4), 466-475.

**OBJECTIVE:** A vocational rehabilitation program (occupational therapy and supported employment) for promoting the return to the community of long-stay persons with schizophrenia was established at a psychiatric hospital in Japan. The purpose of the study was to evaluate the program in terms of hospitalization rates, community tenure, and social functioning with each individual serving as his or her control. **METHODS:** Fifty-two participants, averaging 8.9 years of hospitalization, participated in the vocational rehabilitation program consisting of 2 to 6 hours of in-hospital occupational therapy for 6 days per week and a post-discharge supported employment component. Seventeen years after the program was established, a retrospective study was conducted to evaluate the impact of the program on hospitalizations, community tenure, and social functioning after participants' discharge from hospital, using an interrupted time-series analysis. The postdischarge period was compared with the period from onset of illness to the index discharge on the three outcome variables. **RESULTS:** After discharge from the hospital, the length of time spent by participants out of the hospital increased, social functioning improved, and risk of hospitalization diminished by 50%. Female participants and those with supportive families spent more time out of the hospital than participants who were male or came from nonsupportive families. **CONCLUSION:** A combined program of occupational therapy and supported employment was successful in a Japanese psychiatric hospital when implemented with the continuing involvement of a clinical team. Interventions that improve the emotional and housing supports provided to persons with schizophrenia by their families are likely to enhance the outcome of vocational services.

Peterson, P., Ellsworth, J. A., & Penny, D. (2003). *The Continental Project: A Model Program for School to Work Transition for Students with Disabilities.*

The Continental Project is a school-to-work transition program for students with disabilities. The 6-year old program, which is located at a country club and golf course, serves more than 20 students per year and has successfully transitioned 45 young adults with moderate to severe handicaps into the workforce. The program is a cooperative effort of the Continental Country Club, Flagstaff Public Schools, Flagstaff Chamber of Commerce Education Committee, and Mountain Linen Company. Students receive on-the-job training in paid positions. The program's paid work experiences integrate training in work skills, social competence, and life skills. The program also includes job coaches who provide continued support for students once they have been placed in competitive employment and a van to transport students to the job site. Participating students rotate through various assignments, including food and beverage preparation, handling reservations, assembling mailings of newsletters, landscaping, general maintenance, working in the laundry area, and repairing linens. Students work at their job site 4 hours each morning and spend their afternoons in a classroom on the clubhouse's second floor. Students stay in the program until they acquire the skills needed to succeed in competitive employment or until they turn 22. The program serves a mix of Native American, Mexican American, White, and African American students. (Contains 10 references.) (MN)

Pierangelo, R., & Crane, R. (1997). *Complete Guide to Special Education Transition Services: Ready-to-Use Help and Materials for Successful Transitions from School to Adulthood.*

This book is intended to provide a comprehensive guide to the transition of students from special education programs into adulthood. The 13 chapters address the following specific issues, with sample sub-topics indicated in parentheses: (1) fundamentals of transition services (self-

determination, importance of keeping records); (2) transitional Individualized Education Plans (who determines what services are needed, adult service providers, and a transition planning timeline); (3) vocational education planning (assessments, rehabilitation services, supported employment, employment rights); (4) living arrangements (residential models, housing subsidies, respite care); (5) transportation concerns (travel training, paratransit systems); (6) recreational and leisure options (mastering leisure skill activities and leisure resources); (7) social skills (acquiring social skills, fostering relationships); (8) sexual issues (sexuality education, how particular disabilities affect sexuality); (9) communication and assistive technology (computer access, current technologies for specific impairments); (10) postsecondary educational options (financial aid, accommodations for specific disabilities, distance learning); (11) estate planning for parents (guardianship, the letter of intent, and wills); (12) insurance issues for parents (insurance policies, Medicare and Medicaid); and (13) financial concerns (Supplemental Security Income and Social Security Disability Insurance). Twelve appendices provide a comprehensive directory of additional resources. (DB)

Rogan, P. (1993). *Toward Integrated Employment for All*.

This site visit report reviews activities of Monadnock Developmental Services, Inc., a program serving people with developmental disabilities in one New Hampshire region. The report focuses on the development of employment services in the state and region, including system change strategies, practices being used to support people in jobs, and current issues and dilemmas. Sections of the report address: the development of integrated employment in New Hampshire through the 1980s; state and regional funding structures for employment; and the development of employment opportunities in Region V of the state, utilizing such principles as closure of sheltered workshops, tying of funding directly to people needing services (rather than providers), person-centered planning and individualized job placements, development of natural supports on the job, and facilitation of school-to-work transition. Three Region V agencies were visited, and three individuals being served by the program are described. Specific issues are identified, including low staff salaries, transportation needs, the requirement that 6 hours of service be provided each day, waiting lists, and possible overselling of supported employment. (DB)

Rubin, S. S. (1993). *Job Matching in Supported Employment: Variables Related to Transitional Planning for Students with Moderate and Severe Disabilities*.

This literature review discusses supported employment as one aspect of the transitional linkage between school and work that can augment the quality of life for individuals with moderate and severe disabilities. It then focuses on job matching, one aspect of supported employment training programs within public school settings, with an emphasis on related variables that should serve as a foundation for future transitional planning. Active variables, which are those variables supported in the literature as either being research-based or nonresearch-based, include a detailed job analysis, worker productivity, assessment of specific social skills, placement specialist support, employer/supervisor support, positive high school experiences, and client assessment. Implied variables, which refer to factors that have not been specifically mentioned but are implied in the literature as being related to successful employment outcomes, include transportation, support services, and factors that promote job satisfaction. (Contains 30 references.) (JDD)

Rusch, F. R., Heal, L. W., & Cimera, R. E. (1997). Predicting the earnings of supported employees with mental retardation: a longitudinal study. *Am J Ment Retard, 101*(6), 630-644.

A random sample (N = 197) of supported employees with mental retardation was examined in a longitudinal study. Results indicate that intelligence, prior earnings, and federal job subsidy

predicted future earnings. Statistical controls applied to the stratified sample show that job placement, job type, subsidy, and means of transportation had little influence on earnings.

Stevens, G. R. (2002). Employers' perceptions and practice in the employability of disabled people: A survey of companies in south east UK. *Disability & Society, 17*(7), 779-796.

This article reports a foundation survey of the extent of employment of disabled people in 3 sectors of industry--transportation, IT and financial services--in 2 UK counties, identifies which specific disabilities and limitations on personal skills are seen by employers as the greatest impediments to employment, proposes a new model for analysis by using a modification of established recording models and provides a springboard for further work. This article concentrates on physical disabilities. The survey reported here was based on structured interviews with personnel officers of 120 companies conducted by telephone. No separate question was devoted to invitation of free comment, but the interview delivery of the questionnaire normally led to a general discussion of the issues raised. Some typical quotes and comments from respondents are included in the results section of this article. (PsycINFO Database Record (c) 2005 APA)

Walk, E. E., Ahn, H. C., Lampkin, P. M., Nabizadeh, S. A., & Edlich, R. F. (1993). Americans With Disabilities Act. *J Burn Care Rehabil, 14*(1), 92-98.

The Americans with Disabilities Act gives all Americans with disabilities a chance to achieve the same quality of life that individuals without disabilities enjoy. This act prohibits discrimination on the basis of disabilities in employment, public services, privately operated public accommodations, services, and telecommunications. The Americans with Disabilities Act is divided into five titles. Title I of the act pertains to discrimination against the disabled in the workplace. Title II prevents discrimination against persons with a disability in state and local government services. Title III prohibits discrimination against persons with disabilities in places of public accommodations and commercial facilities. Title IV ensures that companies offering telephone services to the general public provide special services for individuals with hearing and speech impairments. Under the enforcement provisions of the Americans with Disabilities Act, stringent penalties will be implemented for failure to comply with its provisions.

Wallace, C. J., & Tauber, R. (2004). Supplementing supported employment with workplace skills training. *Psychiatr Serv, 55*(5), 513-515.

Introduction by the column editors: Supported employment, as designed for persons with serious and persistent mental illness, has been termed individual placement and support. In two randomized controlled trials (1,2), clients who received individual placement and support services were more likely to obtain at least one job in the competitive sector, to work more hours, and to have a higher total income than their counterparts who received more traditional types of vocational rehabilitation. However, individual placement and support did not improve the length of time the employed participants kept their jobs. An adjunctive or additional element of individual placement and support, aimed at improving the job tenure of individuals with mental illness, would be a constructive contribution to the vocational rehabilitation for this population. In a previous Rehab Rounds column, Wallace and colleagues (3) described the development of the workplace fundamental skills module, a highly structured and user-friendly curriculum designed to teach workers with mental illness the social and workplace skills needed to keep their jobs. The workplace fundamental skills module supplements individual placement and support by conveying specific skills that enable workers to learn the requirements of their jobs, anticipate the stressors associated with their jobs, and cope with stressors by using a problem-solving process.

The earlier report described the production and validation of the module's content. The purpose of this month's column is to present the preliminary results of a randomized comparison of the module's effects on job retention, symptoms, and community functioning when coupled with individual placement and support. To enable wide generalization of the findings of the study, the program was conducted in a typical community mental health center.

Wehman, P., Wilson, K., Parent, W., Sherron-Targett, P., & McKinley, W. (2000). Employment satisfaction of individuals with spinal cord injury. *Am J Phys Med Rehabil*, 79(2), 161-169.

**OBJECTIVES:** Community reentry after a spinal cord injury is a long-term integrative process, because individuals must adjust to an extraordinary new set of circumstances. In this study, quality-of-life and work satisfaction variables associated with employed or unemployed individuals with spinal cord injury were examined. **METHODS:** Quality-of-life and work satisfaction variables associated with 109 employed or unemployed individuals with spinal cord injury were examined by using an employment satisfaction survey. **RESULTS:** Most of those employed indicated that they would either change jobs or some employment variable such as duties, supervisor, or hours worked. Participants who were not working attributed unemployment to an array of factors including ongoing health problems, lack of transportation, and impact of and/or lost disability benefits. Both groups offered feedback related to information provided to them by medical professionals about return-to-work resources. **CONCLUSIONS:** The following three themes emerged from this analysis: (1) more comprehensive provider training about spinal cord injury is needed; (2) increased communication between consumer and family would be beneficial; and (3) an increase in the flexibility and availability of services would help to ensure access to essential care.

## Incentives, Disincentives, SSA



Supported Employment: Long Term Funding Supports and Services for People with Severe Disabilities. (1993). *RRTC*, 3.

This newsletter theme issue focuses on accomplishments around the country in finding new and alternative funding sources and support strategies for supported employment programs serving people with disabilities. It looks at the impact of long-term supports, their relationship to a range of supported employment services, and different types of service and funding arrangements. Common elements are identified, stressing the importance of collaboration, flexibility, and new ways of thinking. Individual newsletter sections address: long-term services and supports, including job-specific supports and individual and community supports; Medicaid home and community-based waiver program (Title IX); the Job Training Partnership Act; the Plan for Achieving Self-Support; and the Impairment-Related Work Expense (for establishing eligibility to receive Social Security benefits). (DB)

The Funding Book: Rural Supported Employment Resources for Montana. (1994).

This guide provides information on funding resources for supported employment in Montana. Supported employment provides individuals with severe disabilities the tools necessary to enter into an integrated work setting at a competitive wage. Supported employment generally consists of the professional expertise of a job coach, job development strategies, on-site training, and on-going support for continued employment. This guide overviews resources available for long-term supported employment, including Social Security programs such as Supplemental Security Income, Social Security Disability Income, and Social Security work incentive programs; Department of Veterans Affairs; Rural Institute on Disabilities; Rehabilitation/Visual Services Division of the Montana State Department of Social and Rehabilitation Services; Developmental Disabilities Division of the Montana Department of Social and Rehabilitation Services; Montana's Home and Community Based Medicaid Waiver Program; Mental Health Services; Montana Department of Labor and Industry; state unions; Montana Office of Public Instruction; and private fund raising, grants, and foundations. Descriptions include services available, benefits, and eligibility criteria. Also includes a list of contact information for various agencies and a glossary. (LP)

The Ins and Outs of Supported Employment: A Montana Case Manager's Curriculum. (1994).

This curriculum on supported employment for individuals with disabilities is intended for case managers in Montana and focuses on programs and processes relevant to the case manager's typical roles of long-range planning, coordination, and facilitation. Part 1 discusses the move toward inclusion, including its value, the concept of normalization, and past service delivery systems. Part 2 reviews the values and philosophies of supported employment, noting differences between traditional vocational programs and supported employment and characteristics of supported employment. Part 3 is on community integration, with information on how to facilitate social interactions. Part 4 discusses the referral process, the funding of supported employment services, how vocational rehabilitation works, and funding for extended services. Part 5 presents information on consumer assessment including different assessment procedures. Various employment advocacy activities are described in Part 6. Ways to establish supportive relationships in supportive employment are highlighted in Part 7, with suggestions on meeting the unique needs and desires of families and caregivers, job coach techniques that enhance supportive relationships with families, and addressing common concerns of families. Finally, Part 8 surveys the Supplemental Security Income system and Social Security Disability Insurance program. Each chapter includes a quiz for self-evaluation. (Contains 21 references.) (CR)

Meeting the Needs of Youth with Disabilities: Examples of Students with Disabilities Accessing SSI Work Incentives. (1999).

This handbook is designed for school personnel, youth with disabilities, parents, Individualized Education Program/transition team members, service providers, and others who are involved in student-focused transition planning. It provides detailed examples illustrating the process of applying for Social Security Income (SSI) work incentives and demonstrates how students with disabilities can benefit from SSI work incentives when utilized during the transition planning process. The handbook focuses on two of the SSI work incentives: Plan for Achieving Self-support (PASS) and Impairment-related Work Expense (IRWE). PASS provides students with a mechanism for maintaining SSI eligibility while moving toward a career goal by acquiring the necessary training and/or support required to reach that goal. The IRWE provides ongoing support required to maintain employment. Similarities and differences between the two programs are explained, followed by four examples of the PASS initiative and three examples of the IRWE incentive. The PASS examples include a narrative and a completed PASS application form. IRWE examples are presented in narrative format along with calculations that demonstrate how the IRWE incentive will affect the student's SSI benefit rate and earned income. Appendices include hints for completing a PASS application, examples of letters of support, and definitions of SSI related terms. (CR)

Adequacy of Incentives Advisory Group. (2003). *Recommendations for improving implementation of the ticket to work and self-sufficiency program*. Urbana-Champaign: Disability Research Institute, College of Applied Life Studies, University of Illinois.

Armstrong, A. J., Ferrell, C., Golden, T. P., O'Mara, S., Supported Employment Telecourse Network., & Virginia Commonwealth University. School of Education. Rehabilitation Research and Training Center on Supported Employment. (1999). *Transition-aged youth using SSI work incentives [videorecording]*. Richmond, Va.: SET-NET Supported Employment Telecourse Network.

Moderator Amy J. Armstrong and panelists Connie Ferrell, Thomas Golden, and Susan O'Mara discuss the Social Security Administration's SSI program and its work incentives as they relate to students with disabilities.

Bailey, T. R., & Brookings Institution. Brown Center on Education Policy. (1995). *Learning to work: employer involvement in school-to-work transition programs*. Washington, D.C.: Brookings Institution.

Barbour, W. C. (1999). Supported employment: The coming of full circle. *Journal of Vocational Rehabilitation*, 13(3), 165-174.

In this manuscript, the author focuses on the history of supported employment, tracing its origin from the late seventies into the nineties. As a basis, the author calls upon the resources of a literature review. Surprisingly, there is notable similarity found in the issues addressed by the various authors, notwithstanding the passage of time. The author provides an account of the similarities and finally suggests how the field of supported employment could profit from revisiting its history as the field attempts to respond to its critics.

Barcus, M. E., Blankenship, T. E., Turner, E. E., Wehman, P. E., & Galloway, G. E. (2000). *Advocacy & Supported Employment for People with Disabilities: A Guide & Workbook for Individuals with Disabilities & Service Providers*.

This guide and workbook is a tool to be used to assist people with disabilities to play an active role in their job search. It provides ideas and examples to help individuals with disabilities and their job coaches through the process. Chapter titles for the workbook include: (1) "Power and Influence" (Valerie Brooke); (2) "Equality" (Paul Wehman); (3) "It's Up to Us: Practice and Attitudes Can Not Be Legislated" (Valerie Brooke); (4) "Maximizing Opportunities and Resources for Employment" (Teresa Grossi); (5) "Consumer Advocacy and Supported Employment" (Paul Wehman); (6) "Customer Initiated Supported Employment" (Michael Barcus and others); (7) "Training in Self-Advocacy and Future Planning" (Ed Turner and others); (8) "Peer Mentoring" (Ed Turner and others); and (9) "Personal Assistance Services" (Ed Turner and others). The information packet also includes a newsletter, "The Customer Is Right," that focuses on personal assistance services in the workplace. A 12-minute videotape recording, "Today's New Workforce: An Untapped Labor Pool," accompanies the guide and is suitable for staff training as well as marketing supported employment to individuals who are interested in facilitating employment for individuals with significant physical disabilities. The content focuses on job restructuring and assisted technology applications. (Contains 17 references.) (CR)

Baron, R. C., & Salzer, M. S. (2002). Accounting for unemployment among people with mental illness. *Behavioral Sciences & the Law*, 20(6), 585-599.

Persons diagnosed with a serious mental illness experience significantly high rates of unemployment compared with the general population. The explanations for this situation have included a focus on the symptoms associated with these disorders, a focus on the lack of effective vocational rehabilitation programs for this population, and, most recently, a focus on employer discrimination and the financial disincentives to employment in various public policies. The authors of this manuscript review the evolution in thought pertaining to the labor market experiences of persons with a serious mental illness and propose as an additional set of factors that should be considered, those labor market liabilities that this population shares with others without disabilities who experience similar employment histories. The authors conclude that the inclusion of these factors in our understanding of issues that persons with serious mental illness face in the competitive labor market will likely lead to a further evolution in program and policy development. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Berry, H. G., Price-Ellingstad, D., Halloran, W., & Finch, T. (2000). Supplemental security income and vocational rehabilitation for transition-age individuals with disabilities. *Journal of Disability Policy Studies*, 10(2), 151-165.

Analyzed the 1996 Rehabilitation Services Administration 911 case service database to determine characteristics of 59,624 transition-aged (16-24 yr old) Supplemental Security Income (SSI) program participants and nonparticipants who exited a vocational rehabilitation program with employment outcomes. Analyses focused on vocational rehabilitation closure status, major disabling conditions, earnings and benefits, and services and training received. Findings indicated that SSI participants were just as likely to achieve employment outcomes as SSI nonparticipants. Transition-age SSI participants worked fewer hours and earned less than their nonparticipant counterparts, and employed SSI participants who exited the vocational rehabilitation program were most often persons with mental retardation who continued to receive public assistance income while working. These findings and issues are discussed in terms of policies that emphasize increased work and earnings through the use of SSI work incentives and the provision of timely, consumer-oriented services through the vocational rehabilitation program. (PsycINFO Database Record (c) 2005 APA)

Berry, H. G., Price-Ellingstad, D., Halloran, W., & Finch, T. (2000). Supplemental security income and vocational rehabilitation for transition-age individuals with disabilities. *Journal of Disability Policy Studies, 10*(2), 151-165.

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Bruyere, S. M., & Brown, J. A. (2003). Legislation affecting employment for persons with disabilities. In E. M. Szymanski & R. M. Parker (Eds.), *Work and disability: Issues and strategies in career development and job placement (2nd ed.)*. (pp. 27-52): PRO-ED, Inc, Austin, TX, US.

(From the chapter) Provides an overview of selected laws that support the employment of persons with disabilities, as well as legislation that affects policies and practices in human resources and the workplace. The laws that are discussed include the Rehabilitation Act of 1973 as amended, the Americans with Disabilities Act of 1990, the Ticket to Work and Work Incentives Improvement (TWWIIA) Act of 1999, veterans rehabilitation legislation, and the Workforce Investment Act of 1998. An overview is also provided of laws that affect and govern workplace practices, such as the Family and Medical Leave Act of 1993, short-term disability laws, state workers' compensation laws, the Occupational Safety and Health Act of 1970, and the National Labor Relations Act. Information is provided about the purpose of each law, its basic requirements, the agency that enforces it, and where further information can be obtained. Discussion of the impact on rehabilitation practice is presented within the discussion of each of the laws. (PsycINFO Database Record (c) 2005 APA)

Fallavolita, B. (1997). *Social Security: Disability programs lag in promoting return to work*. Washington DC: General Accounting Office.

Fesko, S., & Freedman, R. (1995). Consumer and Family Perspectives on the Meaning of Work. *Research To Practice*.

This qualitative study examined the perspectives of people with significant disabilities (N=23) and their family members about their overall employment experiences, outcomes, and expectations. Four focus groups were convened, two groups of people with significant disabilities and two groups of family members. Disabilities represented included mental retardation, physical and psychiatric disabilities, sensory impairments, and substance abuse. Key topics discussed in both consumer and family member focus groups included: (1) job outcomes/satisfaction (both groups indicated feeling productive and keeping busy were essential aspects of work); (2) obstacles to employment (disclosure of disability status, lack of appropriate services by state vocational rehabilitation agencies, and lack of appropriate job matches); (3) support at work (supportive role of job coaches and employers); (4) relationships at work (importance of feeling

important); (5) goals and expectations (dead end jobs and plans to upgrade skills); and (6) family concerns (conflicts between encouraging independence and wanting to protect from harm). Implications for professionals working with individuals with disabilities include recognizing the importance of meaningful work in the lives of people with disabilities; addressing discrimination and stigma in the workplace; providing a variety of individualized supports on the job; and encouraging consumer and family involvement in the vocational rehabilitation system. (DB)

Gerber, P. J. E., & Reiff, H. B. E. (1994). *Learning Disabilities in Adulthood: Persisting Problems and Evolving Issues*.

This book provides a multifaceted view of learning disabilities in adulthood through the efforts of many contributors who offer a diversity of perceptions and expertise. The focus spans from young to late adulthood and reflects state-of-the-art knowledge and the best practices of the field. The topic areas are clustered into psychological, educational, and vocational sections, with an introductory section of several chapters that establishes an overall foundation for these discussions. Adults with learning disabilities share their personal insights and experiences in a chapter at the end of each topic cluster. Part I, an overview, contains the following: "Perspectives on Adults with Learning Disabilities" (Gerber, Reiff); "Learning Disabilities: Perspectives on Adult Development" (Bassett, Polloway, Patton); "Developing Issues for the Learning Disabled Community under Employment Discrimination Laws" (Grossman); and "Personal Perspective--Problems and Promises" (Brown). Part II has four chapters: "Clinical Diagnostic and Functional Assessment of Adults with Learning Disabilities" (McCue); "Social/Emotional and Daily Living Issues for Adults with Learning Disabilities" (Reiff, Gerber); "Counseling and Psychotherapy for Adults with Learning Disabilities" (Barton, Fuhrmann); and "Personal Perspectives on Learning Differences" (Druck). Part III consists of seven chapters: "Transition of Youth with Learning Disabilities to Adulthood" (Defur, Reiff); "Post-secondary Education and Vocational Training" (Minskoff); "Adult Literacy and Learning Disabilities" (Anderson); "Services for Students with Learning Disabilities in the Community Colleges" (Mellard); "College and University Programming" (Shaw, McGuire, Brinckerhoff); "Assistive Technology for Adults with Learning Disabilities" (Raskind); and "Personal Perspectives on Adult Educational Issues" (Wiig). Part IV has five chapters: "Serving Individuals with Specific Learning Disabilities in the Vocational Rehabilitation System" (Dowdy, Smith); "Supported Employment" (Inge, Tilson); "Employing People with Learning Disabilities" (Brown, Gerber); "Employment Success for Adults with Learning Disabilities" (Ginsberg, Gerber, Reiff); and "Personal Perspective on Vocational Issues" (Corcoran). An index is provided. (YLB)

Gilbride, D., & Stensrud, R. (2003). Job placement and employer consulting: Services and strategies. In E. M. Szymanski & R. M. Parker (Eds.), *Work and disability: Issues and strategies in career development and job placement (2nd ed.)*. (pp. 407-439): PRO-ED, Inc, Austin, TX, US.

(From the chapter) Provides an overview of career placement and the manner in which rehabilitation organizations are structured to assist consumers in obtaining employment. The history of placement services is discussed, noting that the specific activities in which rehabilitation counselors engage as they provide placement services have changed since the beginning of the 20th century due to legislation, employment opportunities, the knowledge and skills of rehabilitation professionals, and, most recently, consumer expectations. The 1st section reviews how each of these factors has influenced delivery of placement services. The 2nd section describes current service delivery models. The 3rd section discusses basic placement strategies and also addresses the use of the Internet in job search and placement services for people from specific populations such as consumers with psychiatric disorders. The 4th section outlines current models of employer-focused services and how they bridge the gap between rehabilitation

agencies and the labor market. The 5th section presents 2 new initiatives that may have a significant effect on rehabilitation placement: the Ticket to Work and Work Incentives Improvement Act of 1999 and the Workforce Investment Act of 1998. (PsycINFO Database Record (c) 2005 APA)

Gilmore, D. S., & Butterworth, J. (1996). Trends in Supported Employment: The Experiences of Ninety-Four Community Rehabilitation Providers between 1986 to 1991. *Research To Practice*.

This fact sheet summarizes data on integrated employment (supported and competitive) and facility-based employment activities (sheltered workshops) from two national surveys of community rehabilitation providers (CRPs). The 1986 survey used a random sample of 952 CRPs from all states, while the 1991 survey used a stratified sample of 643 CRPs from 20 states. Key findings included the following: (1) between 1986 and 1991 most providers incorporated supported employment into their array of service options; however, there was no change in the percent offering sheltered employment services; (2) there has been a substantial increase in the percent of people in supported employment services and a decrease in the percent of people in sheltered employment; and (3) despite strong growth in integrated employment, the number of people in sheltered employment also grew between 1986 and 1991. Results suggest that integrated options, especially supported employment, are being used as an "add-on" service with little effort to transition people away from sheltered employment. Findings support the need for system change efforts, adequate funding of services, and policy initiatives that create incentives for CRPs to shift resources from facility-based to integrated services. (DB)

Gilmore, D. S., & Butterworth, J. (1997). Work Status Trends for People with Mental Retardation. *Research To Practice*.

This fact sheet summarizes evidence on the work status of successful rehabilitations/closures for people with mental retardation in light of the Rehabilitation Act Amendments of 1992, which strengthened the focus of state vocational rehabilitation (VR) programs on community employment outcomes. Data analyzed were drawn from the Rehabilitation Services Administration national data collection system, the RSA-911 database, which contains demographic and employment information on each individual whose case was closed by VR across the nation each year. In 1993, over 25,000 people with mental retardation made up 13.2 percent of all successful VR closures. Comparison of trend data indicated that there was a decrease in successful closures/rehabilitations from 1985 to 1993 and the distribution of successful closures in competitive (83 percent) and sheltered (3 percent) employment remained constant. Comparison of people with mental retardation with others served by VR from 1985 to 1993 indicated that people with MR had a higher rate of sheltered employment closures than all other people closed by VR; the percent of closures into competitive employment increased, especially for people with moderate (68 percent) to severe (50 percent) mental retardation; and, since 1991, more people with severe mental retardation were closed into competitive employment than sheltered employment. Recommendations for increased utilization of competitive employment outcomes are offered. (DB)

Gilson, S. F. (1998). Case management and supported employment: a good fit. *J Case Manag*, 7(1), 10-17.

Individuals with severe disabilities have often been denied the full range of vocational opportunities. Because of discrimination and oppression, and false beliefs regarding their skills, capacities, capabilities, and interests, individuals with disabilities have often been relegated to nonwork activities or sheltered work opportunities. Passage of legislation, such as the

Developmental Disabilities Assistance and Bill of Rights Act of 1984 and Title VI, Part C of the Rehabilitation Act Amendments of 1986, in combination with systems change grants funded through Title III of the Rehabilitation Act, provided the basis for the initiation of a series of federal- and state-funded demonstration projects designed to provide opportunities and supports for individuals with severe or significant disabilities to work at competitive sites in the community. This model of vocational services, called supported employment, while initially conceived as a vocational program for individuals with mental retardation, has been modified to successfully provide services to individuals with mental illness, acquired brain injury, autism, cerebral palsy, physical disabilities, and other disabilities. A key to the success of these programs is the complementary working relationship between the case manager and the job coach. While there may be some overlap in what each brings to the person with a disability, each professional plays distinctive and critical roles in the carrying out of supported employment.

Gold, M., & Marrone, J. (1998). Columbia MetroWest Human Services: A Study of Persistence, Planning, and Producing Change. *Roses and Thorns from the Grassroots: A Series Highlighting Organizational Change in Massachusetts, 2*.

This organizational vignette is the second in a multi-part series highlighting community rehabilitation providers. This particular issue focuses on Columbia MetroWest Human Services of Ashland, Massachusetts, an organization that works with people with developmental disabilities and has undergone major transformation resulting in greatly expanded opportunities for individually focused employment and community support for people with severe disabilities. Steps in the change process are described and lessons to be learned are provided, including: (1) leadership needs to include both a strong philosophical base to guide the agency's action and individuals willing to act and take risks; (2) having a detailed plan for the eventual structure of an agency is not necessary to begin the change process; (3) attitudes and beliefs get shaped by experience, and many agencies need to test the efficacy of old beliefs before they can adopt a new belief system; (4) staff, families, and funding agencies have a harder time adjusting to changes than individuals served; (5) during major organizational change, an agency should expect, and perhaps welcome personnel turnover; (6) major organizational change cannot be successful without marketing; and (7) in order to move ahead, difficult compromises must be made. (CR)

Goldberg, S. G., Killeen, M. B., & O'Day, B. (2005). The Disclosure Conundrum: How People With Psychiatric Disabilities Navigate Employment. *Psychology, Public Policy, and Law, 11*(3), 463-500.

The vocational rehabilitation and mental health literatures usually urge people with psychiatric disabilities to disclose their disability at work. Reasons for preferring disclosure include the opportunity to invoke rights conferred by the Americans with Disabilities Act of 1990, the risk of losing federal disability benefits when earning a higher income, and the belief--held by many professionals--that people with psychiatric disabilities will experience permanently debilitating symptoms. However, a newer model of recovery from psychiatric disability challenges these assumptions. A qualitative study of people with psychiatric disabilities explored these issues. The participants were current or former recipients of social security benefits provided to persons with significant disabilities. Participants described complex situations around employment and disclosure, which were more difficult to resolve than disclosure advocates have recognized. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Hagner, D. (2003). Job development and job search assistance. In E. M. Szymanski & R. M. Parker (Eds.), *Work and disability: Issues and strategies in career development and job placement (2nd ed.)*. (pp. 343-372): PRO-ED, Inc, Austin, TX, US.

(From the chapter) This chapter reviews the current state of research and theoretical work on job development and employer decision making and applies this information in assisting job seekers with disabilities to find satisfactory employment. First, the context in which labor market decisions take place is outlined. Next, recent research regarding the relationship between disability and employer hiring practices is summarized. On the basis of this foundation, the author reviews and critiques job development methods in current use, then outlines some of the elements of a sound approach to job development. Finally, issues involved in advancement beyond entry-level employment are discussed. It is argued that the elements presented of a sound approach to job search assistance-- maximum involvement of the job seeker; attention to service identity and stigma; networking; assistance to employers in designing, carving, and creating jobs; and an empowering use of incentives and services-- are underdeveloped or missing altogether from the repertoires of many job development organizations. (PsycINFO Database Record (c) 2005 APA)

Hagner, D., & et al. (1995). Strategies and Barriers in Facilitating Natural Supports for Employment of Adults with Severe Disabilities. *Journal of the Association for Persons with Severe Handicaps*, 20(2), 110-120.

Ways that 17 Massachusetts schools and 16 adult agencies promoted natural supports in employment of people with severe disabilities are discussed, along with the barriers they experienced. Results indicate wide use of some practices and confusion about the concept of natural supports and the role of service providers in facilitating involvement. (Author/SW)

Handler, J., Doel, K., Henry, A., & Lucca, A. (2003). Rehab rounds: implementing supported employment services in a real-world setting. *Psychiatr Serv*, 54(7), 960-962.

Inge, K. J., Barcus, M., Virginia Commonwealth University. School of Education. Rehabilitation Research and Training Center on Supported Employment., & Virginia Commonwealth University. Media Support Services. (1999). Today's new workforce an untapped labor pool [videorecording]. Richmond, VA: Media Support Services Virginia Commonwealth University.

Video discusses how persons with disabilities can be successfully accommodated and integrated in the workplace. Discussion includes the role of employment specialists in hiring and training employees with disabilities, and in helping to identify necessary, often inexpensive accommodations. Accompanying newsletter, The customer is right, features articles on personal assistants in the workplace. Accompanying workbook, Advocacy & supported employment for people with disabilities, is a consumer guide to be used to help people with disabilities play and active role in their job search.

Kregel, J. (2001). Promoting employment opportunities for individuals with mild cognitive limitations: A time for reform. In A. J. Tymchuk, K. C. Lakin & R. Luckasson (Eds.), *The forgotten generation: The status and challenges of adults with mild cognitive limitations*. (pp. 87-98): Paul H. Brookes Publishing, Baltimore, MD, US.

(From the chapter) Identifies and describes 4 major obstacles to employment faced by individuals with mild cognitive limitations (MCLs): the need to develop new partnerships with business and industry; the need to reform the nation's system of sheltered workshops and activity centers; the need to remove disincentives in the Social Security disability programs; and the need to increase access to programs operated through the Workforce Investment Act of 1998. For each obstacle, recommendations are offered that specify actions that can be taken by federal, state, and local



governments as well as employers and community rehabilitation programs to address and overcome the identified barriers. (PsycINFO Database Record (c) 2005 APA)

Kregel, J., & Revell, W. G. (2003). An evolving partnership: The role of the state vocational rehabilitation agencies in the implementation of the ticket to work program. 2006, from [https://ssa.gov/work/panel/panel\\_documents/pdf\\_versions/VR%20and%20the%20Ticket%20Web%20Version%20JK.pdf](https://ssa.gov/work/panel/panel_documents/pdf_versions/VR%20and%20the%20Ticket%20Web%20Version%20JK.pdf)

Latimer, E. A. (2001). Economic impacts of supported employment for persons with severe mental illness. *Can J Psychiatry, 46*(6), 496-505.

**BACKGROUND:** Most persons with severe mental illness prefer competitive to sheltered vocational settings. Supported employment (SE) has become a clearly defined model for helping people with severe mental illness to find and maintain competitive jobs. It involves individualized and rapid placement, ongoing support and assessment, and integration of vocational and mental health staff within a single clinical team. Previous studies show that SE secures competitive employment much more effectively than do other approaches. This review focuses on its economic impacts. **METHODS:** Studies reporting some service use or monetary outcomes of adding SE programs were identified. These outcomes were tabulated and are discussed in narrative form. **RESULTS:** Five nonrandomized and 3 randomized studies compare SE programs with day treatment or transitional employment programs. The introduction of SE services can result in anything from an increase to a decrease in vocational service costs, depending on the extent to which they substitute for previous vocational or day treatment services. Overall service costs tend to be lower, but differences are not significant. Earnings increase only slightly on average. **CONCLUSIONS:** Converting day treatment or other less effective vocational programs into SE programs can be cost-saving or cost-neutral from the hospital, community centre, and government points of view. Investments of new money into SE programs are unlikely to be materially offset by reductions in other health care costs, by reductions in government benefit payments, or by increased tax revenues. Such investments must be motivated by the value of increasing the community integration of persons with severe mental illness.

Marini, I. (2003). What rehabilitation counselors should know to assist Social Security beneficiaries in becoming employed. *Work: Journal of Prevention, Assessment & Rehabilitation, 21*(1), 37-43.

The 1999 Ticket to Work and Work Incentive Improvement Act (TTWWIIA) has opened new employment opportunities for vocational rehabilitation professionals. The legislation minimized longstanding disincentives in the return to work efforts of beneficiaries collecting Supplemental Security Income (SSI) and Social Security Disability Insurance (SSDI). Although some of these key disincentives have been eliminated, rehabilitation counselors working with this population will find some interesting new challenges posed by this population. This article will outline the Social Security Administration's SSI/SSDI programs and process for applying; characteristics of beneficiaries; and information regarding the psychological and physiological aspects of beneficiaries with psychiatric disabilities and musculoskeletal disorders. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Marrone, J., & Golowka, E. (2005). If Work Makes People with Mental Illness Sick, What Do Unemployment, Poverty, and Social Isolation Cause? In L. Davidson, C. Harding & L. Spaniol (Eds.), *Recovery from severe mental illnesses: Research evidence and implications for practice, Vol 1*. (pp. 451-463): Center for Psychiatric Rehabilitation/Boston U, Boston, MA.

(Created by APA) This reprinted article originally appeared in (Psychiatric Rehabilitation Journal, 1999, 23[2], 187-193). The authors espouse the view that working is both a right and a responsibility for citizens with disabilities. Adults with disabilities are the only group in this country for whom not working has been considered an acceptable lifestyle. These arguments are not meant (1) to negate the real barriers or financial tradeoffs people with all disabilities face in leaving Social Security or Public Assistance rolls; nor is it meant (2) to imply that an acceptable strategy is for professional helpers to adopt a get tough approach with people with mental illness who are scared or reluctant to attempt employment. The authors feel that finding the solutions to #1 and avoiding the inappropriate tactics of #2 are closely connected. The authors propose that ultimately people with disabilities do, in fact, have to accept personal responsibility to choose employment as part of the social contract of citizenship. People should work because unemployment is much worse for your mental health than the stresses of employment. Work is a way to meet people and expand social networks. To work, helps make daily life more interesting plus leisure time that has more meaning. Working also provides a distraction from disability. (PsycINFO Database Record (c) 2006 APA)

McQuilken, M., Zahniser, J. H., Novak, J., Starks, R. D., Olmos, A., & Bond, G. R. (2003). The work project survey: Consumer perspectives on work. *Journal of Vocational Rehabilitation. Special Issue: Psychiatric rehabilitation, 18*(1), 59-68.

Mental health consumers at an urban mental health center were surveyed about their motivations for working and perceived barriers to employment. A survey was developed and administered by a consumer-led research team to 389 persons receiving case management and outpatient services. Most consumers were either working (16%; n = 59) or reported a desire to work (46%; n = 170). The latter group constituted 55% of the 310 respondents who were not working at the time of the study. The most common perceived barrier was the fear of losing Social Security benefits. Consumers also reported concerns about receiving low pay and being ashamed of their job histories. Among the 38% of the total sample who expressed a reluctance or unwillingness to work, two-thirds (n = 58) indicated that, if they did not have to worry about losing their Social Security benefits while working, they would try to obtain employment. A total of 179 (49%) respondents expressed a preference for receiving vocational services at their clinical sites, versus at a clubhouse location. Most consumers in this study were working or wanted to work. Consumers' motivations for work can be increased, especially if key barriers to work are described as removable. (PsycINFO Database Record (c) 2005 APA)

Nathanson, J. H. E. (1994). Independent Living. *OSERS, 6*(2).

This issue of "OSERS" addresses the subject of independent living of individuals with disabilities. The issue includes a message from Judith E. Heumann, the Assistant Secretary of the Office of Special Education and Rehabilitative Services (OSERS), and 10 papers. Papers have the following titles and authors: "Changes in the Rehabilitation Act of 1973 and Federal Regulations" (John Nelson); "Title VII: A Major Step Forward" (Robert E. Michaels); "Perspectives on Personal Assistance Services" (Bob Kafka); "Consumer-Driven Supported Employment: Consolidating Services for People with Significant Disabilities" (John D. Westbrook); "The Effects of Insurance Benefits Coverage: Does It Affect Persons with Spinal Cord Injury?" (Denise Tate and Julie Daugherty); "Learning from the Experts: Best Practices in Rural Independent Living" (R. Mark Mathews); "Improving Management Effectiveness in Independent Living Centers through Research and Training" (Quentin Smith and others); "Independent Living: Driven by Principles of Democracy" (Duane French); "How Parent Networks Are Working with Independent Living Centers" (Martha Ziegler); and "Independent Living and Personal Assistance Services: The Research, Training, and Technical Assistance Programs at the

World Institute on Disability" (Jae Kennedy and others). (References accompany most papers.) (JDD)

Novak, J., Rogan, P., Mank, D., & DiLeo, D. (2003). Supported employment and systems change: Findings from a national survey of state vocational rehabilitation agencies. *Journal of Vocational Rehabilitation, 19*(3), 157-166.

This paper presents findings from a national survey of state Vocational Rehabilitation agencies regarding systems change in supported employment. Respondents from the 50 states and the District of Columbia assessed the impact of state systems change activities and policy implementation efforts on supported employment. Activities perceived to be most important to the implementation and expansion of state supported employment programs were training, technical assistance, capacity building, and policy and funding initiatives. While respondents reported that significant efforts were devoted to conversion during state Title III supported employment system change projects, they reported a lower level of sustained effort following the conclusion of these projects. Respondents from 26 states reported that fiscal incentives exist to provide supported employment services over segregated services. Fiscal disincentives were also reported. Federal and state policies and practices were perceived to influence the administration and operation of state supported employment programs. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

O'Hara, B. (2004). Twice Penalized: Employment Discrimination Against Women with Disabilities. *Journal of Disability Policy Studies, 15*(1), 27-34.

This article examines wage discrimination during the initial stages of employment using panel data from the Survey of Income and Program Participation. Women with disabilities are twice disadvantaged in the labor market: They face possible discrimination based on both gender and disability status. This article focuses on transitions into new employment. Two key variables indicate the circumstances in which a woman starts working at a new employer, (a) a planned employment transition or (b) finding employment after leaving a former employer for an unplanned reason or after being unemployed. The empirical evidence suggests that wage discrimination is prevalent; discrimination occurs across personal and employment characteristics. Although employment transitions resulted in lower wages, reasonable scenarios that involve personal choices as opposed to discrimination could not be eliminated. For instance, a worker with disabilities may change employers and accept a lower wage if she gains nonwage benefits (e.g., accommodations or health insurance). (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Ozawa, M. N. (2002). SSI and adults with disabilities: Background, trends, and a study participation. *Journal of Disability Policy Studies, 13*(3), 153-152.

Penk, W. E. (2000). Designing work experiences for persons with serious mental disorders. *New Dir Ment Health Serv*(88), 17-26.

Persons with serious mental disorders need to participate in productive activities, including mainstream, competitive employment, during the course of their treatment and recovery.

Prero, A. J. (1993). Shifting the cost of self-pay for SSI workers in supported employment. *Soc Secur Bull, 56*(1), 44-51.

Two provisions of the Supplemental Security Income (SSI) program--the Plan for Achieving Self-Support (PASS) and Impairment Related Work Expenses (IRWE)--can have the implicit result of compensating SSI recipients for work expenses they incur. That is, PASS and IRWE can, in effect, shift all or some of a working SSI recipient's expenses from the recipient to the SSI program. This article describes how PASS and IRWE operate and demonstrates the shifting effect. The analysis focuses on expenses for supported employment.

Revell, W. G., & et al. (1994). Supported Employment for Persons with Severe Disabilities: Positive Trends in Wages, Models and Funding. *Education and Training in Mental Retardation and Developmental Disabilities*, 29(4), 256-264.

A national survey in which 42 state/territorial systems responded found that a total of 74,960 individuals participated in supported employment in 1991 with 62.8% of participants classified as mentally retarded of which 30.4% were moderately retarded and 8.7% severely or profoundly retarded. The individual placement model was most common. A weighted mean hourly wage of \$4.45 was reported. (Author/DB)

Spearman, R. (1995). Journey to Success: Discovering Vocational Opportunities for Idahoans with Disabilities [and] Jornada al Exit: Descubriendo Oportunidades Vocacionales para Ciudadanos de Idaho con Incapacidades.

Designed for individuals with disabilities and their families, this handbook (in both English and Spanish versions) provides information about vocational opportunities in Idaho and how they may be accessed by young adults with disabilities. Topics addressed include: (1) work related and individual and family supports; (2) types of adult service programs; (3) categories of adult employment programs; (4) school transition as a means to employment; (5) major adult vocational services; (6) employment related service terms; (7) types of supported employment; (8) new methods of supported employment, including natural supports in the workplace; (9) community supported employment characteristics; (10) emerging providers/opportunities; (11) long-term funding; (12) types of income support; (13) questions that should be asked about adult programs; (14) parents as case managers and advocates for change; (15) sources of rights for workers with disabilities; (16) basic laws concerning discrimination; (17) advocacy strategy; (18) state laws; and (20) tax incentives and benefits for employers of persons with disabilities. Appendices include information service regions in Idaho, the PASS (Plans for Achieving Self-Support) and long term funding programs, benefits for people with disabilities who work, SSI (Social Security Income) eligibility requirements, the vocational rehabilitation process, and state and federal resource organizations in Idaho. (Contains 18 references.) (CR)

Stapleton, D. C. E., & Burkhauser, R. V. E. (2003). The Decline in Employment of People with Disabilities: A Policy Puzzle.

This book includes revised presentations from an October 2001 meeting of the National Institute for Disability and Rehabilitation Research and the Cornell Rehabilitation Research and Training Center that considered the validity of current data for measuring trends in the employment rate of people with disabilities and investigated the causes and consequences of the declining rate of employment shown in the data. Chapters are as follows: "Introduction" (Burkhauser, Stapleton); "A User's Guide to Current Statistics on the Employment of People with Disabilities" (Burkhauser et al.); "Employment Declines among People with Disabilities" (Houtenville, Daly); "Have Changes in the Nature of Work or the Labor Market Reduced Employment Prospects of Workers with Disabilities?" (Stapleton et al.); "Rising Health Care Expenditures and the Employment of People with High-Cost Chronic Conditions" (Hill et al.); "Employment and the

Changing Disability Population" (Kaye); "The American with Disabilities Act and the Employment of People with Disabilities" (DeLeire); "Does the Definition Affect the Outcome?" (Kruse, Schur); "Is It Time to Declare the ADA a Failed Law?" (Blanck et al.); "Social Security Disability Insurance and the Recent Decline in the Employment Rate of People with Disabilities" (Goodman, Waidmann); "A Review of the Evidence and Its Implications for Policy Change" (Burkhauser, Stapleton). (Contains 70 figures and 41 tables. Chapters include substantial references.)

Szymanski, E. M. E., & Parker, R. M. E. (1996). *Work and Disability: Issues and Strategies in Career Development and Job Placement*.

This text presents the context, theories, resources, and strategies necessary to promote the employment of people with disabilities. The book is intended for rehabilitation professionals, special educators, psychologists, social workers, mental health counselors, vocational counselors, and vocational educators. The 12 chapters are based on a model of career development for people with disabilities which stresses the relationship of career development to individual, contextual, mediating, work environmental, and outcome factors. Chapter titles and authors are: (1) "Work and Disability: Introduction" (Edna Mora Szymanski and Randall M. Parker); (2) "Psychosocial and Economic Aspects of Work: Implications for People with Disabilities" (Edna Mora Szymanski and others); (3) "Legislation Concerning Career Counseling and Job Placement for People with Disabilities" (Marita M. Danek and others); (4) "Career Development Theories, Constructs, and Research: Implications for People with Disabilities" (Edna Mora Szymanski and others); (5) "Issues in Vocational Assessment and Disability" (Randall M. Parker and James L. Schaller); (6) "Disability and Accommodation" (Martin Brodwin and others); (7) "Occupational and Labor Market Information and Analysis" (Jeanne Boland Patterson); (8) "Career Development Interventions for People with Disabilities" (Edna Mora Szymanski and others); (9) "Employers and Job Development: The Business Perspective" (Michael J. Millington and others); (10) "Securing Employment: Job Search and Employer Negotiation Strategies in Rehabilitation" (David Hagner and others); (11) "Supporting Placement" (Cheryl Hanley-Maxwell and others); and (12) "Career Counseling and Job Placement: Theory and Practice" (Paul Salomone). (Individual chapters contain references.) (DB)

Trach, J. S. (1998). *Research in Rehabilitation Counselor Training on Supported Employment and Transition*.

This monograph contains eight studies on supported employment and transition conducted by graduate students in rehabilitation counselor training programs. Chapter 1, "Income Allowance Policies of State Medicaid Agencies as Work Incentives or Disincentives for ICR/MR Residents" (James A. Mayer and others), found in a survey of six Midwestern states that although some state Medicaid agencies have had work incentive policies for ICF/MR residents for some time, others continue to utilize policies that are a disincentive to work. Chapter 2, "Special Education Preservice Training: Competencies Related to Vocational Rehabilitation" (Debra L. Shelden and John S. Trach), found in a survey of 61 special education personnel preparation programs that fewer performance competencies were required than knowledge competencies. Chapter 3, "Analysis of the Types of Natural Supports Utilized during Job Placement and Development" (John S. Trach and Camille D. Mayhall), analyzed placements of individuals with severe disabilities in integrated work settings and found that supported employment professionals implemented primarily natural supports. Chapter 4, "Perceptions of the Supported Employment Job Search Process: Who Makes the Choices" (Amy E. Dwyre and John S. Trach), explores the issues relating to choice in the job selection process for individuals with cognitive impairments. Chapter 5, "Employers' and Service Providers' Perspectives Regarding Natural Supports in the

Work Environment" (John S. Trach and others), found that employers who have used natural supports did not provide any natural supports to supported employees beyond those they would offer to other employees. Chapter 6, "Secondary Transitional Experience Program: A Descriptive Analysis of Outcomes of High School Exiters" (Jennifer R. Horn and others), found most exiters (n=18) were employed, living with parents, and involved in the community. (Individual papers include references.) (CR)

Turton, N. (2001). Welfare benefits and work disincentives. *Journal of Mental Health, 10*(3), 285-301.

Unemployment among people with mental health problems is disproportionately high. Despite this many wish to work. The welfare benefits system presents one of the most significant barriers to employment, training and study. This paper examines the financial implications of moving from welfare to work. Five case studies are presented and measures of welfare dependency are compared. The findings show that people with mental health problems face greater unemployment and poverty traps than the general population. It appears that there are few circumstances that would make a move into paid work financially viable. The recently introduced Disabled Persons' Tax Credit does little to improve this situation. Disincentives are created by complex, inflexible and arbitrary rules for disability and housing benefits. Further measures are required to promote the inclusion of people with mental health problems in the labour market.

Warner, R. (2001). Work disincentives in US disability pension programs. *Journal of Mental Health (UK), 10*(4), 405-409.

Work helps shape the social role of people with mental illness and may have positive effects on outcome. Employment rates for the mentally ill may be influenced by the general availability of employment, the provision of vocational rehabilitation services and by work disincentives in the disability pension system. In the recent tight labor market of Boulder County, Colorado, the rate of employment of people with psychotic illness has increased to around half of the population. A crucial factor affecting work disincentives appears to be the size of the "earnings disregard", the amount of earned income which a disabled worker may receive before his/her governmental benefits are reduced or discontinued. Expanding the earnings disregard may help increase employment, decrease poverty and improve outcome for people with psychotic illness. (PsycINFO Database Record (c) 2005 APA)

Webb, S. (2003). Independent living and employment services: Equal paths to community integration. *Journal of Vocational Rehabilitation. Special Issue: Personal Assistance Services in the Workplace, 18*(2), 125-130.

For many persons with significant disability, the availability of Personal Assistance Services (PAS) is the most critical factor for determining whether an individual lives in an institution or in the community. Unfortunately, public policy has been slow to offer programs that encourage work for persons with significant disabilities who need PAS. During the past two decades, however, public policy changes enable people with even the most significant needs to be employed without fear of losing all of their social supports. This paper describes the recent Public Laws and public policy initiatives that support opportunities for individuals with significant disabilities. It provides numerous examples of options for Centers for Independent Living to participate in the Employment Networks being developed in response to the Ticket to Work and Work Incentives Improvement Act of 1999. Finally, it describes ways to empower consumers to utilize the recent laws and public policy initiatives to take full advantage of the improved opportunity for them to live and work in the community. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Wehman, P., & et al. (1997). Improving access to competitive employment for persons with disabilities as a means of reducing social security expenditures. *Focus on Autism and Other Developmental Disabilities*, 12(1), 23-30.

Wehman, P., & Revell, W. G. (2006). The Ticket to Work Program: Marketing strategies and techniques to enhance implementation. *Journal of Vocational Rehabilitation*, 24(1), 45-63.

The purpose of this paper is to provide a comprehensive review and critique of the marketing strategies best suited to expanding participation in the Social Security Administration's (SSA) Ticket to Work Program by Ticket holders and to increasing the number and diversity of Employment Networks (ENs). Direct mail, web based outreach, targeted marketing to selected opinion makers, specialized media outlets, and a number of other marketing strategies are critiqued and analyzed as a way to reach beneficiaries and ENs. The emphasis is on cost efficient strategies to maximize utilization of the Ticket. The two main marketing issues related to ENs are: 1) There are not enough quality ENs, and 2) the ENs in place are not taking Tickets and making a sufficient number of placements for the Ticket to Work Program to be successful. Marketing considerations for ENs must expand the base of existing ENs to include the business community. EN partnerships are needed among the rehabilitation and business community, as are marketing strategies that reach business and encourage partnerships. The main marketing issue for reaching beneficiaries of Social Security Disability benefits who are current or potential Ticket holders is recognizing that at its very core, marketing the Ticket to Work involves first marketing employment. Marketing considerations for beneficiaries must recognize and address the employment-related fears, interests and support needs of Ticket recipients. (PsycINFO Database Record (c) 2006 APA) (journal abstract)

Wehman, P., Targett, P., West, M., & Kregel, J. (2005). Productive Work and Employment for Persons With Traumatic Brain Injury: What Have We Learned After 20 Years? *Journal of Head Trauma Rehabilitation*, 20(2), 115-127.

This article describes return to work outcomes for individuals with traumatic brain injury (TBI) through a selective review of the published literature and an examination of TBI labor force participation from the Rehabilitation Services Administration 911 and the Social Security Administration Benefits Planning, Assistance and Outreach databases. Implications and recommendations to further our understanding about the different parts of the work outcome profile of individuals with TBI are offered. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

West, M., Hill, J. W., Revell, G., Smith, G., Kregel, J., & Campbell, L. (2002). Medicaid HCBS Waivers and supported employment pre- and post-Balanced Budget Act of 1997. *Ment Retard*, 40(2), 142-147.

Findings from a national survey of state mental retardation/developmental disability agencies regarding use of the Medicaid Home and Community Based Waiver to fund supported employment were reported. Numbers of individuals and funding levels were requested for day habilitation services for FYs 1997 and 1999, before and after the (P.L. 105-33), which removed eligibility restrictions for this service. Findings show that growth rates for this service far exceeded growth rates for other day services, with high growth rates in a small number of states. However, supported employment accounted for less than 16% of those receiving day habilitation services through the Waiver and only 12% of day habilitation funding, with the remainder going to day support, prevocational services, and other segregated options.

West, M., Johnson, A., Cone, A., Hernandez, A., & Revell, G. (1998). Extended Employment Support: Analysis of Implementation and Funding Issues. *Education and Training in Mental Retardation and Developmental Disabilities*, 33(4), 357-366.

This study examined current practices and perceptions of 345 supported-employment-provider agencies regarding extended services. Findings indicate that provider agencies were underutilizing natural support networks within consumers' workplaces for essential extended-support needs and that the majority of consumers were only receiving the minimal level of extended services contacts. (Author/CR)

Wittenburg, D., & Favreault, M. (2003). Safety net or tangled web? An overview of programs and services for adults with disabilities. *Occasional Paper, Assessing the New Federalism: An Urban Institute Program to assess changing social policies*, 2006, from [http://www.urban.org/UploadedPDF/310884\\_OP68.pdf](http://www.urban.org/UploadedPDF/310884_OP68.pdf)



# Job Development

The Funding Book: Rural Supported Employment Resources for Montana. (1994).

This guide provides information on funding resources for supported employment in Montana. Supported employment provides individuals with severe disabilities the tools necessary to enter into an integrated work setting at a competitive wage. Supported employment generally consists of the professional expertise of a job coach, job development strategies, on-site training, and on-going support for continued employment. This guide overviews resources available for long-term supported employment, including Social Security programs such as Supplemental Security Income, Social Security Disability Income, and Social Security work incentive programs; Department of Veterans Affairs; Rural Institute on Disabilities; Rehabilitation/Visual Services Division of the Montana State Department of Social and Rehabilitation Services; Developmental Disabilities Division of the Montana Department of Social and Rehabilitation Services; Montana's Home and Community Based Medicaid Waiver Program; Mental Health Services; Montana Department of Labor and Industry; state unions; Montana Office of Public Instruction; and private fund raising, grants, and foundations. Descriptions include services available, benefits, and eligibility criteria. Also includes a list of contact information for various agencies and a glossary. (LP)

Armstrong, A. J., McDonald, R., Mitchell, B., Supported Employment Telecourse Network., & Virginia Commonwealth University. School of Education. Rehabilitation Research and Training Center on Supported Employment. (1995). Person-centered planning promoting customer choice [videorecording]. Richmond, Va.: SET-NET Supported Employment Telecourse Network.

Moderator Amy J. Armstrong and panelists Rebecca McDonald and Bill Mitchell explain the importance and strategies of person-centered planning which enables the person with disabilities to make choices about their careers and job development as well as their future.

Bond, G. R., Vogler, K. M., Resnick, S. G., Evans, L. J., Drake, R. E., & Becker, D. R. (2001). Dimensions of supported employment: Factor structure of the IPS fidelity scale. *Journal of Mental Health (UK)*, 10(4), 383-393.

The IPS Fidelity Scale is a 15-item instrument assessing the implementation of critical ingredients of the Individual Placement and Support model of supported employment for people with severe mental illness. An earlier study established adequate inter-rater reliability for this scale, based on interviews with vocational staff. The scale also differentiated between IPS programs and other types of vocational services. The current study examined the factor structure of the scale in a sample of 123 vocational programs throughout the US. Using principal components factor analysis with varimax rotations, the authors identified 4 factors: Job Selection, Integration with Treatment Team, Job Development, and Vocational Staffing. Among the 4 factors, Integration with Treatment Team best differentiated IPS programs from other types of supported employment programs. This study further establishes the IPS Fidelity Scale as a useful measure for assessing IPS and other supported employment programs. (PsycINFO Database Record (c) 2005 APA)

Brooke, V. E., & et al. (1997). Supported Employment Handbook: A Customer-Driven Approach for Persons with Significant Disabilities.

This manual provides training information for implementing supported employment by using a customer-driven approach. Chapter 1, "Supported Employment: A Customer-Driven Approach" (Valerie Brooke and others), describes current best practices, a new customer-driven approach to supported employment, and the role of the employment specialist. Chapter 2, "Organizational

Marketing" (Amy Armstrong and others), discusses developing and implementing a marketing strategy for supported employment programs. The following chapter, "Customer Profile" (Wendy Parent and others), describes the process of developing a customer profile to assist individuals in finding a job. Chapter 4, "Job Development: The Path to Careers" (Karen Flippo and others), discusses techniques for increasing customer involvement in job development, developing business partnerships, crafting the job search plan, job analysis, and accommodations. The next chapter, "Employment Selection" (J. Michael Barcus and others), describes how to assist a customer in applying for a job and job interviewing, and activities that need to be coordinated prior to a customer's first day of work. Chapter 6, "Job Site Training" (Katherine Inge), discusses job duty and task analysis, natural supports and cues, instructional strategies, self-management, job site modifications, and fading from the job site. Expanding job responsibilities, monitoring and coordinating of supports, employee assistance programs, and funding supports and services are covered in chapter 7, "Long Term Supports" (Valerie Brooke and others). The final chapter, "Quality Supported Employment Services" (Howard Green and others), addresses the importance of assessing the quality of supported employment programs and the purpose of quality indicators. Each chapter includes case studies, related blank forms, and specific references. (CR)

Butterworth, J., Hagner, D., Helm, D. T., & Whelley, T. A. (2000). Workplace culture, social interactions, and supports for transition-age young adults. *Mental Retardation*, 38(4), 342-353.

The role of the workplace and its culture in supporting social inclusion and workplace support for employees with disabilities is discussed and results of a qualitative study of the workplace experiences of 8 young adults with developmental disabilities presented. Data were collected using participant observation and semi-structured interviews. Four characteristics of supportive workplaces were identified: (a) multiple context relationships, (b) specific social opportunities, (c) a personal and team-building management style, and (d) interdependent job designs. The more supportive workplaces had all of these characteristics, suggesting that collectively they represent key features of a supportive workplace culture. Implications for job development and job creation are identified.

Capo, L. C. (2001). Autism, employment, and the role of occupational therapy. *Work*, 16(3), 201-207.

The purpose of this article is to review the existing literature to generate guidelines for the role of occupational therapy in employment for persons with autism. Previous research about strengths and barriers to employment, and types of employment commonly offered to persons with autism are reviewed. The supported employment model is identified as the most productive approach for use with this population. The four approaches to the supported employment model and the best practice contributions of several innovative supported employment programs are discussed. The interdisciplinary team approach is best to assist persons with autism to gain employment and ensure success on the job. The role of the occupational therapist as a beneficial team member in assessment, job development, job placement and training, and supported employment is outlined.

Dench, S., Meager, N., & Morris, S. (1996). The recruitment and retention of people with disabilities. from <http://www.employment-studies.co.uk/summary/summary.php?id=301>

This report sets out the main findings of a national survey of employers, examining the recruitment and retention of people with disabilities. The study was conducted for the Employment Service and the Employment Department (now the Department for Education and Employment) and aimed to: improve understanding of employer policies and practices towards the employment of people with disabilities, and assess employer awareness of, use of and policies

related to a number of government initiatives designed to promote the employment of people with disabilities.

Eaton, B., Condon, E., & Mast, M. (2001). Making employment a reality. *Journal of Vocational Rehabilitation, 16*(1), 9-14.

Significant issues for people with severe physical and multiple disabilities and for professionals working in the employment field continues to be how to determine an applicant's goals and abilities, how to approach employers and how to effectively represent the strengths and potential contributions of an applicant. This paper presents an individualized approach that includes discovery as the key component leading to job development for people with physical and significant disability. Case studies serve as examples of the process.

Fabian, E. S., Luecking, R. G., & Tilson, G. (1994). *A working relationship: the job development specialist's guide to successful partnerships with business*. Baltimore: P.H. Brookes Pub. Co.

Fillary, R., & Pernice, R. (2006). Social inclusion in workplaces where people with intellectual disabilities are employed: implications for supported employment professionals. *Int J Rehabil Res, 29*(1), 31-36.

This research investigated elements of workplace culture across eight New Zealand workplaces where people with intellectual disability were employed. Using a semi-structured interview format, eight employers were surveyed, and variations in job entry procedures, orientation and training, company policies, job design, customs and practice, and social opportunities were examined. Factors influencing inclusion in the workplace culture of a total of 16 employees, eight supported employees and eight co-workers without disabilities, were identified and compared. The findings indicated that supported workers had a lower level of inclusion than co-workers. Several factors influencing inclusion of employees in the workplace culture were identified; full-time vs. part-time, level of employment support, limiting expectations and employer/co-worker attitudes. The use of a workplace culture survey by supported employment professionals has several benefits, including the identification of potentially inclusive workplaces, the facilitation of a good person and workplace environment match, the possibility of monitoring inclusion levels, encouragement of full work shift placements, and the provision of effective support on the job.

Ford, L. H. (1995). *Providing Employment Support for People with Long-Term Mental Illness. Choices, Resources, and Practical Strategies*.

Designed for professionals in the field of mental illness and staff involved in providing on-the-job support for persons with mental illness, this book provides an overview of employment issues relevant to such workers. The 23 chapters of the book are organized in 5 sections. The first two sections provide background information about the clients served and the systems that serve them. The third section addresses these topics: client screening and assessment; career development, teaching job seeking skills, job clubs, job development, and choosing and building the right job. The fourth section focuses on issues that arise after employment, including: learning the job; behavior management and self-management; and natural supports, integration, and social skills. The final section addresses long-term issues, such as routine follow-up, troubleshooting and crisis intervention, and dealing with job loss. Case studies and reproducible checklists are used throughout the book. Contains 193 references. (KC)

Green, J. H., & Brooke, V. (2001). Recruiting and retaining the best from America's largest untapped talent pool. *Journal of Vocational Rehabilitation, 16*(2), 83-88.

This article examines the need for identifying the business reasons for including people with disabilities in the workplace. Attitudes of businesses will be addressed, as well as strategies for bringing about a reduction in the unemployment of people with disabilities. The authors will discuss suggestions made by Human Resource personnel, as well as first line managers regarding issues of recruiting, hiring, accommodating, and promoting people with disabilities.

Hagner, D. (2003). Job development and job search assistance. In E. M. Szymanski & R. M. Parker (Eds.), *Work and disability: Issues and strategies in career development and job placement (2nd ed.)*. (pp. 343-372): PRO-ED, Inc, Austin, TX, US.

(From the chapter) This chapter reviews the current state of research and theoretical work on job development and employer decision making and applies this information in assisting job seekers with disabilities to find satisfactory employment. First, the context in which labor market decisions take place is outlined. Next, recent research regarding the relationship between disability and employer hiring practices is summarized. On the basis of this foundation, the author reviews and critiques job development methods in current use, then outlines some of the elements of a sound approach to job development. Finally, issues involved in advancement beyond entry-level employment are discussed. It is argued that the elements presented of a sound approach to job search assistance-- maximum involvement of the job seeker; attention to service identity and stigma; networking; assistance to employers in designing, carving, and creating jobs; and an empowering use of incentives and services-- are underdeveloped or missing altogether from the repertoires of many job development organizations. (PsycINFO Database Record (c) 2005 APA)

Hagner, D., & Daning, R. (1993). Opening Lines: How Job Developers Talk to Employers. *Career Development for Exceptional Individuals*, 16(2), 123-134.

Forty-nine job developers were interviewed to identify the techniques and approaches used in successful job development for individuals with developmental disabilities. The interviews addressed such topics as the source and number of employer contacts, "opening lines" to employers, mention of disability, negotiations, interviews with job seekers, and job openings versus job creation. (JDD)

Hagner, D., & et al. (1995). Strategies and Barriers in Facilitating Natural Supports for Employment of Adults with Severe Disabilities. *Journal of the Association for Persons with Severe Handicaps*, 20(2), 110-120.

Ways that 17 Massachusetts schools and 16 adult agencies promoted natural supports in employment of people with severe disabilities are discussed, along with the barriers they experienced. Results indicate wide use of some practices and confusion about the concept of natural supports and the role of service providers in facilitating involvement. (Author/SW)

Hanley-Maxwell, C., Owens-Johnson, L., & Fabian, E. (2003). Supported employment. In E. M. Szymanski & R. M. Parker (Eds.), *Work and disability: Issues and strategies in career development and job placement (2nd ed.)*. (pp. 373-406): PRO-ED, Inc, Austin, TX, US.

(From the chapter) This chapter presents an introduction to supported employment through defining supported employment and its core features, discussing its efficacy, describing common models of supported employment, and describing its services. Four core features for supported employment are discussed: (1) competitive employment, (2) integrated settings, (3) workers with severe disabilities, and (4) ongoing support. Types of supported employment models include

group models, enclaves, mobile crews, and individual models. Employment models for persons with mental illness are also addressed. Supported employment services consist of 5 overlapping phases: assessment, job development and marketing, job acquisition (placement), job learning and adaptation, and ongoing support. It is argued that supported employment programs also have to reconsider how they approach the provision of supports to ensure that they are as natural or typical as possible in each employment setting. Furthermore, if supported employees are going to move out of the secondary labor market sectors, service providers need to attend to the career growth and development needs of these workers. Finally, supported employment agencies are challenged to shed the social services image that they have used for many years. (PsycINFO Database Record (c) 2005 APA)

Havranek, J. E. (2005). Working relationships: Creating career opportunities for job seekers with disabilities through employer partnerships. *Journal of Applied Rehabilitation Counseling. Special Issue: Latino/Hispanic Ethnicity in the Vocational Rehabilitation System and the Human Services: A Look into the Future*, 36(2), 43.

Reviews the book Working relationships: Creating career opportunities for job seekers with disabilities through employer partnerships, by R.G. Luecking, E.S. Fabian, and G.P. Tilson (2004). The overriding goal for this book is to provide both theoretical and practical information to professionals within intermediary organizations who strive to assist people with disabilities to identify their career goals, capitalize on their strengths, develop new essential skills, and connect with employers in such a way that everyone benefits. There are 16 chapters divided into three sections. The first section covers the basics for establishing new job development and placement activities including a conceptual framework and strategies, as well as means by which to change employer perceptions about individuals with disabilities and disability management programs. Part two describes the "customer-focused" partnership process. The third part is about new ways to establish employment partnerships. The consistent and appropriate use of case studies was very helpful. A huge plus for the book was the attention paid to the role of the "Employment Specialist", defined as any individual or professional who simultaneously assists people with disabilities to obtain jobs and careers and assists employers to hire and accommodate people with disabilities. (PsycINFO Database Record (c) 2005 APA)

Hood, E.-J. L., & et al. (1996). Paid Co-Worker Support for Individuals with Severe and Multiple Disabilities. *Education and Training in Mental Retardation and Developmental Disabilities*, 31(3), 251-265.

This article describes a "paid co-worker support" model which enables individuals with multiple disabilities (including severe mental retardation) to maintain competitive employment. A job coach trained two workers with severe disabilities in job skills, and a paid co-worker in support skills; both workers successfully maintained employment. (Author/PB)

Hudson, C., Christ, S., Heartfield, S., Carpenter, C., Sheffler, G., Simonson, P., et al. (1998). The Transition from School to Supported Employment: Information for Teachers about Supported Employment and the Adult Service System.

This guide is designed to provide teachers in King County, Washington, with a single resource for much of the information needed to help students with disabilities transition from school to adult life and to make informed employment decisions. It begins by providing an overview of federal and state regulations that affect students with disabilities during the transition from school to work. The guide describes two state agencies that help students with disabilities with the transition: the Division of Vocational Rehabilitation and the Division of Developmental

Disabilities. The King County Developmental Disabilities Division and its functions are highlighted, including employment services in specialized industries, group supported employment, and individual supported employment. Community access services and special projects are highlighted. The Job Coach Model which provides job development, on the job training, long term follow-up, and replacement services in King County, is discussed. Quality indicators for supported employment vendors are listed and selection criteria for choosing a vendor is provided. The guide closes with a list of King County Developmental Disabilities Division Adult Services Contract Agencies. Attachments include a proposed plan for transition from school to adult life and a sample service delivery outcome plan. (CR)

Kregel, J., Dean, D. M., & Wehman, P. (no date). Achievements and challenges in employment services for people with disabilities: The longitudinal impact of workplace supports. from <http://www.worksupport.com/Main/deanmanual.asp>

This manual contains articles on (1) A paradigm for evaluation of the federal-state vocational rehabilitation program, (2) Competitive employment: Has it become the "first choice" yet?, (3) Sheltered vs. supported employment: A direct comparison of long-term earnings outcomes for individuals with cognitive disabilities, (4) Extended services in supported employment: What are providers doing? Are customers satisfied?

Mank, D., O'Neill, C. T., & Jensen, R. (1998). Quality in Supported Employment: A New Demonstration of the Capabilities of People with Severe Disabilities. *Journal of Vocational Rehabilitation*, 11(1), 83-95.

In King County (Washington) government agencies, jobs were developed for 55 people with severe disabilities through leadership by county officials and developmental disabilities staff. The program was cost effective and also resulted in improved wages for the workers with disabilities. (SK)

Mast, M., Sweeney, J., & West, M. (2001). Using presentation portfolios for effective job representation of individuals with disabilities. *Journal of Vocational Rehabilitation. Special Issue: Business linkages*, 16(2), 135-140.

Describes the development and field-testing of a presentation portfolio, a job development tool for individuals with disabilities. The portfolio was developed with significant input from the vocational rehabilitation field and employers. Field testing was conducted using presentations to employers by community rehabilitation programs in 25 cities. 212 employers returned a 5-point Likert scale feedback form with questions regarding the portfolio, presentation, presenter, and the effect of the presentation on their future actions toward employees with disabilities. Results indicate that the portfolio could be an effective tool for job development. (PsycINFO Database Record (c) 2005 APA)

Michaels, C. A. (1998). Transition to Employment. PRO-ED Series on Transition.

Part of a series designed to provide practical resources for transition personnel on a variety of topics critical to the process of preparing individuals with disabilities for adulthood, this guide focuses on transition to employment. Chapter 1, "Employment and Students with Disabilities," discusses the meaning of work in American society, employment outcomes, employment options and opportunities, and societal beliefs about students with disabilities and the community. Chapter 2, "Work and the Transition Process," describes work and the Individualized Educational Program planning process, committing to transition planning and work as an outcome, and

alternative planning strategies. The next chapter, "Assessment Issues," discusses assessment for work, a future-oriented testing paradigm, and lifelong career decision making. Chapter 4, "Preparation for Work," explains how to conduct an ecological inventory, job development strategies for working with employers, and how to conduct a community-based job site analysis. Chapter 5, "Legal Mandates, Transition, and Work," explores Department of Labor guidelines and regulations, Section 503 and 504 of the Rehabilitation Act and the Americans with Disabilities Act. The last chapter contains concluding remarks about real work, real money, and natural support systems. (Contains 73 references.) (CR)

Murphy, S., & et al. (1993). *Developing Natural Supports in the Workplace: A Manual for Practitioners.*

The Pioneer-Syracuse University Project was designed to help people with severe disabilities find community jobs and become integral participants in their work places, using on-site and off-site resources and supports from job personnel and other community members. Specifically, project staff who had directly trained and supported people with disabilities began instead to find and develop the natural sources of training and support that exist within and around individuals and work places. This manual presents ideas, strategies, and experiences about this modified approach to supported employment which uses natural supports in the work place. The manual covers: (1) natural support characteristics in the chapter titled "Introduction and Definitions"; (2) getting to know the person and his/her support network as well as developing job leads and contacting employers in "Finding Jobs Using a Natural Supports Framework"; (3) "Job Creation, Job Modification, and Individual Adaptations"; (4) "On-Site Training and Natural Support Strategies"; and (5) "Ongoing Supports" such as participant evaluations, ancillary supports, and work incentive programs. The manual concludes that supported employees must be involved to the maximum extent possible in all aspects of support planning and provision, that the role of the employment consultant (formerly titled the job coach or job specialist) be clearly understood by all involved parties; and that a good job match does not necessarily produce good natural supports. Appendixes provide a checklist for evaluating natural work place supports and an example of a plan for achieving self-support. (JDD)

Murphy, S. T., & Rogan, P. M. (1995). *Closing the Shop: Conversion from Sheltered to Integrated Work.*

Designed as a hands-on guide for job development specialists, vocational rehabilitation professionals, and agency leaders and staff, this book provides an indepth analysis of the conversion process of Pioneer, a sheltered workshop in Syracuse, New York. The book moves from an examination of the historical roots of sheltered workshops in chapter 1 to an analysis in chapters 2-3 of one workshop's underlying assumptions, functions, and organizational changes. To present indepth examples of agency conversion and the related perspectives of those who experienced it, chapters 4-5 examine the process and outcomes of conversion as it occurred within Pioneer as described by workshop participants, agency staff, board representatives, family members, and community professionals. Chapters 6-8 present the reports of directors from three organizations that also had successful conversion efforts: Kaposia, New Horizons, and Avatrac. In chapter 9, the data gathered from each of the four agencies are synthesized and translated into specific strategies for pursuing organizational conversion to integrated employment. Chapter 10 provides recommendations for a national agenda aimed at revitalizing the supported employment movement and promoting full citizenship for all people with disabilities. Appendixes contain 138 references and an index. (YLB)

Nietupski, J. A. E., & Chappelle, S. A. E. (1993). *A Dispersed Heterogeneous Placement Supported Employment Model: An Innovative Alternative for Transitioning Students with Mental Retardation from School To Work. Year 2 Report.*



The Dispersed Heterogeneous Placement (DHP) supported employment project involved dispersal of three to five consumers across several departments/areas in a larger business or across several businesses in close proximity. The individuals placed had a wide range of talents and disability severity levels. Typically, a four-person site might have one person with mild retardation, two with moderate retardation, and one with severe or profound retardation. A combination of a single job coach and natural coworker support was provided to foster successful employment and social integration. Six sites were established over the 2 project years, offering nontraditional job opportunities in leading community firms. The job retention rate was lower than desired, and strategies for improving the success rate are suggested. Following the project description, four papers are presented, with the following titles and authors: "Dispersed Heterogeneous Placement: A Model for Transitioning Students with a Wide Range of Abilities to Supported Employment" (John Nietupski and others); "Incorporating Sales and Business Practices into Job Development in Supported Employment" (John Nietupski and others); "Leveraging Community Support in Approaching Employers: The Referral Model of Job Development" (John Nietupski and others); and "Job Retention within the DHP Project" (Sandra Chappelle and John Nietupski). (Some papers contain references.) (JDD)

O'Brien, J., & O'Brien, C. L. (2002). Beating the Odds: People with Severe and Profound Disabilities as a Resource in the Development of Supported Employment.

This paper suggests that supported employment programs should view themselves as learning organizations for whom people with severe or profound disabilities are a prized resource, since they encourage the organization to invent new ways to develop jobs, foster administrative flexibility, review assumptions about potential, and take responsibility for organizational values. Discussion of strategic decisions notes that organizational learning requires partners, not clients or customers. System level reforms are seen as opening the space for organizational learning that must address three questions: Is it possible for people with severe and profound disabilities to work? Is it relevant to the agency to learn with them? Is it worth the effort? Data and discussion provide positive answers to each of these questions. Also noted are common false assumptions such as the false positive assumption that people have high quality alternatives to work and the false negative assumption that employment is impossible. The paper suggests that the best safeguard against false assumptions is for the agency to partner with a few people with severe and profound disabilities to improve the accessibility of local workplaces. (Contains 16 references.) (DB)

Owens-Johnson, L., & Hanley-Maxwell, C. (1999). Employer views on job development strategies for marketing supported employment. *Journal of Vocational Rehabilitation, 12*(2), 113-123.

Much has been written about techniques for working with individuals with disabilities in the community, specifically in employment settings. However, little literature focuses on enhancing job development techniques. This study examined the preferred marketing strategies employers have in relation to supported employment and addressed the factors that may impact on those preferences. The data were collected via a survey sent to all members of 2 trade associations. Respondents were asked to provide information about the demographics of the business and preferred marketing practices. 934 surveys were returned and analyzed. Results showed that the majority of employers, regardless of the industry type, size and location of the business, and professional affiliation, preferred to receive marketing information on supported employment through professional associations. When employers had previous knowledge of supported employment or had hired a supported employee, the preferred method selected were

governmental agencies such as Department of Workforce Development, rehabilitation agencies, or local advocacy groups. (PsycINFO Database Record (c) 2005 APA)

Pumpian, I., & et al. (1997). Changing Jobs: An Essential Part of Career Development. *Mental Retardation*, 35(1), 39-48.

Discusses the misguided emphasis on job placement as a final outcome in supported employment and the need for long-term services and retraining to enable individuals with disabilities to change careers. Proposed alternatives to current job placement strategies that will help foster career development are identified. (CR)

Reid, D. H., Parsons, M. B., & Green, C. W. (1998). Identifying work preferences among individuals with severe multiple disabilities prior to beginning supported work. *J Appl Behav Anal*, 31(2), 281-285.

We evaluated a prework assessment for predicting work-task preferences among workers with severe multiple disabilities prior to beginning supported work. The assessment involved comparing worker selections from pairs of work tasks drawn from their future job duties. Results of workers' choices once they began their jobs in a publishing company indicated that the assessment predicted tasks that the workers preferred to work on during their job routines. Results are discussed regarding other possible means of determining preferred types of supported work.

Rogan, P. (1996). Natural Supports in the Workplace: No Need for a Trial. *Journal of the Association for Persons with Severe Handicaps*, 21(4), 178-180.

This commentary on "Natural Supports in the Workplace: The Jury Is Still Out" (Test and Wood), discusses existing research on the effectiveness of natural supports. Describes job development and training approaches that facilitate natural supports and how supports can be responsive to the changing needs of supported employees and employers. (CR)

Rubin, S. S. (1993). Job Matching in Supported Employment: Variables Related to Transitional Planning for Students with Moderate and Severe Disabilities.

This literature review discusses supported employment as one aspect of the transitional linkage between school and work that can augment the quality of life for individuals with moderate and severe disabilities. It then focuses on job matching, one aspect of supported employment training programs within public school settings, with an emphasis on related variables that should serve as a foundation for future transitional planning. Active variables, which are those variables supported in the literature as either being research-based or nonresearch-based, include a detailed job analysis, worker productivity, assessment of specific social skills, placement specialist support, employer/supervisor support, positive high school experiences, and client assessment. Implied variables, which refer to factors that have not been specifically mentioned but are implied in the literature as being related to successful employment outcomes, include transportation, support services, and factors that promote job satisfaction. (Contains 30 references.) (JDD)

Rudrud, E., Markve, R., Buehner, D., & Morris, R. (1998). Co-Worker Mentoring: Facilitating Natural Supports [in Supported Employment].

This report discusses the outcomes of a South Dakota project designed to develop and validate a natural support system involving typical co-workers providing on the job training and support to individuals with disabilities. The Co-Worker Mentoring in Supported Employment (CMSE)

project had the following outcomes: (1) job development activities resulted in 34 individuals with severe disabilities placed in community-based jobs; (2) 32 co-worker mentors from local businesses provided training and follow-along services to individuals served in the project; (3) CMSE and participating agency staff were instrumental in the development of transition plans which formalized job development, job placements, and follow-along responsibilities for student services in the project; (4) CMSE staff increased the number of community based vocational placements for students and adults with disabilities, the number of businesses where placements occurred, and the types of job placements; (5) CMSE staff provided training and technical assistance to co-worker mentors on an as needed basis to assist with individual participation needs; and (6) information regarding the CMSE model was disseminated. Results from the project indicate the program was effective in increasing community-based vocational placements for students and adults with disabilities. The report outlines project objectives and accomplishments. (CR)

Szymanski, E. M. E., & Parker, R. M. E. (1996). *Work and Disability: Issues and Strategies in Career Development and Job Placement*.

This text presents the context, theories, resources, and strategies necessary to promote the employment of people with disabilities. The book is intended for rehabilitation professionals, special educators, psychologists, social workers, mental health counselors, vocational counselors, and vocational educators. The 12 chapters are based on a model of career development for people with disabilities which stresses the relationship of career development to individual, contextual, mediating, work environmental, and outcome factors. Chapter titles and authors are: (1) "Work and Disability: Introduction" (Edna Mora Szymanski and Randall M. Parker); (2) "Psychosocial and Economic Aspects of Work: Implications for People with Disabilities" (Edna Mora Szymanski and others); (3) "Legislation Concerning Career Counseling and Job Placement for People with Disabilities" (Marita M. Danek and others); (4) "Career Development Theories, Constructs, and Research: Implications for People with Disabilities" (Edna Mora Szymanski and others); (5) "Issues in Vocational Assessment and Disability" (Randall M. Parker and James L. Schaller); (6) "Disability and Accommodation" (Martin Brodwin and others); (7) "Occupational and Labor Market Information and Analysis" (Jeanne Boland Patterson); (8) "Career Development Interventions for People with Disabilities" (Edna Mora Szymanski and others); (9) "Employers and Job Development: The Business Perspective" (Michael J. Millington and others); (10) "Securing Employment: Job Search and Employer Negotiation Strategies in Rehabilitation" (David Hagner and others); (11) "Supporting Placement" (Cheryl Hanley-Maxwell and others); and (12) "Career Counseling and Job Placement: Theory and Practice" (Paul Salomone). (Individual chapters contain references.) (DB)

West, M. D., Wehman, P. B., & Wehman, P. (2005). Competitive employment outcomes for persons with intellectual and developmental disabilities: The national impact of the Best Buddies Jobs Program. *Journal of Vocational Rehabilitation, 23*(1), 51-63.

This paper describes two programs designed to enhance social and employment opportunities for individuals with mental retardation, Best Buddies Jobs and Best Buddies College. A case study is included that demonstrates the growth and value of the relationships developed for a Best Buddies College participant and his college "buddy". In addition, competitive employment outcomes are reported for two Best Buddies Jobs projects in Miami and Los Angeles. Implications for the field are presented.

Wheeler, J. J., & Hall, P. S. (1995). Supported Employment in Rural Areas: The Demographics of Job Development in South Dakota. *Rural Special Education Quarterly, 14*(1), 20-23.

A survey of job developers at 11 community-based adult service facilities and 2 major public school systems in rural South Dakota revealed that delivery of supported employment services to persons with developmental disabilities is affected by the rate of unemployment, community size, and percentage of service jobs. Discusses solutions to problems associated with job development in rural areas. (LP)

## Natural Supports

Natural supports in a union workplace. (1998). Minneapolis, MN: Minnegasco, PACER Center, Gas Workers Local 340.

Addresses benefits and methods of amending trade union/employer contracts to open hiring to people with disabilities needing long-term support from co-workers. Open-captioned.

Arksey, H. (2003). People into Employment: supporting people with disabilities and carers into work. *Health Soc Care Community, 11*(3), 283-292.

Carers and people with disabilities are two disadvantaged groups at risk of social exclusion. Work is an important route to social inclusion, but carers and people with disabilities are under-represented in the work force. The present paper reports key findings from a new study that evaluated People into Employment (PIE), a pilot employment project in the north-east of England designed to support people with disabilities, carers and former carers in gaining mainstream work. The study aimed to identify what clients, partner agencies and employers perceived to be PIE's most important services, its strengths and areas where there was scope for further development. The study collected quantitative and qualitative data at the mid-point and at the end of the project through two questionnaire surveys, and interviews with PIE clients, the project development officer, partner agencies and employers. Drawing on the 'pathway model', the findings show that PIE's interventions included mobilising, matching, mediating and supporting activities. Key ingredients in PIE's success include: tailor-made job-search activities and training; adjusting the pace at which people move towards sustained employment; recognising and responding to the differing needs of people with disabilities, carers and former carers; confidence boosting; accompanying clients to job interviews; good job matching; and ongoing practical and emotional support for both clients and employers. Rudimentary calculations suggest that the cost per job to the project is less than the cost per job for large national projects. Overall, these findings illustrate how access to employment via flexible job-search services geared up to the local labour market can successfully promote social inclusion for carers and people with disabilities.

Banks, B., Charleston, S., Grossi, T., & Mank, D. (2001). Workplace supports, job performance, and integration outcomes for people with psychiatric disabilities. *Psychiatr Rehabil J, 24*(4), 389-396.

The notion of natural workplace supports is an essential ingredient in achieving successful supported employment outcomes. This quantitative study examines the characteristics of 243 individuals with psychiatric disabilities participating in supported employment programs in the United States. Diagnoses, psychiatric symptoms, and Global Assessment of Functioning were evaluated in relation to supported employment outcomes, including social interaction, wages, and workplace supports. The results of this study indicate that social interaction and natural workplace supports improve supported employment outcomes for individuals with psychiatric disabilities.

Barcus, J. M., & Targett, P. (2003). Maximizing employee effectiveness through use of Personal Assistance Services at the workplace. *Journal of Vocational Rehabilitation. Special Issue: Personal Assistance Services in the Workplace, 18*(2), 99-106.

It comes as no surprise to people with significant disabilities that getting and keeping a job can be a challenge. For some people with physical, sensory, or cognitive disabilities that limit their ability to function, day to day life often requires them to seek assistance with routine activities such as working, dressing, going to the bathroom, preparing meals, and other activities that are easily performed by people without disabilities. Personal Assistance Services, which are

modifications of equipment or alterations of the workplace, often make it possible for a qualified person with a disability to do the same job as everyone else but in a slightly different way. The role and function of PAS in the workplace provides an important tool to employers for increasing access to a major labor pool - individuals with significant disabilities. A chief business benefit will be dedicated, dependable and productive employees. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Becker, D. R., Drake, R. E., & Naughton, W. J., Jr. (2005). Supported employment for people with co-occurring disorders. *Psychiatr Rehabil J*, 28(4), 332-338.

Research shows that people with dual disorders (i.e., a co-occurring mental illness and substance use disorder) are successful in supported employment programs and that employment can be a crucial step in their recovery. Based on experience observing supported employment services for 15 years, we propose practice guidelines for people with dual disorders. Successful programs share several approaches: 1) encourage employment, 2) understand substance abuse as part of the vocational profile, 3) find a job that supports recovery, 4) help with money management, and 5) use a team approach to integrate mental health, substance abuse, and vocational services.

Brooke, V. E., & et al. (1997). *Supported Employment Handbook: A Customer-Driven Approach for Persons with Significant Disabilities*.

This manual provides training information for implementing supported employment by using a customer-driven approach. Chapter 1, "Supported Employment: A Customer-Driven Approach" (Valerie Brooke and others), describes current best practices, a new customer-driven approach to supported employment, and the role of the employment specialist. Chapter 2, "Organizational Marketing" (Amy Armstrong and others), discusses developing and implementing a marketing strategy for supported employment programs. The following chapter, "Customer Profile" (Wendy Parent and others), describes the process of developing a customer profile to assist individuals in finding a job. Chapter 4, "Job Development: The Path to Careers" (Karen Flippo and others), discusses techniques for increasing customer involvement in job development, developing business partnerships, crafting the job search plan, job analysis, and accommodations. The next chapter, "Employment Selection" (J. Michael Barcus and others), describes how to assist a customer in applying for a job and job interviewing, and activities that need to be coordinated prior to a customer's first day of work. Chapter 6, "Job Site Training" (Katherine Inge), discusses job duty and task analysis, natural supports and cues, instructional strategies, self-management, job site modifications, and fading from the job site. Expanding job responsibilities, monitoring and coordinating of supports, employee assistance programs, and funding supports and services are covered in chapter 7, "Long Term Supports" (Valerie Brooke and others). The final chapter, "Quality Supported Employment Services" (Howard Green and others), addresses the importance of assessing the quality of supported employment programs and the purpose of quality indicators. Each chapter includes case studies, related blank forms, and specific references. (CR)

Butterworth, J., & et al. (1996). Natural Supports in the Workplace: Defining an Agenda for Research and Practice. *Journal of the Association for Persons with Severe Handicaps*, 21(3), 103-113.

This paper defines natural workplace supports for individuals with severe disabilities and proposes a working model for future research and practice. Emphasis is placed on natural supports as an outcome of successful employment rather than a distinct model for support and as a contributing factor to the quality of life. (Author/CR)

Chadsey, J. G., Linneman, D., Rusch, F. R., & Cimera, R. E. (1997). The impact of social integration interventions and job coaches in work settings. *Education and Training in Mental Retardation*, 32, 281-292.

Chadsey, J. G., & Shelden, D. L. (1998). Promoting Social Relationships and Integration for Supported Employees in Work Settings.

This monograph discusses findings from a 3-year project that investigated strategies that could be used to promote the social integration and relationships between young adults with and without disabilities in supported employment settings. Four studies were conducted. The first study was a descriptive study that described the nature, development, and quality of close social relationships between supported employees and their co-workers. The second study looked at the efficacy of two types of interventions (contextual and co-worker) and the influence of the employment training specialist on those interventions. Through a national survey, the third study was designed to determine the variables (i.e., agency, supported employee, service provider, workplace intervention) that predicated successful integration outcomes. The last study was a substudy of the third study and was designed specifically to look at supported employees who had been involved in co-worker interventions and were judged to be either successfully or unsuccessfully integrated into work settings. The monograph contains working papers of these studies. In addition, two other concept papers are included which provide further information about social integration and employment settings. Finally, a section is included that reflects some possible applications from the studies. (CR)

Chambless, C. E. B. (1996). *The relationship between natural supports and social integration in supported employment*.

Cimera, R. E. (2001). Utilizing co-workers as "natural supports." Evidence of cost efficiency, job retention, and other employment outcomes. *Journal of Disability Policy Studies*, 11, 194-201.

Conley, R., Azzam, R., & Mitchell, A. (1995). *Evaluation of transition to work demonstration projects using a natural supports model*: Pelavin Research Institute; Office of the Assistant Secretary for Planning and Evaluation (ASPE) of the U.S. Department of Health and Human Services and the Employment Training Administration (ETA) of the U.S. Department of Labor.

Corbiere, M., Bond, G. R., Goldner, E. M., & Ptasiński, T. (2005). Brief reports: the fidelity of supported employment implementation in Canada and the United States. *Psychiatr Serv*, 56(11), 1444-1447.

Supported employment has been documented in the United States as an evidence-based practice that helps people with severe mental illness obtain and maintain employment. The evidence is strongest for the programs that follow the individual placement and support model. This brief report examines the degree to which supported employment programs in British Columbia, Canada, are similar to those in the United States. Data from the Quality of Supported Employment Implementation Scale were compiled in 2003 for ten supported employment programs from vocational agencies in British Columbia and were compared with data from 106 supported employment programs and 38 non-supported employment programs in the United States. Overall, the Canadian supported employment programs that followed the individual placement and support model had the highest fidelity.

DiLeo, D. (2005). *Supported employment and natural supports: A Florida training curriculum*. Tallahassee, FL: Florida Department of Education.



DiLeo, D., Luecking, R. G., & Hathaway, S. (1995). *Natural supports in action: Strategies to facilitate employer supports of people with disabilities*. St. Augustine, FL: Training Resource Network.

Dwyer, K. E., & et al. (1993). Common Threads '93: Equitable Solutions...Because Disability Is a Natural Part of Human Experience. Proceedings of a National Conference on Rural Disability Issues (Missoula, Montana, September 10-13, 1993).

This proceedings contains presentations, workshop summaries, program profiles, and other highlights of a conference on rural disability issues. The major conference theme was the normalcy of having a disability. A plenary discussion developed a list of 17 rural community disability priorities. Keynote speeches were: (1) "Rural Economies and Disability" (Dennis O'Donnell); (2) "Building Strong Inclusive Community through Servant Leadership" (Bob Jahner); and (3) "Community Development and Advocacy" (Jim DeJong). Workshops focused on strategies to use naturally occurring rural assets. Nine workshops are summarized, covering integration of health care with rural service delivery, child care and community inclusion for young children, vocational rehabilitation, aging in rural areas, issues in rural independent living, developing local support groups for rural independent living, parenting education to prevent child abuse and preserve families, community development and advocacy, and community and human development in the rural context. Five facilitators synthesized a blueprint for action that focuses on making personal connections between the disabled and nondisabled in the community and building support from diverse community groups. A final section summarizes a preconference forum "Choosing Inclusion: Consumer-Driven Supported Employment." Forum workshops covered diversified funding strategies, training and technical assistance for supported employment, and cross-cultural services for American Indians with disabilities. Six programs receiving awards for "best practices in rural independent living" are profiled. (SV)

Fillary, R., & Pernice, R. (2006). Social inclusion in workplaces where people with intellectual disabilities are employed: implications for supported employment professionals. *Int J Rehabil Res*, 29(1), 31-36.

This research investigated elements of workplace culture across eight New Zealand workplaces where people with intellectual disability were employed. Using a semi-structured interview format, eight employers were surveyed, and variations in job entry procedures, orientation and training, company policies, job design, customs and practice, and social opportunities were examined. Factors influencing inclusion in the workplace culture of a total of 16 employees, eight supported employees and eight co-workers without disabilities, were identified and compared. The findings indicated that supported workers had a lower level of inclusion than co-workers. Several factors influencing inclusion of employees in the workplace culture were identified; full-time vs. part-time, level of employment support, limiting expectations and employer/co-worker attitudes. The use of a workplace culture survey by supported employment professionals has several benefits, including the identification of potentially inclusive workplaces, the facilitation of a good person and workplace environment match, the possibility of monitoring inclusion levels, encouragement of full work shift placements, and the provision of effective support on the job.

Ford, L. H. (1995). *Providing Employment Support for People with Long-Term Mental Illness. Choices, Resources, and Practical Strategies*.

Designed for professionals in the field of mental illness and staff involved in providing on-the-job support for persons with mental illness, this book provides an overview of employment issues relevant to such workers. The 23 chapters of the book are organized in 5 sections. The first two sections provide background information about the clients served and the systems that serve

them. The third section addresses these topics: client screening and assessment; career development, teaching job seeking skills, job clubs, job development, and choosing and building the right job. The fourth section focuses on issues that arise after employment, including: learning the job; behavior management and self-management; and natural supports, integration, and social skills. The final section addresses long-term issues, such as routine follow-up, troubleshooting and crisis intervention, and dealing with job loss. Case studies and reproducible checklists are used throughout the book. Contains 193 references. (KC)

Gioia, D. (2005). Career development in schizophrenia: a heuristic framework. *Community Ment Health J*, 41(3), 307-325.

Adults with schizophrenia continue to have poor rates of competitive employment. We have learned how to support individuals in the workplace with supported employment (SE); but have paid limited attention to early vocational identity development, work antecedents, illness characteristics, and career preferences. Vocational identity development is an important and natural condition of human growth for all persons and is well-researched in career counseling. For young adults with schizophrenia, the predictor of positive work outcome with the most evidence has been that working competitively prior to illness leads to better chances for work post-diagnosis. A heuristic framework is proposed to conceptualize how pre-illness vocational development (paid and unpaid) plus life cycle supports can provide direction to the individual in their work recovery.

Hagner, D., & et al. (1995). Strategies and Barriers in Facilitating Natural Supports for Employment of Adults with Severe Disabilities. *Journal of the Association for Persons with Severe Handicaps*, 20(2), 110-120.

Ways that 17 Massachusetts schools and 16 adult agencies promoted natural supports in employment of people with severe disabilities are discussed, along with the barriers they experienced. Results indicate wide use of some practices and confusion about the concept of natural supports and the role of service providers in facilitating involvement. (Author/SW)

Hagner, D., & Faris, S. (1994). *Inclusion and support in the workplace, naturally*. Paper presented at the Association for Persons with Severe Handicaps. Retrieved.

Hagner, D. C. (1996). "Natural Supports" on Trial: Day 2799? *Journal of the Association for Persons with Severe Handicaps*, 21(4), 181-184.

This commentary on "Natural Supports in the Workplace: The Jury Is Still Out" (Test and Wood), argues that the principles of natural supports should not be subject to empirical testing because they function as a guide to strategy development and strategy selection. Discusses the difficulties in examining natural support strategies. (CR)

Howlin, P., Alcock, J., & Burkin, C. (2005). An 8 year follow-up of a specialist supported employment service for high-ability adults with autism or Asperger syndrome. *Autism*, 9(5), 533-549.

Few supported employment programmes have been specifically designed for people with autism, especially those who are more able. This study examines the outcome of a supported employment service (NAS Prospects) for adults with autism or Asperger syndrome (IQ 60+) over an 8 year period. Approximately 68 percent of clients found employment. Of the 192 jobs, the majority were permanent contracts and most involved administrative, technical or computing work. Assessment of current clients indicates that IQ, language skills and educational attainments are

high. However, work has also been found for those of lower abilities. Individuals supported by Prospects show a rise in salaries, contribute more tax and claim fewer benefits. Satisfaction with the scheme is high among clients, employers and support workers. Although the programme continues to incur a financial deficit, this has decreased. Moreover, there are many non-financial benefits, which are difficult to quantify. The importance of specialist employment support of this kind is discussed.

Hughes, M., & Kingsford, M. (1997). A Real Job - with Prospects: Supported Employment Opportunities for Adults with Learning Difficulties and Disabilities. FEDA Paper. *FE Matters*, 1(13).

Effective models for helping adults with disabilities and/or learning difficulties obtain and maintain employment were identified through a research project that included the following activities: collection of background information from 20 providers of support for employment in England and Wales; case studies of a geographically representative sample of 8 of the 20 organizations; and structured interviews with staff from the 8 organizations. The study confirmed that employment and meaningful "work" are key factors in the achievement of adult status by learners with disabilities and/or learning difficulties. It was concluded that although increasing numbers of people with learning difficulties/disabilities are participating in vocationally based education and training, their opportunities to achieve accreditation have not been matched by opportunities for progression into employment. The following were among the factors identified as key to successful supported employment systems: recognition of adult status; support for client and employer; use of "natural" workplace support; use of job and task analysis; regular review of support; individual approach to clients; high expectations; positive marketing of clients' skills; good job match; partnerships with parents and caregivers; and recognition of service by stakeholders. (Appended are a good practice checklist and list of publications/organizations/agencies providing additional information about supported employment in the United Kingdom.) (MN)

Kiernan, W. (2000). Where We Are Now: Perspectives on Employment of Persons with Mental Retardation. *Focus on Autism and Other Developmental Disabilities*, 15(2), 90.

This article reviews the status of employment for people with mental retardation. It considers effects relating to changes in the evolution of the workplace and in the Social Security Supplemental Security Income program. It then discusses emerging practices including use of natural supports, development of personal networks, and use of an ecological approach to match employee with job. (Contains references.) (Author/DB)

Kiernan, W. E., Schalock, R. L., Butterworth, J., & Sailor, W. (1993). Enhancing the Use of Natural Supports for People with Severe Disabilities.

This guide promotes the use of natural supports to assist individuals with severe disabilities. The first two sections review the development of natural supports in the workplace, including changes in perspectives on the role of persons with disabilities, utilization issues, and the definition of natural supports. A seven-step process reflecting the development of natural supports is presented that calls for identification of need, establishing the life activity areas affected, identifying the extant networks of support, examining the natural support resources available within those networks, enabling a decision to be made as to whether existing resources will resolve the need, putting a support plan into place, and evaluating the outcomes of the support activities. The next section proposes a five-step supports and outcomes design that involves: (1) developing the person's whole life goals; (2) completing an ecological inventory of supports; (3) conducting a discrepancy analysis between the person's needed and available natural support networks and

resources; (4) accessing needed supports; and (5) evaluating the outcomes from the natural support. The last two sections examine the implications of using natural supports and review how natural supports are used in the United States, Italy, Denmark, and Australia. (Contains 96 references.) (CR)

Kregel, J., Dean, D. M., & Wehman, P. (no date). Achievements and challenges in employment services for people with disabilities: The longitudinal impact of workplace supports. from <http://www.worksupport.com/Main/deanmanual.asp>

This manual contains articles on (1) A paradigm for evaluation of the federal-state vocational rehabilitation program, (2) Competitive employment: Has it become the "first choice" yet?, (3) Sheltered vs. supported employment: A direct comparison of long-term earnings outcomes for individuals with cognitive disabilities, (4) Extended services in supported employment: What are providers doing? Are customers satisfied?

Lord, J., & Rush, B. (2002). A Peer Support Approach to Evaluation: Assessing Supported Employment Programs for People with Developmental Disabilities. *Canadian Journal of Program Evaluation*, 17(1), 25-41.

Describes a peer support approach to evaluating outcomes within supported employment programs for people with developmental disabilities. Presents a case study of one Canadian county agency's experience with peer support evaluation and draws several lessons from the implementation experience of several agencies. (SLD)

Mank, D. (1996). Natural Support in Employment for People with Disabilities: What Do We Know and When Did We Know It? *Journal of the Association for Persons with Severe Handicaps*, 21(4), 174-177.

This commentary on "Natural Supports in the Workplace: The Jury Is Still Out" (Test and Wood), argues that the differing definitions of natural supports are constructive because of the evolving nature of the research, and that progressive policy is often ahead of documented knowledge, but concurs that additional research is needed. (CR)

Mank, D., Cioffi, A., & Yovanoff, P. (1997). An analysis of the typicalness of supported employment jobs, natural supports, and wage and integration outcomes. *Mental Retardation*, 35, 185-197.

Mank, D., Cioffi, A., & Yovanoff, P. (1997). Patterns of Support for Employees with Severe Disabilities. *Mental Retardation*, 35(6), 433-447.

This study investigated the use of "natural supports" in the workplace in tandem with supported employment services for employees with severe disabilities. Analysis of data from 462 people in eight states on how "typical" the individual's employment setting was found that incorporating "typical" employment features in workplaces was associated with better wage and integration outcomes. (Author/DB)

Mank, D., Cioffi, A., & Yovanoff, P. (1998). Employment Outcomes for People with Severe Disabilities: Opportunities for Improvement. *Mental Retardation*, 36(3), 205-216.

A survey of 13 vocational programs that used natural supports as one of their strategies for securing and supporting people with disabilities in community jobs found that people with more

severe disabilities had fewer wage- and integration-outcomes and fewer typical features of employment compared to those with less severe disabilities. (CR)

Mank, D., Cioffi, A., & Yovanoff, P. (1999). The impact of coworker involvement with supported employees on wage and integration outcomes *Mental Retardation*, 36, 205-216.

Mank, D., & Supported Employment Telecourse Network. (1996). Restructuring supported employment services [videorecording]. Richmond, Va.: Rehabilitation Research and Training Center on Supported Employment Virginia Commonwealth University.

David Mank discusses the research outcomes of the Oregon Natural Supports Research Project.

Mautz, D., Storey, K., & Certo, N. (2001). Increasing Integrated Workplace Social Interactions: The Effects of Job Modification, Natural Supports, Adaptive Communication Instruction, and Job Coach Training. *Journal of the Association for Persons with Severe Handicaps (JASH)*, 26(4), 257-269.

A study involving an adult with severe mental retardation and other disabilities found that the addition of a communication device, job coach social facilitation training, and eliciting co-worker support for social integration increased the social interactions of the employee in a supported employment setting. (Contains references.) (CR)

McCrovitz, A. M. (2001). The perception of the job coach in the natural and traditional models. *Dissertation Abstracts International: Section B: The Sciences and Engineering*, 61(12-B), 6748.

This study defines the perception of the job coach's role from job coaches themselves, their consumers, and employers in the two different models of support, traditional and natural, to see if there is any relationship or determining factors in the outcome of services for people with disabilities. Some critics suggest a job coach hinders the natural work environment, while others maintain that the role of a job coach needs to change to facilitate this employment service in the community. As current trends shift from a traditional support employment model to a natural employment model, the role of the job coach for people with disabilities should be examined. Three traditional supported employment providers, along with three natural support employment providers, are reviewed using a survey design method to analyze this study. Each provider designated eight job coaches and eight consumers to be interviewed from their supported employment model for a total of 24 job coaches and 24 consumers from each model, the traditional support model and the natural support model. A survey design provides information for policy recommendations related to improving practices and training associated with supporting individuals with a disability in integrated, competitive employment settings. This study has substantial policy implications for Indiana and Michigan, which could be applied in other states to facilitate quality programming. The strength of the paper is in understanding the importance of and facilitating social support in the work environment. As demonstrated by the two support models, it is this component that is needed in all work environment relationships in order to maintain employment. The findings of this study suggest that supported employment, although a relatively new initiative aimed at enabling people with disabilities to find meaningful employment, has served a purpose in eliminating the segregation of disabled workers in sheltered workshops to programs that promote integration. The job coach's role in achieving integration for consumers, however, is not clearly understood in social support structures. (PsycINFO Database Record (c) 2005 APA)

McGurk, S. R., & Mueser, K. T. (2004). Cognitive functioning, symptoms, and work in supported employment: a review and heuristic model. *Schizophr Res*, 70(2-3), 147-173.

**OBJECTIVE:** Supported employment has been shown to improve the employment outcomes of clients with severe mental illness (SMI), but many clients who receive this service still fail to achieve their vocational goals. There is a need to better understand how illness-related impairments interfere with work, and how supported employment services deal with those impairments in order to improve the employment outcomes of clients with SMI. **METHOD:** We conducted a review of research on the relationship between cognitive functioning, symptoms, and competitive employment in clients with SMI. Based on this review, we developed a heuristic model of supported employment that proposes specific interactions between cognitive factors, symptoms, vocational services, and employment outcomes. **RESULTS:** The review indicated that cognitive functioning and symptoms were strongly related to work in studies of general psychiatric samples. In studies of clients participating in vocational rehabilitation programs, associations between cognitive functioning, symptoms, and work were also present, but were attenuated, suggesting that vocational rehabilitation compensates for the effects of some cognitive impairments and symptoms on work. We describe a heuristic model of supported employment that posits specific and testable effects of cognitive domains and symptoms on vocational services and employment outcomes. **CONCLUSIONS:** Supported employment appears to work by compensating for the effects of cognitive impairment and symptoms on work. The model may serve as a guide for research aimed at understanding how supported employment works, and for developing supplementary strategies designed to improve the effectiveness and cost-effectiveness of supported employment services.

McHugh, S. A., Storey, K., & Certo, N. J. (2002). Training job coaches to use natural support strategies. *Journal of Vocational Rehabilitation*, 17(3), 155-163.

Supported Employment provides assistance to people with disabilities in competitive jobs. The supported employment model has developed beyond the use of job coaches as primary trainers to include natural support strategies, that is, enlisting the commitment of personnel employed at the work site to train and assist employees with disabilities. This study used a multiple probe design to educate and evaluate job coaches use of natural supports strategies. Results indicate that this intervention lead to increased integration of workers with disabilities in the workplace.

McNair, J. E., & Legutki, G. E. (1993). *Issues in Transition. Volume Two.*

Six papers address issues in the transition of students with disabilities into the adult world of work. The first paper by Richard Ashcroft and titled "Attachment and Transition for Troubled Youth," reviews the literature on attachment, transition, social skills, and troubled youth and school, and offers a transition strategy which focuses on increasing school attachment and social bonding. The second paper titled, "The Local Church as an Agent of Natural Supports to Individuals with Developmental Disabilities" by Jeff McNair, considers involvement of local churches in providing transition supports to this population, including rules for participation, areas in which the church can provide assistance, and the church as an agent in softening social environments. Next, Joseph O. Turpin, in "Holistic Approach to Transitioning," uses a holistic approach to consider the interaction of factors of personal change, traits of the individual/family, and traits of the environment. The fourth paper, "Job Coach Site Visit Card" by Jeff McNair and others, describes a card used to both assist agencies in collecting information on supported employment programs and to help job coaches monitor their own performance in the provision of support. The next paper, by Joseph L. English, is titled "An Update on the Carl D. Perkins Legislation" with emphasis on the development of quality special focus programs. The final paper

"Transition Follow Up" by Carolee A. Monroe examines follow-up of both educational programs and students with severe disabilities. Individual papers contain references. (DB)

Michaels, C. A. (1998). *Transition to Employment*. PRO-ED Series on Transition.

Part of a series designed to provide practical resources for transition personnel on a variety of topics critical to the process of preparing individuals with disabilities for adulthood, this guide focuses on transition to employment. Chapter 1, "Employment and Students with Disabilities," discusses the meaning of work in American society, employment outcomes, employment options and opportunities, and societal beliefs about students with disabilities and the community. Chapter 2, "Work and the Transition Process," describes work and the Individualized Educational Program planning process, committing to transition planning and work as an outcome, and alternative planning strategies. The next chapter, "Assessment Issues," discusses assessment for work, a future-oriented testing paradigm, and lifelong career decision making. Chapter 4, "Preparation for Work," explains how to conduct an ecological inventory, job development strategies for working with employers, and how to conduct a community-based job site analysis. Chapter 5, "Legal Mandates, Transition, and Work," explores Department of Labor guidelines and regulations, Section 503 and 504 of the Rehabilitation Act and the Americans with Disabilities Act. The last chapter contains concluding remarks about real work, real money, and natural support systems. (Contains 73 references.) (CR)

Murphy, A. A., Mullen, M. G., & Spagnolo, A. B. (2005). Enhancing individual placement and support: Promoting job tenure by integrating natural supports and supported education. *American Journal of Psychiatric Rehabilitation*, 8(1), 37-61.

Competitive employment represents a normalized and valued social role for adults in this culture. Individuals with psychiatric disabilities often desire this role and frequently express that employment is a goal in their recovery process. Despite this, they have historically had very low rates of competitive employment and when work is obtained, the employment tenure is alarmingly short. This article proposes the addition of two service enhancements to the most recognized Supported Employment (SE) model, Individual Placement and Support (IPS), -to increase job tenure. The first enhancement is the development of natural support networks to normalize individuals' roles in the workforce and decrease their reliance on paid support. The second enhancement is the establishment of a career ladder by increasing access to and success in post-secondary education and training institutions through Supported Education (SEd). This article identifies the major limitation of the IPS model, short job tenure, and outlines the potential for the proposed service enhancements to address this limitation for people with psychiatric disabilities.

Murphy, S., & et al. (1993). *Developing Natural Supports in the Workplace: A Manual for Practitioners*.

The Pioneer-Syracuse University Project was designed to help people with severe disabilities find community jobs and become integral participants in their work places, using on-site and off-site resources and supports from job personnel and other community members. Specifically, project staff who had directly trained and supported people with disabilities began instead to find and develop the natural sources of training and support that exist within and around individuals and work places. This manual presents ideas, strategies, and experiences about this modified approach to supported employment which uses natural supports in the work place. The manual covers: (1) natural support characteristics in the chapter titled "Introduction and Definitions"; (2) getting to know the person and his/her support network as well as developing job leads and contacting

employers in "Finding Jobs Using a Natural Supports Framework"; (3) "Job Creation, Job Modification, and Individual Adaptations"; (4) "On-Site Training and Natural Support Strategies"; and (5) "Ongoing Supports" such as participant evaluations, ancillary supports, and work incentive programs. The manual concludes that supported employees must be involved to the maximum extent possible in all aspects of support planning and provision, that the role of the employment consultant (formerly titled the job coach or job specialist) be clearly understood by all involved parties; and that a good job match does not necessarily produce good natural supports. Appendixes provide a checklist for evaluating natural work place supports and an example of a plan for achieving self-support. (JDD)

Murphy, S. T., & Rogan, P. M. (1994). Natural workplace supports quality checklist. In S. T. Murphy & P. M. Rogan (Eds.), *Developing natural supports in the workplace: A practitioner's guide* (pp. 99-104). St. Augustine, FL: TRN Publications.

Nietupski, J. A. E., & Chappelle, S. A. E. (1993). A Dispersed Heterogeneous Placement Supported Employment Model: An Innovative Alternative for Transitioning Students with Mental Retardation from School To Work. Year 2 Report.

The Dispersed Heterogeneous Placement (DHP) supported employment project involved dispersal of three to five consumers across several departments/areas in a larger business or across several businesses in close proximity. The individuals placed had a wide range of talents and disability severity levels. Typically, a four-person site might have one person with mild retardation, two with moderate retardation, and one with severe or profound retardation. A combination of a single job coach and natural coworker support was provided to foster successful employment and social integration. Six sites were established over the 2 project years, offering nontraditional job opportunities in leading community firms. The job retention rate was lower than desired, and strategies for improving the success rate are suggested. Following the project description, four papers are presented, with the following titles and authors: "Dispersed Heterogeneous Placement: A Model for Transitioning Students with a Wide Range of Abilities to Supported Employment" (John Nietupski and others); "Incorporating Sales and Business Practices into Job Development in Supported Employment" (John Nietupski and others); "Leveraging Community Support in Approaching Employers: The Referral Model of Job Development" (John Nietupski and others); and "Job Retention within the DHP Project" (Sandra Chappelle and John Nietupski). (Some papers contain references.) (JDD)

Novak, J., Rogan, P. M., Mank, D., & DiLeo, D. (2004). Supported employment and systems change: Findings from a national survey of state vocational rehabilitation agencies. *Journal of Vocational Rehabilitation, 19*(3), 157-166.

Ohtake, Y., & Chadsey, J. G. (2001). Continuing to describe the natural support process. *Journal of the Association for Persons with Severe Handicaps, 26*(2), 87-95.

This study extends previous research by continuing to describe the natural support process. Specifically, the authors focus on the roles that co-workers and job coaches assume in supporting a worker with a disability. First, they discuss research related to co-worker involvement in work settings and provide a rationale for considering various roles for co-workers and job coaches. Second, they propose a framework for a continuum of six support strategies for co-workers and job coaches and show how prior research supports these strategies. Third, they offer suggestions for selecting an appropriate support strategy in a particular work setting. Finally, they discuss



research areas that are still needed to clarify the natural support process. (PsycINFO Database Record (c) 2005 APA)

PACER Center. (1997). *Supported employment using a natural supports approach: A handbook for parents*. Minneapolis, MN: PACER Center.

Examines the differences between the traditional and natural supports approaches to supported employment and their implications for employment access and outcomes. Provides strategies for parents advocating for a natural supports approach in schools, the adult service system, and on their own.

Perkins, D. V., Born, D. L., Raines, J. A., & Galka, S. W. (2005). Program evaluation from an ecological perspective: supported employment services for persons with serious psychiatric disabilities. *Psychiatr Rehabil J*, 28(3), 217-224.

Results of large-scale program evaluations supplement other kinds of evidence regarding interventions for psychiatric disabilities. This paper describes an ongoing 11-year effort to evaluate supported employment services provided to persons with serious psychiatric disabilities by community mental health centers in one Midwestern state. Using an ecological perspective, the evaluation emphasizes multiple kinds of products and the careful development and maintenance of stakeholder relationships. Data from over 4600 individuals in supported employment programs demonstrate that services are effective and efficient, that these employees and employers are satisfied, and that stable employment may sharply reduce the overall costs of mental health care.

Reker, T., Hornung, W. P., Schonauer, K., & Eikelmann, B. (2000). Long-term psychiatric patients in vocational rehabilitation programmes: a naturalistic follow-up study over 3 years. *Acta Psychiatr Scand*, 101(6), 457-463.

**OBJECTIVE:** This paper aims at assessing the vocational integration attained after a 3-year period by psychiatric patients who participated in different vocational rehabilitation programmes. **METHOD:** In the north-western German region of Westphalia-Lippe a naturalistic follow-up study was carried out on 471 patients from three different types of vocational rehabilitation programmes. The sample comprised chronically ill patients with a history of repeated and long-term hospitalization. **RESULTS:** After 3 years 11% of the patients were in competitive employment, 67% (still) in sheltered employment, 7% in out-patient work therapy programmes and 15% were unemployed. It is important to notice that 74% achieved their subjective rehabilitation goals expressed at baseline. **CONCLUSION:** Vocational rehabilitation programmes are an essential part in the treatment of people with chronic mental illness. Integration into work varies markedly while patients' satisfaction is comparably good. Competitive employment represents a realistic objective only for patients with high motivation and favourable preconditions.

Rogan, P. (1993). *Toward Integrated Employment for All*.

This site visit report reviews activities of Monadnock Developmental Services, Inc., a program serving people with developmental disabilities in one New Hampshire region. The report focuses on the development of employment services in the state and region, including system change strategies, practices being used to support people in jobs, and current issues and dilemmas. Sections of the report address: the development of integrated employment in New Hampshire through the 1980s; state and regional funding structures for employment; and the development of

employment opportunities in Region V of the state, utilizing such principles as closure of sheltered workshops, tying of funding directly to people needing services (rather than providers), person-centered planning and individualized job placements, development of natural supports on the job, and facilitation of school-to-work transition. Three Region V agencies were visited, and three individuals being served by the program are described. Specific issues are identified, including low staff salaries, transportation needs, the requirement that 6 hours of service be provided each day, waiting lists, and possible overselling of supported employment. (DB)

Rogan, P. (1996). Natural Supports in the Workplace: No Need for a Trial. *Journal of the Association for Persons with Severe Handicaps*, 21(4), 178-180.

This commentary on "Natural Supports in the Workplace: The Jury Is Still Out" (Test and Wood), discusses existing research on the effectiveness of natural supports. Describes job development and training approaches that facilitate natural supports and how supports can be responsive to the changing needs of supported employees and employers. (CR)

Rogan, P., Banks, B., & Howard, M. (2000). Workplace Supports in Practice: As Little as Possible, as Much as Necessary. *Focus on Autism and Other Developmental Disabilities*, 15(1), 2-11.

This study investigated the ways in which workplace supports are conceptualized and implemented by four organizations that provide supported employment services. Findings indicate that each agency was driven by strong leadership and a cohesive vision and values with a history of innovation and change. Natural workplace supports were promoted in each organization. Interview protocols are appended. (Contains references.) (Author/DB)

Rogan, P., & et al. (1993). Natural Supports: Reconceptualizing Job Coach Roles. *Journal of the Association for Persons with Severe Handicaps (JASH)*, 18(4), 275-281.

This article presents case examples that illustrate strategies for promoting natural job supports for employees with disabilities. Strategies include, among others, collaborating with work-site personnel to develop modifications and providing general consultation on person-environment factors that promote the success of the supported employee and the business. (Author/JDD)

Rudrud, E., Markve, R., Buehner, D., & Morris, R. (1998). Co-Worker Mentoring: Facilitating Natural Supports [in Supported Employment].

This report discusses the outcomes of a South Dakota project designed to develop and validate a natural support system involving typical co-workers providing on the job training and support to individuals with disabilities. The Co-Worker Mentoring in Supported Employment (CMSE) project had the following outcomes: (1) job development activities resulted in 34 individuals with severe disabilities placed in community-based jobs; (2) 32 co-worker mentors from local businesses provided training and follow-along services to individuals served in the project; (3) CMSE and participating agency staff were instrumental in the development of transition plans which formalized job development, job placements, and follow-along responsibilities for student services in the project; (4) CMSE staff increased the number of community based vocational placements for students and adults with disabilities, the number of businesses where placements occurred, and the types of job placements; (5) CMSE staff provided training and technical assistance to co-worker mentors on an as needed basis to assist with individual participation needs; and (6) information regarding the CMSE model was disseminated. Results from the project indicate the program was effective in increasing community-based vocational placements

for students and adults with disabilities. The report outlines project objectives and accomplishments. (CR)

Rudrud, E. H., & Educational Resources Information Center (U.S.). (1999). Co-worker mentoring facilitating natural supports in supported employment [microform]. Sturgis, SD. Washington, DC: Black Hills Special Services Cooperative; U.S. Dept. of Education Office of Educational Research and Improvement Educational Resources Information Center.

Rusch, F. R., & Hughes, C. (1996). Natural Supports: Who Benefits--"We" or "They?" *Journal of the Association for Persons with Severe Handicaps*, 21(4), 185-188.

This commentary on "Natural Supports in the Workplace: The Jury Is Still Out" (Test and Wood), criticizes natural supports as a concept that is premised on the notion that people with disabilities are the only ones who need "support" and perpetuates the notion of control over persons with disabilities. (CR)

Schelly, C., & et al. (1995). Vocational Support Strategies for Students with Emotional Disorders. ERIC Digest E534.

This digest describes support strategies for overcoming obstacles to finding and maintaining employment for students with emotional disorders. These youths may avoid risk-taking situations and often have difficulty with verbal and nonverbal communication, such as struggling to make telephone calls to employers and exhibiting limited communication skills and eye contact. Obstacles to holding a job include difficulty following instructions and staying on task, inability to accept feedback, acting before thinking, and general lack of socially acceptable work behaviors. Support strategies include functional community-referenced assessment, modified supported employment, career skills preparation, problem-solving implementation, allowing natural consequences to occur, and action planning. A list of five organizational resources, and five electronic resources concludes the digest. Contains six references. (SW)

Schouten, R., Callahan, M. V., & Bryant, S. (2004). Community response to disaster: the role of the workplace. *Harv Rev Psychiatry*, 12(4), 229-237.

Disasters, natural and man-made, have a considerable impact on communities. Most recently, disasters stemming from terrorist attacks have become a leading cause of concern. The importance of work in the lives of employees, coupled with the vulnerability of workplaces as potential targets of terrorist attacks, suggests that workplaces can and should play a role in planning for, and responding to, disasters. This article addresses the role of the workplace in disasters, with an emphasis on the psychological impact of such events, by drawing upon experience and literature related to workplace violence and to other traumatic events in the workplace.

Secker, J., & Membrey, H. (2003). Promoting mental health through employment and developing healthy workplaces: The potential of natural supports at work. *Health Education Research*, 18(2), 207-215.

Examined the promotion of mental health through employment and developing healthy workplaces. 17 employment project clients completed interviews concerning perceived workplace factors associated with job retention including, key events during each stage of the job such as initial meetings with their manager and colleagues, their induction, and subsequent significant developments identified by Ss themselves. Throughout the interview, Ss' feelings and attitudes,

their accounts of positive and negative factors, and anything else that might have been helpful were explored. Results show that specific adjustments such as flexibility about working hours, work schedules, and job tasks emerged as crucial in enabling clients to deal with the effects of medication, and regaining stamina and confidence. Over and above these, however, natural supports of a kind from which any employee would arguably benefit were equally important. In this respect the main themes revolved around training and support to learn the job, supportive interpersonal relationships at work, workplace culture, and approaches to staff management. These themes might equally provide a productive focus for workplace health promotion more generally, using organization development approaches. (PsycINFO Database Record (c) 2005 APA)

Sitzman, K. (2005). Supporting visually impaired adults in the workplace. *AAOHN J*, 53(7), 328.

Slife, B. D. (2006). *Taking sides* (14th ed.). Dubuque, Iowa: McGraw-Hill.

Sowers, J.-A., Cotton, P., & Nisbet, J. (1997). *Naturally supported employment: quality approaches and indicators*. Durham, N.H.: Institute on Disability - A University Affiliated Program University of New Hampshire.

Spearman, R. (1995). Journey to Success: Discovering Vocational Opportunities for Idahoans with Disabilities [and] Jornada al Exito: Descubriendo Oportunidades Vocacionales para Ciudadanos de Idaho con Incapacidades.

Designed for individuals with disabilities and their families, this handbook (in both English and Spanish versions) provides information about vocational opportunities in Idaho and how they may be accessed by young adults with disabilities. Topics addressed include: (1) work related and individual and family supports; (2) types of adult service programs; (3) categories of adult employment programs; (4) school transition as a means to employment; (5) major adult vocational services; (6) employment related service terms; (7) types of supported employment; (8) new methods of supported employment, including natural supports in the workplace; (9) community supported employment characteristics; (10) emerging providers/opportunities; (11) long-term funding; (12) types of income support; (13) questions that should be asked about adult programs; (14) parents as case managers and advocates for change; (15) sources of rights for workers with disabilities; (16) basic laws concerning discrimination; (17) advocacy strategy; (18) state laws; and (20) tax incentives and benefits for employers of persons with disabilities. Appendices include information service regions in Idaho, the PASS (Plans for Achieving Self-Support) and long term funding programs, benefits for people with disabilities who work, SSI (Social Security Income) eligibility requirements, the vocational rehabilitation process, and state and federal resource organizations in Idaho. (Contains 18 references.) (CR)

Stapleton, D. C., Nowak, M., & Livermore, G. (2001). *The role of supports in successful labor force entry for youth with disabilities*: U.S. Department of Health and Human Services.

The goal of the study is to gain a better understanding of the role supports play in the employment of people with disabilities. In particular, the study aims to identify the role(s) supports play in two key areas: providing assistance to people with significant disabilities to participate successfully in competitive employment, and improving employment outcomes for people with disabilities.

Storey, K. (1997). The Use of Natural Supports To Increase Integration in Supported Employment Settings for Youth in Transition. Final Report.

This final report briefly describes activities of a project which developed and evaluated specific natural support intervention procedures to increase the social integration of employees with severe disabilities using single-subject, clique analysis, and social validation methodologies. The project resulted in the publication of 6 journal articles and 12 presentations at local, state, and national conference. Included are the full texts of the six articles, which are: (1) "The Use of Self-Management Strategies for Increasing the Appropriate Hygiene of Persons with Disabilities in Supported Employment Settings" (Jennifer Traviss Garff and Keith Storey); (2) "Natural Supports for Increasing Integration in the Workplace for People with Disabilities: A Review of the Literature and Guidelines for Implementation" (Keith Storey and Nicholas J. Certo); (3) "Quality of Life Issues in Social Skills Assessment of Persons with Disabilities" (Keith Storey); (4) "The Cumulative Effect of Natural Support Strategies and Social Skills Instruction on the Integration of a Worker in Supported Employment" (Keith Storey and Jennifer T. Garff); (5) "The Effects of Co-Worker Instruction on the Integration of Youth in Transition in Competitive Employment" (Keith Storey and Jennifer T. Garff); and (6) "The Effect of Co-Worker Versus Job Coach Instruction on Integration in Supported Employment Settings" (Mellanie Lee, Keith Storey, Jacki L. Anderson, Lori Goetz, and Steve Zivolich). (Individual papers contain references.) (DB)

Storey, K. (2000). Why employment in integrated settings for people with disabilities? *Int J Rehabil Res*, 23(2), 103-110.

This paper reviews the reasons why work in integrated settings for people with disabilities is important. Current controversial issues in employment of people with disabilities are discussed. These issues are sheltered work versus supported employment and natural supports versus the job coach model.

Storey, K. (2003). A review of research on natural support interventions in the workplace for people with disabilities. *Int J Rehabil Res*, 26(2), 79-84.

Natural supports for workers with disabilities involve using co-workers, supervisors and other supports intrinsic to the job setting to facilitate job skill acquisition, maintenance and integration. The purpose of this article is to review the empirical literature related to natural supports in the workplace for increasing integration and to offer guidelines for implementation. The sources used are case studies and empirical research. Conclusions are offered in terms of limitations of current research, needs for future research and the changing roles of supported employment services.

Storey, K., & Certo, N. J. (1996). Natural Supports for Increasing Integration in the Workplace for People with Disabilities: A Review of the Literature and Guidelines for Implementation. *Rehabilitation Counseling Bulletin*, 40(1), 62-76.

Reviews eight research studies related to increasing integration through the use of natural supports in the workplace and offers guidelines for implementation. Examines limitations of current research, needs for future research, and the changing roles of supported employment services. Argues that natural supports are a promising method of increasing integration of disabled workers. (66 references) (RJM)

Storey, K., & Garff, J. T. (1997). The Cumulative Effect of Natural Support Strategies and Social Skills Instruction on the Integration of a Worker in Supported Employment. *Journal of Vocational Rehabilitation*, 9(2), 143-152.

An intervention had three phases: (1) a worker who was taught instructional skills then taught a disabled worker a new task; (2) the nondisabled workers encouraged others to interact with the disabled worker; and (3) the disabled worker was taught appropriate conversational exchanges. Coworker instruction alone did not increase the disabled worker's social integration until the social skills were taught. (SK)

Test, D. W., & Wood, W. M. (1996). Natural Supports in the Workplace: The Jury Is Still Out. *Journal of the Association for Persons with Severe Handicaps*, 21(4), 155-173.

Fifteen studies were reviewed and compared to document the contribution of strategies based on the concept of natural supports to supported employment and consumer outcomes. Results indicate that strategies based on the concept of natural supports are improving supported employment procedures or outcomes. (CR)

Test, D. W., & Wood, W. M. (1996). Some Additional Thoughts about Supported Employment Using Natural Supports. *Journal of the Association for Persons with Severe Handicaps*, 21(4), 189-193.

This article responds to critiques of "Natural Supports in the Workplace: The Jury Is Still Out" (Test and Wood) by focusing on what was on trial, the need to define natural supports, the interaction between policy and practice, and implications of natural supports on personnel preparation. (CR)

Trach, J. S. (1998). Research in Rehabilitation Counselor Training on Supported Employment and Transition.

This monograph contains eight studies on supported employment and transition conducted by graduate students in rehabilitation counselor training programs. Chapter 1, "Income Allowance Policies of State Medicaid Agencies as Work Incentives or Disincentives for ICR/MR Residents" (James A. Mayer and others), found in a survey of six Midwestern states that although some state Medicaid agencies have had work incentive policies for ICF/MR residents for some time, others continue to utilize policies that are a disincentive to work. Chapter 2, "Special Education Preservice Training: Competencies Related to Vocational Rehabilitation" (Debra L. Shelden and John S. Trach), found in a survey of 61 special education personnel preparation programs that fewer performance competencies were required than knowledge competencies. Chapter 3, "Analysis of the Types of Natural Supports Utilized during Job Placement and Development" (John S. Trach and Camille D. Mayhall), analyzed placements of individuals with severe disabilities in integrated work settings and found that supported employment professionals implemented primarily natural supports. Chapter 4, "Perceptions of the Supported Employment Job Search Process: Who Makes the Choices" (Amy E. Dwyre and John S. Trach), explores the issues relating to choice in the job selection process for individuals with cognitive impairments. Chapter 5, "Employers' and Service Providers' Perspectives Regarding Natural Supports in the Work Environment" (John S. Trach and others), found that employers who have used natural supports did not provide any natural supports to supported employees beyond those they would offer to other employees. Chapter 6, "Secondary Transitional Experience Program: A Descriptive Analysis of Outcomes of High School Exiters" (Jennifer R. Horn and others), found most exiters (n=18) were employed, living with parents, and involved in the community. (Individual papers include references.) (CR)

Trach, J. S., Beatty, S. E., & Shelden, D. L. (1998). Employers' and Service Providers' Perspectives Regarding Natural Supports in the Work Environment. *Rehabilitation Counseling Bulletin*, 41(4), 293-312.

Employers who have used natural supports in providing accommodations to supported employees were interviewed to determine their perceptions regarding the accommodation process. Results indicate that employers did not provide natural supports to supported employees beyond those offered to other employees; additional supports changed work environments only in positive ways. (Author/MKA)

Unger, D. D., Parent, W., Gibson, K., Kane-Johnston, K., & Kregel, J. (1998). An Analysis of the Activities of Employment Specialists in a Natural Support Approach to Supported Employment. *Focus on Autism and Other Developmental Disabilities, 13*(1), 27-38.

This study examined the activities of employment specialists and nontraditional support providers in a supported employment program for transition-age youth with significant disabilities. Results are detailed for employment characteristics, types of supports needed or desired, identifying and arranging sources of support, support providers, and the role of employment specialists using a natural supports strategy. (DB)

Urbain, C. (1997). Supported employment using a natural supports approach: A handbook for parents. from <http://www.pacer.org/publications/transition.htm>

Wehman, P., Targett, P., Yasuda, S., & Brown, T. (2000). Return to work for individuals with TBI and a history of substance abuse. *NeuroRehabilitation, 15*(1), 71-77.

The highest incidence of TBI is among young adult males who also have the highest incidence of substance abuse [1]. Since these individuals have long life expectancies, it is important that they are productive post injury; however, the employment rate is extremely low. This is understandable, given the fact that a person with either a TBI or substance abuse disorder would have difficulties with work. Naturally, the combination of the two compounds the problem and further complicates matters. This article provides an overview of how a Supported Employment approach can be used to assist persons with a TBI and substance abuse problems with returning to work.

Wehman, P. E., & et al. (1997). Supported Employment Research: Expanding Competitive Employment Opportunities for Persons with Significant Disabilities.

This manual includes articles that address many of the major issues affecting supported employment programs for individuals with severe disabilities. Articles discuss current trends in service delivery, the experiences of local community employment agencies, issues involved in funding supported employment, natural support implementation strategies, and transition from school to work. Specific issues and programs reviewed include: (1) results of the 1995 National Survey of Supported Employment Implementation; (2) conversion of segregated, facility-based programs to supported employment; (3) use of Social Security work incentives; (4) the Social Security Return to Work Initiative; (5) time limited and extended services funding; (6) the role of employment specialists within natural support programs; and (7) the results of consumer satisfaction interviews with supported employment participants. In the last section, articles on transition include a description of a comprehensive transition model designed to enhance employment opportunities for individuals with disabilities as they graduate from post-secondary settings; the importance of transition teams that actively work with students with disabilities to promote their success in postsecondary education; and the results of an analysis of transition plans for student with disabilities that was conducted across 24 school divisions in Virginia. (Each article contains references.) (CR)

West, M., Johnson, A., Cone, A., Hernandez, A., & Revell, G. (1998). Extended Employment Support: Analysis of Implementation and Funding Issues. *Education and Training in Mental Retardation and Developmental Disabilities*, 33(4), 357-366.

This study examined current practices and perceptions of 345 supported-employment-provider agencies regarding extended services. Findings indicate that provider agencies were underutilizing natural support networks within consumers' workplaces for essential extended-support needs and that the majority of consumers were only receiving the minimal level of extended services contacts. (Author/CR)

West, M. D., Kregel, J., Hernandez, A., & Hock, T. (1997). Everybody's Doing It: A National Study of the Use of Natural Supports in Supported Employment. *Focus on Autism and Other Developmental Disabilities*, 12(3), 175.

Reports findings from a survey of 385 supported employment agencies on their use of natural supports in time-lined and extended services. Eighty-five percent reported that their agencies emphasize natural supports and that these supports have been successful. Resistance to natural supports by employers and coworkers is discussed. (Author/CR)

West, M. D., Wehman, P. B., & Wehman, P. (2005). Competitive employment outcomes for persons with intellectual and developmental disabilities: The national impact of the Best Buddies Jobs Program. *Journal of Vocational Rehabilitation*, 23(1), 51-63.

This paper describes two programs designed to enhance social and employment opportunities for individuals with mental retardation, Best Buddies Jobs and Best Buddies College. A case study is included that demonstrates the growth and value of the relationships developed for a Best Buddies College participant and his college "buddy". In addition, competitive employment outcomes are reported for two Best Buddies Jobs projects in Miami and Los Angeles. Implications for the field are presented.

Wittenburg, D., & Favreault, M. (2003). Safety net or tangled web? An overview of programs and services for adults with disabilities. *Occasional Paper, Assessing the New Federalism: An Urban Institute Program to assess changing social policies*, 2006, from [http://www.urban.org/UploadedPDF/310884\\_OP68.pdf](http://www.urban.org/UploadedPDF/310884_OP68.pdf)

Yoon, J., & Thye, S. (2000). Supervisor support in the work place: legitimacy and positive affectivity. *J Soc Psychol*, 140(3), 295-316.

The authors tested 3 hypotheses regarding supervisor support in the work place. The validation hypothesis predicts that when employees are supported by their coworkers and the larger organization, they also receive more support from their supervisors. The positive affectivity hypothesis predicts that employees with positive dispositions receive more supervisor support because they are more socially oriented and likable. The moderation hypothesis predicts a joint multiplicative effect between validation and positive affectivity. An assessment of the hypotheses among a sample of 1,882 hospital employees in Korea provided strong support for the validation and moderation hypotheses.

Zivolich, S., Shueman, S. A., & Weiner, J. S. (1997). An Exploratory Cost-Benefit Analysis of Natural Support Strategies in the Employment of People with Severe Disabilities. *Journal of Vocational Rehabilitation*, 8(3), 211-221.



Presents a cost-benefit analysis of a supported-employment program using natural support strategies to assist 59 workers with severe disabilities in integrated employment settings. Results suggest substantial benefits to participants, the taxpayer, and society resulting from the choice of a natural support approach over the sheltered workshop model. (Author/PB)

## School to Work Transition

Project Path Guide to Preparing Postsecondary Students with Disabilities for Competitive Employment. (1995).

Project Path, at Illinois' College of DuPage, was established to provide pre-employment training and career counseling for disabled students. This guide describes the project's goals, clientele, and procedures to provide a model for preparing disabled postsecondary students for competitive employment. The first section provides background information on the project and its goals, indicating that services focus on counseling and academic advising, health and special services, a developmental learning lab/skills center, testing, and career services. The second section provides demographic data on the population served by Project Path, including gender and type of disability, age, and ethnicity by gender. The third section describes the process employed by Project Path to serve students, including individual intake and assessment, ongoing counseling, referral to appropriate services, tutoring, pre-employment skills training, and cooperative education experiences; employers, such as 1-day seminars on legal and employment issues, teleconferences on disability issues, one-on-one conferencing with the project path employment marketing coordinator, worksite visits, and resource materials; faculty members, including in-service seminars and resource materials for modifying instruction for disabled students; and cooperating agencies, primarily through group presentations to establish connections with the agencies. The final section focuses on marketing strategies employed by the project, such as collaboration with on-campus offices, presenting Project Path to supportive community agencies, disseminating information to students through classroom presentations, holding new student orientation sessions, and designing print and video marketing materials. (TGI)

Cognitive Impairments and the Application of Title I of the Americans with Disabilities Act. (1996).

This report provides an analysis of those portions of the Americans with Disabilities Act (ADA) and related legislation relevant to the career preparation and employment status of individuals with cognitive impairments. It reviews government-sponsored evaluations and professional research in specific areas of labor and education and reports on a national survey of 73 program providers about individualization practices in transition and supported employment programs. The report's general findings are as follows: (1) educational and employment preparation program outcomes for individuals with disabilities in the United States are not promising; (2) efforts regarding compliance with reasonable accommodation requirements of the ADA Title I have focused on architectural modifications rather than other work site modifications (e.g., programmatic); (3) a well-articulated process of individualization and a bank of useful accommodation practices exist and can be used for employees with cognitive impairments; (4) transition and supported employment programs often incorporate useful accommodation strategies at the worksite; and (5) greater coordination with the hundreds of relevant federal and state programs is needed. Recommendations for policymakers, business and industry leaders, school system personnel, and the disability community are offered. Appendices include the questionnaire used in the survey of program providers and a description of the National Council on Disability. (DB)

Supported Employment and Transition Resources. (1996).

This annotated bibliography of journal articles, manuscripts, books, and audiovisual materials provides information on resources available for parent training about supported employment and transition for individuals with disabilities. The resources are organized into the following categories: employment (59 resources); transition (93 resources); self advocacy (19 resources); community (15 resources); and housing options (7 resources). Each section begins with a success

story of an individual with a disability. Contains lists of 17 resource organizations and 23 journals/newsletters. (CR)

TASH Newsletter, 1997. (1997). *TASH Newsletter*, 23(1-10).

Ten issues of the 1997 newsletter of TASH comprise this document. An issue typically contains news items, a column by the organization's executive director, reports from special interest groups, legislative testimony, conference information, and several major articles, such as the following: "Multicultural Perspectives: Excerpts from Opening Plenary Session Remarks of Beth Henry"; "Celebration of Twenty Years of Circle of Friends" (Marsha Forest and others); "A Reflection of Parent Empowerment" (M. Carmen S. Ramirez); "School Inclusion and Social Relationships in Italy" (Carol Berrigan and Dennis Taylor); "India's Story: How IDEA Protected Her Rights" (Barbara and M. Wayne Dyer); "Frequently Asked Questions about Part B of the Individuals with Disabilities Education Act"; "Isn't It about Achieving Balance? Participation in Content-Area Classes and Community-Based Instruction in Secondary Schools" (John McDonnell); "Inclusion in the Public Schools: Strategies for Parents" (Mark Partin); "What We Want: By Self-Advocates Becoming Empowered, the New Self-Advocacy Organization" (Rick Betts and others); "The Underachievement of Supported Employment: A Call for Reinvestment" (David Mank); "Positive Behavioral Support with Families" (Joseph M. Lucyshyn and others); "Take Risks, Ride the River" (Barbara Buswell); "No Time for Silence" (Douglas Biklen); "Blending Best Practices for Young Children: Inclusive Early Childhood Programs" (Marquita Grenot-Scheyer and others); "One Community's Efforts To Promote Child Care Inclusion" (Dianne Apter and Pam Walker); "Dave Hingsburger's Hot Fudge Sunday" (Dave Hingsburger); "Practical and Useful Tools for Change" (Marsha Forest and Jack Pearpoint); "Standing in Support, Not Control: Training toward Self-Reliance, Inc." (Pam Walker); "Conversion from Facility-Based to Community-Based Employment Supports: Preliminary Results of a National Study" (Pat Rogan and others); "Why Are We Reinstitutionalizing People during the Day?" (Leslie L. Wilson); "People First Members Work To Tear Down Institution Walls"; "Supported Employment: Ten Years After" (Michael West and others); "Children with Disabilities in Youth Sports" (Cynthia Burkhour); "Inclusion as a Force for School Renewal" (John O'Brien and Connie Lyle O'Brien); "Solution Circle: Getting Unstuck: A Creative Problem Solving Tool" (Jack Pearpoint and Marsha Forest); "Gay Man with Disabilities Troubled by Life's Barriers" (Anne Harris); "Inclusion and the 1997 IDEA Amendments" (Frank Laski); "Self-Determination and the Search for Community" (Dennis Harkins); "Self-Determination: Transferring Agency Control by Re-Thinking Its Role" (James Dehem and Lisa Chapman); "Self-Determination--A Family Perspective" (Cameron Tease); "Self-Advocates Discuss What Self-Determination Has Meant to Them". (DB)

Community Partnerships: Creating Inclusion Together. Texas Planning Council for Developmental Disabilities: Annual Report Fiscal Year 1997. (1998).

This Texas report focuses on the partnerships the Texas Council is creating with people, businesses, and organizations in the community to work toward greater access and accommodations for people with disabilities throughout local communities. Individual partnerships are described that represent cooperation with health and human services agencies, respite networks, supported employment programs, inclusive schools, advocacy organizations, rehabilitation programs, transition programs, and other state agencies. In addition to looking at these broad partnerships emerging across Texas, this report examines what the Council and its grantees have done to achieve three goals: (1) the inclusion of people with disabilities throughout all life experiences; (2) self-determination that allows people with disabilities to have power and control over their own lives; and (3) options and supports to allow people with disabilities to

make choices about the way they live. A chart indicating the sites of grants, subgrants, and training and technical assistance projects is included. (CR)

Meeting the Needs of Youth with Disabilities: Examples of Students with Disabilities Accessing SSI Work Incentives. (1999).

This handbook is designed for school personnel, youth with disabilities, parents, Individualized Education Program/transition team members, service providers, and others who are involved in student-focused transition planning. It provides detailed examples illustrating the process of applying for Social Security Income (SSI) work incentives and demonstrates how students with disabilities can benefit from SSI work incentives when utilized during the transition planning process. The handbook focuses on two of the SSI work incentives: Plan for Achieving Self-support (PASS) and Impairment-related Work Expense (IRWE). PASS provides students with a mechanism for maintaining SSI eligibility while moving toward a career goal by acquiring the necessary training and/or support required to reach that goal. The IRWE provides ongoing support required to maintain employment. Similarities and differences between the two programs are explained, followed by four examples of the PASS initiative and three examples of the IRWE incentive. The PASS examples include a narrative and a completed PASS application form. IRWE examples are presented in narrative format along with calculations that demonstrate how the IRWE incentive will affect the student's SSI benefit rate and earned income. Appendices include hints for completing a PASS application, examples of letters of support, and definitions of SSI related terms. (CR)

Finding the Gold: Hiring the Best and the Brightest. Tips for Employers To Hire Individuals with Disabilities. (2002).

This guide is intended to encourage employers to hire people with disabilities. It notes the value of internship and other work-based learning programs that allow the employer and student to "try each other out." The paper points out that under the Americans with Disabilities Act (ADA), employers are required to make reasonable accommodations for employees with disabilities. Data are reported showing that 71% of such accommodations cost \$500 or less. The data also indicate that companies realize a return of \$28.69 in benefits for every dollar spent on accommodation. Two federal programs that provide tax credits to small businesses making such accommodations are briefly described. Suggestions are also offered about where employers can find interns and employees with disabilities and about ways to determine appropriate accommodations. Which accommodations are the employee's responsibility and which are the employer's are then specified. A chart lists eight national organizations, with contact information, that can provide information on employing people with disabilities. To accompany this publication, DO-IT has created a short videotape by the same title. (DB)

Agran, M., Cain, H., & Cavin, M. (2002). Enhancing the involvement of rehabilitation counselors in the transition process. *Career Development for Exceptional Individuals*, 25, 141-155.

Agran, M., & Moore, S. C. (1994). How To Teach Self-Instruction of Job Skills. Innovations: AAMR Research to Practice Series, Number 2.

Individuals with significant disabilities who have been trained to enter independent employment often depend too much on their job coaches. This guide describes strategies to enhance the problem-solving skills of learners with mental retardation by teaching them to use self-instruction or self-directed verbal commands. It details procedures for teaching self-instruction and provides sample scripts for common tasks. An introductory chapter discusses the value of self-instruction

and identifies principles on which the recommended strategies are based. Chapter 2 describes the basic self-instructional training package, which includes: (1) a task analysis of the skill to be taught; (2) training sequences of self-instruction, verbal instructions, modeling, behavioral rehearsal, corrective feedback, and praise; and (3) procedures to monitor performance. Chapter 3 describes modifications of the basic package to include booster training, verbal labeling, and/or a combination of self-instructional training and one or more self-management strategies. Chapter 4 addresses principles of teaching self-instructional techniques in groups, and chapter 5 considers peer-delivered self-instructional training. The final chapter stresses the use of self-instruction to help students with mental retardation acquire, maintain, and generalize work behaviors. Sample training scripts are appended. (Contains 19 references.) (DB)

American Youth Policy Forum., & Center for Workforce Development (Institute for Educational Leadership). (2000). *Looking forward: school-to-work principles and strategies for sustainability*. Washington, DC: The Forum.

Ancil, T. M., & Degeneffe, C. E. (2003). Self-management and social skills training for persons with developmental disabilities: Tools for the rehabilitation counselor to facilitate success in community settings: A literature review. *Journal of Applied Rehabilitation Counseling, 34*(1), 17-24.

People with developmental disabilities often display deficiencies in self-management and social skills in community based settings. Difficulties with self-management and social skills tend to pose particular difficulties for performing valued adult roles. Tools from behavior therapy have the potential to assist rehabilitation counselors in their work with consumers with developmental disabilities to overcome the negative impacts of functional limitations on expressing behaviors needed for success in community-based settings. This article presents a review of the behavior therapy literature regarding self-management and social skills training techniques rehabilitation counselors can use in their work with consumers with developmental disabilities in areas including high school transition and supported employment. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Armstrong, A. J., Ferrell, C., Golden, T. P., O'Mara, S., Supported Employment Telecourse Network., & Virginia Commonwealth University. School of Education. Rehabilitation Research and Training Center on Supported Employment. (1999). Transition-aged youth using SSI work incentives [videorecording]. Richmond, Va.: SET-NET Supported Employment Telecourse Network.

Moderator Amy J. Armstrong and panelists Connie Ferrell, Thomas Golden, and Susan O'Mara discuss the Social Security Administration's SSI program and its work incentives as they relate to students with disabilities.

Armstrong, A. J., Ford, L. H., McClure, J., Supported Employment Telecourse Network., & Virginia Commonwealth University. School of Education. Rehabilitation Research and Training Center on Supported Employment. (1998). Employment and individuals with psychiatric disabilities [videorecording]. Richmond, Va.: SET-NET Supported Employment Telecourse Network.

Moderator Amy J. Armstrong and panelists Laurie Ford and John McClure discuss a variety of hands-on approaches to assist people with long term mental illness as they make transition through the early employment period.

Attanasio, M. E. (2003). The relationship between locus of control, residential setting, and employment status within a sample of adults with mental retardation. *Dissertation Abstracts International: Section B: The Sciences and Engineering*, 64(6-B), 2904.

As individuals with mental retardation transition from the school setting to vocational and residential services, one of the primary referrals made by special educators and school psychologists is to developmental disability programs. Since the 1990's the guiding philosophy of these programs has been consumer empowerment, which attempts to promote self-determination and self-efficacy in individuals with disabilities. While the consumer empowerment philosophy creates a shift in locus of control from the program staff to the consumers, there has been little study of locus of control within populations with mental retardation. Previous research has suggested that individuals with mental retardation exhibit a more external locus of control than do peers without disabilities, but few studies have looked at factors that are associated with greater internal locus of control within this population. Of the studies that have examined correlates of internal control within normal populations, paid employment, independent living, increased intelligence, and male gender have been found to be associated with greater internal locus of control. The purpose of this study was to determine if these factors are also correlated with greater internal locus of control within a sample of individuals with mental retardation. The participants in this study were 77 individuals with diagnoses of mental retardation who received services from a non-profit agency for the developmentally disabled in Staten Island. All subjects participated in vocational activities, received residential services, were over 18 years of age, and were within the mild to moderate range of mental retardation. Locus of control was assessed via the Adult Version of the Nowicki-Strickland Internal-External Scale (ANS-IE), and case records were reviewed to determine cognitive level, demographic information, and relevant employment and residential information. The results of the study reveal that individuals with mental retardation who were engaged in supported employment were significantly more internal than those in workshop settings. Significant differences in locus of control were not found between individuals in supported apartments and those in group homes, but a trend was found in the predicted direction. Individuals who were residing in supported housing and engaged in supported employment did not exhibit greater internal locus of control than those who were functioning in more supportive settings, as the predicted interaction effect was not significant. The results also reveal that a significant difference in locus of control did not exist between individuals with mild and moderate mental retardation. Finally, this study also found that gender difference in locus of control did not exist within the sample. The results of this study have implications for school psychology and the agencies serving individuals with mental retardation. Given the association between paid employment and internal locus of control, service agencies may do well to increase efforts to integrate individuals with mental retardation into the general workforce, while providing counseling that specifically aims at promoting self-determination, self-efficacy, and internal locus of control. For the school psychologist, this study suggests that an understanding of both disabled students' perceptions of control and service agencies' ability to foster control and choice are important considerations during the transitioning process. In addition, as studies suggest that internal locus of control is associated with more adaptive adult outcomes, school-based intervention strategies that foster internal control may have important long-term implications for students. (PsycINFO Database Record (c) 2005 APA)

Avoke, S. (1998). Working Together towards Successful Transition: School to Adult Life = Trabajando juntos hacia una transición exitosa: De la escuela a la vida adulta.

This publication, in English and Spanish, is intended to assist in inclusion of transition from school to work components in the development of an Individualized Education Program (IEP) for a student with a disability in middle school or high school. The guide begins with definitions of

"transitions" and "success" and then offers vignettes of the IEP process for three individuals (ages 18, 19, and 21) in the transition process, showing who was involved on the IEP team in each case and how career choices were evaluated. Other information addresses location of transition services and programs, the importance of transition services, and the need for people with various skills in the IEP process. Key factors in the transition planning processes are identified, including focus on helping the individual achieve his/her desires and individual and family involvement in the IEP process. Guidelines are also offered for helping the student learn to make choices, helping students with disabilities plan for college, college admissions testing for students with disabilities, self advocacy skills, and selecting a supported employment provider. (DB)

Bagnall, N. (2005). *Youth transition in a globalized marketplace*. New York: Nova Science Publishers.

Bailey, T. R., & Brookings Institution. Brown Center on Education Policy. (1995). *Learning to work: employer involvement in school-to-work transition programs*. Washington, D.C.: Brookings Institution.

Beaufort, A. (1999). *Writing in the real world: making the transition from school to work*. New York: Teachers College Press.

Behrman, R. E., & Center for the Future of Children. (1996). *Special education for students with disabilities*. Los Altos, Calif.: Center for the Future of Children.

Benz, M. R., & Lindstrom, L. E. (1997). *Building school-to-work programs: strategies for youth with special needs*. Austin, Texas: PRO-ED.

Berry, H. G., Price-Ellingstad, D., Halloran, W., & Finch, T. (2000). Supplemental security income and vocational rehabilitation for transition-age individuals with disabilities. *Journal of Disability Policy Studies, 10*(2), 151-165.

Analyzed the 1996 Rehabilitation Services Administration 911 case service database to determine characteristics of 59,624 transition-aged (16-24 yr old) Supplemental Security Income (SSI) program participants and nonparticipants who exited a vocational rehabilitation program with employment outcomes. Analyses focused on vocational rehabilitation closure status, major disabling conditions, earnings and benefits, and services and training received. Findings indicated that SSI participants were just as likely to achieve employment outcomes as SSI nonparticipants. Transition-age SSI participants worked fewer hours and earned less than their nonparticipant counterparts, and employed SSI participants who exited the vocational rehabilitation program were most often persons with mental retardation who continued to receive public assistance income while working. These findings and issues are discussed in terms of policies that emphasize increased work and earnings through the use of SSI work incentives and the provision of timely, consumer-oriented services through the vocational rehabilitation program. (PsycINFO Database Record (c) 2005 APA)

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Beyer, D., & Educational Resources Information Center (U.S.). (1995). Understanding and applying child labor laws to today's school-to-work transition programs; the world of young workers [microform]. Berkeley, CA. Washington, DC: National Center for Research in Vocational Education University of California at Berkeley; U.S. Dept. of Education Office of Educational Research and Improvement Educational Resources Information Center.

Blackorby, J., Wagner, M., Mull, C., Sitlington, P. L., & Alper, S. (2001). Postsecondary education for students with learning disabilities: A synthesis of the literature. *Exceptional Children*, 68(1), 97-116.

This article is a systematic analysis and synthesis of 26 published research articles from 1985-2000 recommending or reporting on postsecondary education services for students with learning disabilities. Eleven program factors were examined and recommendations for postsecondary program development are presented.

Blalock, G., & Benz, M. R. (1999). *Using community transition teams to improve transition services*. Austin, Tex.: PRO-ED.

Booth, A., Crouter, A. C., & Shanahan, M. J. (1999). *Transitions to adulthood in a changing economy: no work, no family, no future?* Westport, Conn.: Praeger.

Botterbusch, K., & Menz, F. E. (1995). Diffusion Network Project. Final Report. Volume I: Technical Report. Volume II: Program Descriptions. Volume III: Coding Instructions and Variables.

The goals of this project were to demonstrate the use of a diffusion approach to develop replicable effective community-based models which pursue community integration goals for individuals with severe disabilities, and to extend the adoption of community-based integration practices by rehabilitation and consumer organizations. The project established 11 community-based and community-designed rehabilitation programs to provide employment and independent living services to consumers with psychiatric disabilities (N=187) or traumatic brain injury (N=29). Most clients moved into independent housing during their first 6 months with local programs. Unemployment among clients was reduced from 72% to 35%, although these jobs generally remained unskilled, part-time, and low-wage. The first volume of the project report analyzes consumer characteristics, program participation, consumer benefits, impact on facilities, capacity building, shared program characteristics, best practices, and common problems found among local programs. The first volume also describes data collection and analysis procedures. The second volume provides descriptions of each local program, including the Vocational Options Model (Duluth, Minnesota); Project SAFE (Skill Acquisition For Employment) (South St. Paul, Minnesota); Supported Employment Program (Faribault, Minnesota); Scott-Carver Employability Project (Shakopee, Minnesota); Living Independently Through Employment Support (Milwaukee, Wisconsin); CMI Employment/Community Integration Services (Medford,

Wisconsin); Coordinated Employment Services (Buffalo, Minnesota); Transitional Employment Options (Fergus Falls, Minnesota); Supported Employment for Persons with TBI (Sheboygan, Wisconsin); Community Connections Program (Milwaukee, Wisconsin); and Community-Based Employment Program for Persons with Traumatic Brain Injury (Appleton, Wisconsin). Numerous appendices provide program administration materials. The third volume contains coding instructions and lists of variables for consumer referral and demographic information, consumer progress and outcomes, and consumer success. (PB)

Brown, B. L., & ERIC Clearinghouse on Adult Career and Vocational Education. (2001). *Mentoring and work-based learning* [microform]. Columbus, OH: ERIC Clearinghouse on Adult Career and Vocational Education Center on Education and Training for Employment College of Education the Ohio State University.

Burgstahler, S. (2001). A collaborative model to promote career success for students with disabilities. *Journal of Vocational Rehabilitation, 16*(3-4), 209-215.

Many young people entering the workforce are not well prepared to meet the demands of a dynamic work environment. Students with disabilities benefit from work-based learning activities as much as, if not more than, their nondisabled peers. Unfortunately, many school-to-work programs in high school and cooperative education and internship programs in college do not fully include students with disabilities, a group that represents an increasing proportion of today's school population. The University of Washington conducted a 3-yr project to help students with disabilities head toward successful careers by using a holistic and collaborative approach. A post-work-experience survey was developed to answer the question "What impact do work-based learning experiences have on career-related attitudes, knowledge, and skills for students with disabilities?" Participants reported considerable benefit from their work-based learning experiences. They gained motivation to work toward a career, learned about careers and the workplace, gained job-related skills, learned to work with supervisors and co-workers, and developed accommodation strategies. (PsycINFO Database Record (c) 2005 APA)

Butterworth, J., Hagner, D., Helm, D. T., & Whelley, T. A. (2000). Workplace culture, social interactions, and supports for transition-age young adults. *Mental Retardation, 38*(4), 342-353.

The role of the workplace and its culture in supporting social inclusion and workplace support for employees with disabilities is discussed and results of a qualitative study of the workplace experiences of 8 young adults with developmental disabilities presented. Data were collected using participant observation and semi-structured interviews. Four characteristics of supportive workplaces were identified: (a) multiple context relationships, (b) specific social opportunities, (c) a personal and team-building management style, and (d) interdependent job designs. The more supportive workplaces had all of these characteristics, suggesting that collectively they represent key features of a supportive workplace culture. Implications for job development and job creation are identified.

Chadsey, J. G., & Shelden, D. L. (1998). *Promoting Social Relationships and Integration for Supported Employees in Work Settings*.

This monograph discusses findings from a 3-year project that investigated strategies that could be used to promote the social integration and relationships between young adults with and without disabilities in supported employment settings. Four studies were conducted. The first study was a descriptive study that described the nature, development, and quality of close social relationships between supported employees and their co-workers. The second study looked at the efficacy of

two types of interventions (contextual and co-worker) and the influence of the employment training specialist on those interventions. Through a national survey, the third study was designed to determine the variables (i.e., agency, supported employee, service provider, workplace intervention) that predicated successful integration outcomes. The last study was a substudy of the third study and was designed specifically to look at supported employees who had been involved in co-worker interventions and were judged to be either successfully or unsuccessfully integrated into work settings. The monograph contains working papers of these studies. In addition, two other concept papers are included which provide further information about social integration and employment settings. Finally, a section is included that reflects some possible applications from the studies. (CR)

Charner, I., & United States. Office of Educational Research and Improvement. Office of Reform Assistance and Dissemination. (1996). *Study of school-to-work initiatives*. Washington, DC: U.S. Dept. of Education, Office of Educational Research and Improvement For sale by the U.S. G.P.O., Supt. of Docs.

Chew, C., & University of Wisconsin--Madison. Center on Education and Work. (1995). *School-to-work transition: resources for counseling*. Madison, WI: Center on Education and Work School of Education University of Wisconsin-Madison.

Chew, S. G. (2005). *Transition from school to work: individual life courses within social structures*. Singapore: Marshall Cavendish Academic.

Clark, G. M. (1998). *Assessment for transitions planning*. Austin, Tex.: PRO-ED.

Clark, G. M., & Patton, J. R. (1997). *Transition planning inventory: administration and resource guide*. Austin, Tex.: Pro-Ed.

Combes, B. H., & Durodoye, B. A. (2002). Transitioning African American high school students with disabilities. In F. E. Obiakor & B. A. Ford (Eds.), *Creating successful learning environments for African American learners with exceptionalities*. (pp. 175-189): Corwin Press, Inc, Thousand Oaks, CA, US.

(From the chapter) Focuses on transition planning for those individuals in high school and those moving from high school to postsecondary educational options or employment. This chapter begins by providing some transition fundamentals, including an overview of the legislative history of transition. Elements essential to successful transition are then addressed, followed by a discussion of transition options and school personnel responsible for making transition happen. Within these sections, the authors address cultural and ethnic factors that should be considered when transitioning African American high school students with disabilities. (PsycINFO Database Record (c) 2005 APA)

Condon, E. M., Brown, K. E., Jurica, J., & Montana University Affiliated Rural Institute on Disabilities. (2005). *It takes a village (or at least several partners) to transition a student from school to work*. Missoula, MT: Rural Institute.

Conley, R., Azzam, R., & Mitchell, A. (1995). *Evaluation of transition to work demonstration projects using a natural supports model*: Pelavin Research Institute; Office of the Assistant Secretary for Planning and Evaluation (ASPE) of the U.S. Department of Health and Human Services and the Employment Training Administration (ETA) of the U.S. Department of Labor.

Coombe, E. (1993). *Sheltered Workshops and Transition: Old Bottles, New Wine?*

This paper provides a historical overview of sheltered workshops and presents information about service innovations and mission expansion. The first workshop in the United States was the Perkins Institute, opened in 1837 for individuals with visual handicaps. This workshop was typical of "categorical" workshops that were established during this time to serve people with particular disabilities. Many workshops were private non-profit organizations, and almost no workshops were fully funded by public or private sources. Rural community sheltered workshops that have operated for over 20 years have changed and are now more likely to resemble a small business than a rehabilitation facility. Many facilities are involved in service contracts related to collating, mailing, packaging, labeling, and maid/janitorial services. Many employees or clients of today's workshops transitioned from school without the benefits of a free and appropriate education (mandated under PL-94-142, the Individuals with Disabilities Education Act) and program options such as vocational education. One southeastern rural state has developed well managed and innovative community sheltered workshops. This state has 29 workshops that serve over 2,000 individuals. The shops recently reported \$5.25 million in annual sales of goods and services and placed 8 percent of their employees or clients in competitive employment. Only 13 percent of their budgets come from state dollars, leaving 87 percent to be raised by contracts, sales, and services. This paper suggests that rural community or regional workshops should be evaluated in three major areas: the workshop as a business, service to potential employers, and service to employees and clients. (LP)

Cooney, B. F. (2002). Exploring perspectives on transition of youth with disabilities: Voices of young adults, parents, and professionals. *Mental Retardation*, 40(6), 425-435.

Qualitative research methods were used to examine transition experiences of (a) 9 young adults with severe disabilities during their last year of high school, (b) their parents, and (c) professionals from schools and adult service agencies. Students were remarkably articulate about plans following graduation but had few opportunities to meaningfully fulfill them. Parents hoped their child's talents and abilities would allow them to achieve fulfilling adult lives, but faced uncertain outcomes and unfamiliar procedures. Professionals managed the process and approached transition by matching needs to available programs; however, these programs fostered dependency and denied students a genuine opportunity to achieve full adult status. Although both parents and professionals worked for the betterment of young adults, the inability to recognize diverse perspectives seriously impeded the quality of the transition process. (PsycINFO Database Record (c) 2005 APA)

Corrigan, M. J., Jones, C. A., & McWhirter, J. J. (2001). College students with disabilities: An access employment group. *Journal for Specialists in Group Work*, 26(4), 339-349.

This article provides an overview of the unique career and employment concerns of college students with disabilities and a group model to address these issues. Students' concerns include disclosure, self-advocacy, legal rights, reasonable accommodations, professional self-presentation, and establishing credibility. The access employment group is offered as a way to augment existing college career services for students with disabilities. This model helps students with disabilities successfully transition from academic to an employment setting. This group model combines support to enhance self-efficacy, empowerment, and education to build career-enhancing skills. (PsycINFO Database Record (c) 2005 APA)

Dais, T., & et al. (1993). *Selected Readings in Transition: Cultural Differences, Chronic Illness, and Job Matching*. Volume 2.

This collection of four papers examines various aspects of the transition from school to adulthood and employment for individuals with disabilities. The first paper, "An Analysis of Transition Assessment Practices: Do They Recognize Cultural Differences?" (Teresa A. Dais), discusses the need for assessment practices to meet the needs of culturally and ethnically diverse students and describes authentic or performance-based assessments. "Culture-Specific Variables That May Affect Employment Outcomes for Mexican-American Youth with Disabilities" (Nancy Meier-Kronick) addresses such issues as the parental/family network, cultural view of disability, religious influences, acculturation levels, language issues, education and employment relationships, substance abuse, folk illnesses, and specific cultural concepts such as "machismo" and "familism." Research on employment outcomes for Latino youths with disabilities are reviewed. "Moving Out into the World: Transitions from Adolescence to Adulthood for Students with Chronic Illness and Other Disabilities" (Pamela Luft and Frank R. Rusch) reviews transition-related legislation and uses two student and family scenarios to illustrate the transition process from a social systems perspective. "Job Matching in Supported Employment: Variables Related to Transitional Planning for Students with Moderate and Severe Disabilities" (Stephen S. Rubin) emphasizes the importance of evaluating individual strengths and weaknesses as part of the job placement process. (Each paper contains references.) (JDD)

Davis, M. G. (1998). Predictors of occupational choice for high school students with learning disabilities. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 58(7-A), 2528.

The occupational choices of high school students with learning disabilities were examined, and efforts made to determine predictors of those choices. The subjects were a group of 117, lower-functioning high school students, ranging in age from 12 to 20, from six predominantly rural high schools. The average Full-Scale IQ score of the students was 90, and they met Department of Vocational Rehabilitation eligibility for services, in that a severe functional limitation had been noted and substantial impediment to their employment existed as a result of their disability. The high schools the students attended were voluntary participants in a federally funded grant project, the School to Work Rural Learning Disability Project. The students were brought to a learning disability assessment and consultation clinic at a large Midwestern university for several days of testing, during which they were administered extensive, individualized, cognitive and psychological assessment batteries. The tests used in this study were the Wechsler intelligence scales (WAIS-R and WISC-R), the Wechsler Memory Scales-Revised (WMS-R), the Woodcock-Johnson Tests of Achievement, and the Koller Adolescent and Adult Behavior Scale-Revised (KAABS-R). The occupational decisions the students were making were examined qualitatively using Linda Gottfredson's Occupational Aptitude Patterns Map. The results of these analyses indicated (1) there was little congruence between the students measured intellectual abilities and the aptitude demands of the jobs they indicated they were intending to seek, and (2) the students were restricting the range of vocational options they were considering. Logistic regression analyses were run looking at the ability of intelligence and achievement test scores, behavioral characteristics, and gender to predict type of occupational choice. The results for all these variables were non-significant. Logistic regression analyses were also run using work task dimension as the criterion. Intelligence, behavioral characteristics, and gender were examined to determine if they could predict student preference for occupations that involved working primarily with people versus occupations that involved working primarily with things. Only gender acted as a predictor. The implications of these findings are discussed. (PsycINFO Database Record (c) 2005 APA)

DeFur, S., & Patton, J. R. (1999). *Transition and school-based services: interdisciplinary perspectives for enhancing the transition process*. Austin, Tex.: Pro-Ed.

Deubner, S., & et al. (1993). Fullstream: Empowerment for Life.

The Fullstream Project is a transition support system which focuses on including students who are 18-21 years old with moderate to severe disabilities at Collin County Community College in Texas. The project's vision is that the community college will become a lifelong center for growth and fellowship for individuals with disabilities. Fullstream Project students have the opportunity to expand their horizons in age-appropriate environments by exploring academic and recreational activities on the college campus. Students with disabilities are paired with student mentors who help them attend integrated college classes; who assist in class group work, homework, and social skill activities inside and outside of class; and who advocate for their "paired" student. Class work is modified and adapted by a certified special education teacher/inclusion facilitator. Students with disabilities are also working in the competitive work force with the support of job coaches and job developers. This conference presentation offers the project philosophy, objectives, admission and registration procedures, an outline of differences between high school and college, issues faced in project implementation, facilitator issues, student issues, student mentor issues, sample individualized education plans, and various forms used in project administration. (JDD)

DiLeo, D. (2002). *Where did the time go? Transition to adult life*. St. Augustine, FL: Training Resource Network.

Divita, T., & Educational Resources Information Center (U.S.). (1996). Bringing a complicated system into harmony and employer partnerships in the school to work transition of youth with disabilities [microform]. Washington, DC: National Transition Alliance for Youth with Disabilities Academy for Educational Development: U.S. Dept. of Education Office of Educational Research and Improvement Educational Resources Information Center.

Dowdy, C. A. (1996). Vocational rehabilitation and special education: partners in transition for individuals with learning disabilities. *J Learn Disabil*, 29(2), 137-147.

A full range of transition services are now available to eligible individuals with learning disabilities through vocational rehabilitation agencies in each state. However, the differences in professional jargon and the academic focus of special education versus the employment outcome emphasis of vocational rehabilitation (VR) have created roadblocks to collaboration between these two agencies. This article describes the purpose of vocational rehabilitation and the service delivery process for individuals with learning disabilities in transition from school to work or postsecondary education settings. Suggestions are also made to prepare families and students with learning disabilities, VR counselors, and special educators to become effective partners in the transition process.

Drake, R. E., & et al. (1996). The New Hampshire Study of Supported Employment for People with Severe Mental Illness. *Journal of Consulting and Clinical Psychology*, 64(2), 391-399.

Compared supported employment services in two programs: (1) Group Skills Training, a professional rehabilitation agency outside of the mental health center providing pre-employment skills training and support in obtaining and maintaining jobs; and (2) the Individual Placement and Support model, integrating clinical and vocational services within the mental health center. Subjects (N=143) were randomly assigned to one of the programs. (KW)

Dunlap, N. C., National Dropout Prevention Center., & South Carolina. State Dept. of Education. (2001). *School to work to life: linking service learning and school-to-work*. Clemson, S.C. Columbia, S.C.: National Dropout Prevention Center; South Carolina Department of Education.

Dykman, A. (1996). *Powerful partnerships for school-to-careers success through business and education cooperation*. Alexandria, VA: American Vocational Association.

Edmondson, C. A., & Cain, H. M. (2002). The spirit of the Individuals with Disabilities Education Act: Collaboration between special education and vocational rehabilitation for the transition of students with disabilities. *Journal of Applied Rehabilitation Counseling*, 33(4), 10-14.

This article looks at the intent of Individuals with Disabilities Education Act (IDEA) with regard to collaboration of services in the area of school to adult life transitions. In particular, the potential benefit of involving vocational rehabilitation counselors in the IEP process is discussed. An overview of the IDEA and transition is given including age requirements and Individualized Education Plan (IEP) team constellation. Suggestions are made as to how the "spirit of the law" can be met to better serve students and young adults with disabilities through the transition to adulthood process. (PsycINFO Database Record (c) 2005 APA)

Educational Resources Information Center (U.S.). (1994). Implications for youth with disabilities as they transition from school to work and adult life, Goals 2000: Educate America Act [microform]. Minneapolis, MN. Washington, DC: National Transition Network; U.S. Dept. of Education Office of Educational Research and Improvement Educational Resources Information Center.

Educational Resources Information Center (U.S.). (1997). Best practices for coordinating transition services information for consumers, parents, teachers and other service providers: a publication of the California School to Work Interagency Transition Partnership (SWITP) [microform]. Washington, DC: U.S. Dept. of Education Office of Educational Research and Improvement Educational Resources Information Center.

Educational Resources Information Center (U.S.). (1997). *School to work transition for youths with disabilities: consensus statement: January 24-26, 1994*. Washington, D.C.?: U.S. Dept. of Education Office of Educational Research and Improvement Educational Resources Information Center.

Educational Resources Information Center (U.S.). (1997). When all means all: How to include students with disabilities in accountability system and lessons learned from transition systems change [microform]. Minneapolis, MN. Washington, DC: National Transition Network; U.S. Dept. of Education Office of Educational Research and Improvement Educational Resources Information Center.

Educational Resources Information Center (U.S.). (1999). Ensuring access, equity, and quality for students with disabilities in school-to-work systems; a guide to federal law and policies [microform]. Minneapolis, MN. Washington, DC: College of Education & Human Development University of Minnesota; U.S. Dept. of Education Office of Educational Research and Improvement Educational Resources Information Center.

Educational Resources Information Center (U.S.). (1999). A report on career development approaches and best practices in six West Virginia school-to-work sites [microform]. Charleston, W. Va. Washington, DC: AEL; U.S. Dept. of Education Office of Educational Research and Improvement Educational Resources Information Center.

Educational Resources Information Center (U.S.). (1999). Transition planning anticipated services in the Individualized Education Program (IEP) process; an informational guide for students, families, professionals [microform]. Baltimore, Md. Washington, DC: Md. State Dept. of Education Maryland Transition Initiative; U.S. Dept. of Education Office of Educational Research and Improvement Educational Resources Information Center.

Educational Resources Information Center (U.S.). (2000). Building inclusive school-to-work systems: State profiles: Colorado, Maryland, New Jersey, New Mexico, Oregon, Rhode Island, Vermont [microform]. Champaign, IL; Washington, DC: National Transition Alliance for Youth with Disabilities U.S. Dept. of Education Office of Educational Research and Improvement Educational Resources Information Center.

Educational Resources Information Center (U.S.). (2000). Preparation of personnel in secondary special education and transition service delivery for youth with low incidence (severe) disabilities final performance report [microform]. Washington, DC: U.S. Dept. of Education Office of Educational Research and Improvement Educational Resources Information Center.

Eisenman, L. T. (2003). Theories in Practice: School-to-Work Transitions-for-Youth With Mild Disabilities. *Exceptionality, 11*(2), 89-102.

Systematic research into the school-to-work (STW) transition of young people with mild disabilities (learning disabilities, mental retardation, emotional-behavioral disorders), a relatively new emphasis in education, has produced a wealth of information about factors associated with adult employment. Further, legislative mandates and recent educational reforms related to transition and access to the general curriculum have generated useful policy discussions about how schools can best support young people with disabilities to overcome documented barriers to work. However, theoretical perspectives embedded in and generated from research, policy, and practice on STW transitions of young people with disabilities are rarely discussed. The intent of this article is fourfold: (a) to summarize current research and models of practice on STW transition within the field of special education, (b) to identify implicit yet infrequently named theories in our research and practice, (c) to make connections to STW theories outside special education, and (d) to suggest how emerging perspectives can shape future research. (PsycINFO Database Record (c) 2005 APA)

Evers, R. B., & Elksnin, N. (1998). *Working with students with disabilities in vocational-technical settings*. Austin: PRO-ED.

Fabry, D. L., & Seier, S. A. (2001). *Opening doors to reading: building school-to-work skills*. Englewood, Colo.: Teacher Ideas Press.

Farmer, E. I., & Key, C. B. (1997). *School-to-work systems: the role of community colleges in preparing students and facilitating transitions*. San Francisco: Jossey-Bass.

Feldman, D. C. (2004). The role of physical disabilities in early career: Vocational choice, the school-to-work transition, and becoming established. *Human Resource Management Review, 14*(3), 247-274.

This article examines the impact of physical disabilities on early career opportunities, particularly in vocational choice, the school-to-work transition, and becoming established in early career paths. Using motivation theory, the paper presents a framework for understanding how people



with disabilities identify career goals, form expectancies about being able to achieve career goals, and perceive barriers to achieving those goals during early career development. The article then identifies the individual differences and situational factors that may moderate the relationships between physical disabilities and early career opportunities. Finally, the article concludes with directions for future research and implications for how employers, governmental agencies, and individuals with disabilities can implement more effective early career development strategies. (PsycINFO Database Record (c) 2006 APA) (journal abstract)

Field, S., & Council for Exceptional Children. Division on Career Development and Transition. (1998). *A practical guide for teaching self-determination*. Reston, Va.: Council for Exceptional Children.

Field, S., Hoffman, A., & Spezia, S. (1998). *Self-determination strategies for adolescents in transition*. Austin: PRO-ED.

Fraser, R. T. (1998). Career development in school-to-work transition for adolescents with traumatic brain injury. In M. Ylvisaker (Ed.), *Traumatic brain injury rehabilitation: Children and adolescents (2nd ed.)*. (pp. 417-427): Butterworth-Heinemann, Woburn, MA, US.

(From the chapter) To discuss the topic of career development and school-to-work transition for youths with traumatic brain injury (TBI), it is necessary to review the general state of the art of school-to-work transition in our country. This chapter's overview provides a perspective on how much harder those in the school and community must work to improve school-to-work outcome for youths dealing with residual consequences of TBI. Topics discussed include the definition of school-to-work transition, the essential functions of a school-to-work transition program, and the components of an ideal school-to-work training program. (PsycINFO Database Record (c) 2005 APA)

Fuller, T. R., Oka, M., Otsuka, K., Yokoyama, N., Liberman, R. P., & Niwa, S. I. (2000). A hybrid supported employment program for persons with schizophrenia in Japan. *Psychiatr Serv*, *51*(7), 864-866.

INTRODUCTION BY THE COLUMN EDITORS: Because the mental health system in Japan has emphasized hospital-based treatment (1), patients with schizophrenia often remain institutionalized for long periods, even after their symptoms have stabilized. In addition, the introduction of modern community-based methods of treatment and rehabilitation was delayed by an antipsychiatry movement in the 1970s and the ascendance of a reductionistic biological approach to services (2). Lack of adequate outpatient services and community residential care in Japan has been a serious obstacle to destigmatization of mental disorders and has contributed to the heavy burden and stress experienced by families of mentally ill persons (3). More than 80 percent of patients discharged from mental hospitals return to live with their families, who are ill prepared to provide the supportive services required for community tenure. Involvement in work activities can facilitate community reentry for people with serious and persistent mental illness because employment displaces symptoms, provides structure and meaning in daily life, offers socialization with peers, and permits workers to earn income for shelter and food. In this issue's Rehab Rounds column, the authors describe an innovative vocational rehabilitation program for patients with schizophrenia that was designed to overcome obstacles to discharge and community adjustment. The program at Yabuki Prefecture Psychiatric Hospital, in the northern prefecture of Fukushima, Japan, has been successful in training patients for competitive work while capitalizing on the importance of work in Japanese culture and its traditionally supportive employer-employee relationships. The program is termed "hybrid" because it combines elements of transitional employment with supported employment (4).

Furney, K. S., Hasazi, S. B., & DeStefano, L. (1997). Transition policies, practices, and promises: Lessons from three states. *Exceptional Children*, 63(3), 343-355.

Furstenberg, F. F., Neumark, D., & National Bureau of Economic Research. (2005). *School-to-career and post-secondary education: evidence from the Philadelphia Educational Longitudinal Study*. Cambridge, Mass.: National Bureau of Economic Research.

Gallivan-Fenlon, A. (1994). "Their Senior Year": Family and Service Provider Perspectives on the Transition from School to Adult Life for Young Adults with Disabilities. *Journal of the Association for Persons with Severe Handicaps (JASH)*, 19(1), 11-23.

Analysis of data gathered on 11 young people with disabilities concerning the transition from school to adult life revealed eight main themes, such as lack of inclusive educational practices, hastily and poorly coordinated transition planning, restrictive views on employment and community living opportunities, low levels of family participation, and significant benefits of supported employment. (Author/JDD)

Garfinkel, L., & United States. (2000). *Transition services under the IDEA: a practical guide to legal compliance*. Horsham, PA: LRP Publications.

Gerber, P. J. E., & Reiff, H. B. E. (1994). *Learning Disabilities in Adulthood: Persisting Problems and Evolving Issues*.

This book provides a multifaceted view of learning disabilities in adulthood through the efforts of many contributors who offer a diversity of perceptions and expertise. The focus spans from young to late adulthood and reflects state-of-the-art knowledge and the best practices of the field. The topic areas are clustered into psychological, educational, and vocational sections, with an introductory section of several chapters that establishes an overall foundation for these discussions. Adults with learning disabilities share their personal insights and experiences in a chapter at the end of each topic cluster. Part I, an overview, contains the following: "Perspectives on Adults with Learning Disabilities" (Gerber, Reiff); "Learning Disabilities: Perspectives on Adult Development" (Bassett, Polloway, Patton); "Developing Issues for the Learning Disabled Community under Employment Discrimination Laws" (Grossman); and "Personal Perspective--Problems and Promises" (Brown). Part II has four chapters: "Clinical Diagnostic and Functional Assessment of Adults with Learning Disabilities" (McCue); "Social/Emotional and Daily Living Issues for Adults with Learning Disabilities" (Reiff, Gerber); "Counseling and Psychotherapy for Adults with Learning Disabilities" (Barton, Fuhrmann); and "Personal Perspectives on Learning Differences" (Druck). Part III consists of seven chapters: "Transition of Youth with Learning Disabilities to Adulthood" (Defur, Reiff); "Post-secondary Education and Vocational Training" (Minskoff); "Adult Literacy and Learning Disabilities" (Anderson); "Services for Students with Learning Disabilities in the Community Colleges" (Mellard); "College and University Programming" (Shaw, McGuire, Brinckerhoff); "Assistive Technology for Adults with Learning Disabilities" (Raskind); and "Personal Perspectives on Adult Educational Issues" (Wiig). Part IV has five chapters: "Serving Individuals with Specific Learning Disabilities in the Vocational Rehabilitation System" (Dowdy, Smith); "Supported Employment" (Inge, Tilson); "Employing People with Learning Disabilities" (Brown, Gerber); "Employment Success for Adults with Learning Disabilities" (Ginsberg, Gerber, Reiff); and "Personal Perspective on Vocational Issues" (Corcoran). An index is provided. (YLB)

Gerhardt, P. F., & Holmes, D. L. (2005). Employment: Options and Issues for Adolescents and Adults with Autism Spectrum Disorders. In F. R. Volkmar, R. Paul, A. Klin & D. Cohen (Eds.), *Handbook of autism and pervasive developmental disorders, Vol. 2: Assessment, interventions, and policy (3rd ed.)*. (pp. 1087-1101): John Wiley & Sons, Inc, Hoboken, NJ, US.

(From the chapter) In the United States, adults with autism spectrum disorder (ASD) continue to exist outside the employment mainstream in numbers far greater than is appropriate. Among the many reasons for this continued underemployment are the disconnect between the potential of adult learners with ASD and the resources of the systems designed to provide programmatic support, the absence of a legislative entitlement to services as an adult, inadequate or inappropriate transition planning, and, to some extent, limited interest in supporting adult learners in general and, in particular, those with greater cognitive or behavioral challenges. While these challenges are significant, they are not insurmountable. Across the country, there are a number of excellent programs (e.g., Eden WERCs in New Jersey, Community Services for Autistic Adults and Children in Maryland, and Division TEACCH in North Carolina) that are successfully supporting adults of divergent ability levels to become employed, participating, and contributing members of their community and the local economy. The task ahead is to make this limited possibility into a near-certain probability and, in so doing, demonstrate to the community at large that persons with ASD, despite their disability, do not always have to be understood as having a handicap. (PsycINFO Database Record (c) 2006 APA)

Gilbride, D., Stensrud, R., Vandergoot, D., & Golden, K. (2003). Identification of the Characteristics of Work Environments and Employers Open to Hiring and Accommodating People with Disabilities. *Rehabilitation Counseling Bulletin*, 46(3), 130-137.

This study determined the characteristics of employers who are open to hiring and supporting people with disabilities. The purpose was to help rehabilitation professionals better target their placement and educational activities. The results indicated that 13 specific characteristics, organized into three major categories, are found among employers who are open to hiring and accommodating persons with disabilities. (Contains 22 references.) (GCP)

Gilmore, D. S., & Butterworth, J. (1996). Trends in Supported Employment: The Experiences of Ninety-Four Community Rehabilitation Providers between 1986 to 1991. *Research To Practice*.

This fact sheet summarizes data on integrated employment (supported and competitive) and facility-based employment activities (sheltered workshops) from two national surveys of community rehabilitation providers (CRPs). The 1986 survey used a random sample of 952 CRPs from all states, while the 1991 survey used a stratified sample of 643 CRPs from 20 states. Key findings included the following: (1) between 1986 and 1991 most providers incorporated supported employment into their array of service options; however, there was no change in the percent offering sheltered employment services; (2) there has been a substantial increase in the percent of people in supported employment services and a decrease in the percent of people in sheltered employment; and (3) despite strong growth in integrated employment, the number of people in sheltered employment also grew between 1986 and 1991. Results suggest that integrated options, especially supported employment, are being used as an "add-on" service with little effort to transition people away from sheltered employment. Findings support the need for system change efforts, adequate funding of services, and policy initiatives that create incentives for CRPs to shift resources from facility-based to integrated services. (DB)

Gilmore, D. S., Schuster, J. L., Timmons, J. C., & Butterworth, J. (2000). An Analysis of Trends for People with MR, Cerebral Palsy, and Epilepsy Receiving Services from State VR Agencies: Ten Years of Progress. *Rehabilitation Counseling Bulletin*, 44(1), 30-38.

Presents the results of a secondary analysis of the RSA- 911 database from the Rehabilitation Services Administration. All successful vocational rehabilitation (VR) closures for individuals with mental retardation, cerebral palsy, and epilepsy for five data points between 1985 and 1995 were investigated. Trends in the use of competitive employment versus sheltered workshops and employment outcomes are examined. (Contains 27 references and 5 tables.) (GCP)

Gloecker, L. C., Johnson, D. R., & Commission on Accreditation of Rehabilitation Facilities (U.S.). (1998). *Transition from school to work and community services: CARF employment and community services, employment transition services, community transition services*. Tucson, Ariz.: CARF the Rehabilitation Accreditation Commission.

Grasso, J. M. (2005). Predicting successful employment outcomes for students with disabilities. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 65(9-A), 3276.

Students with disabilities (SWD) are under achieving compared to their non-disabled peers across many aspects of employment upon leaving high school. Transitioning SWD from school to work has become a national priority. Research has focused on identifying individual variables that are related to employment outcomes for SWD. The current study sought to generate models that predict employment outcomes and the relative effectiveness of each variable using various multiple regression analysis techniques. Despite being plagued by missing data, the present study found that receiving services from vocational rehabilitation, disability classification, classroom setting and manner of exit all affected employment outcomes. Students with lower ability levels underachieve compared to their higher functioning counterparts. Future research may investigate different program and training variables so that knowledge of predicting employment outcomes for SWD may be furthered. In addition, further examination into the type of community that the former students work in and whether or not they receive health benefits through their employers is warranted. (PsycINFO Database Record (c) 2005 APA)

Greig, T., Zito, W., Bell, M. D., Liberman, R. P., & Kopelowicz, A. (2004). A Hybrid Transitional and Supported Employment Program. *Psychiatric Services*, 55(3), 240-242.

This article presents a case report of Mr. M, a 36-year-old African-American man with schizophrenia, has been disabled by his illness since adolescence. Mr. M dropped out of high school in the ninth grade, has never held a full-time job, and for most of his life has not worked at all. Mr. M took medication twice a day under supervision at his supported housing complex. His medication regimen was 850 milligrams of clozapine, 3,000 milligrams of divalproex sodium, and 6 milligrams of risperidone. Mr. M. presented with several major barriers to employment. Neuropsychological testing at intake revealed severe deficits across a broad spectrum of cognitive domains and a fullscale IQ in the extremely low average range of intellectual functioning. When he started the job at the laundry, he was paid the minimum wage with transitional funds. As illustrated by the case of Mr. M, transitional funds may facilitate the vocational development of persons with severe mental illness. The provision of transitional funds and support from a job coach and the treatment team allowed Mr. M to move from transitional employment into competitive employment in a job that he "owns." (PsycINFO Database Record (c) 2005 APA)

Grossi, T., & Center on Community Living and Careers (Indiana Institute on Disability and Community). (2000). *Transition to adult life, a shared responsibility: vocational rehabilitation services, policy*

*to practice guidebook*. Bloomington, IN: Center on Community Living and Careers Indiana Institute on Disability and Community Indiana University.

Hagner, D., Cheney, D., & Malloy, J. (1999). Career-related outcomes of a model transition demonstration for young adults with emotional disturbance. *Rehabilitation Counseling Bulletin*, 42(3), 228-242.

Reports the results of a model demonstration project for adolescents and young adults with chronic mental illness or emotional disturbance. Career and education specialists tailored a comprehensive support package consisting of personal futures planning, flexible educational programming, employment support, interagency collaboration, mentorship, social skill building, and flexible funding to the needs of each participant. Of the 18 participants with the project 2 yrs or more, 83% found employment, 67% completed high school, and 50% participated in postsecondary education. Involvement with law enforcement and corrections was substantially lower than at the start of the project, and Ss reported significant increases in their satisfaction with school, employment, handling of life problems, and progress toward personal goals. (PsycINFO Database Record (c) 2005 APA)

Hagner, D., & et al. (1995). Strategies and Barriers in Facilitating Natural Supports for Employment of Adults with Severe Disabilities. *Journal of the Association for Persons with Severe Handicaps*, 20(2), 110-120.

Ways that 17 Massachusetts schools and 16 adult agencies promoted natural supports in employment of people with severe disabilities are discussed, along with the barriers they experienced. Results indicate wide use of some practices and confusion about the concept of natural supports and the role of service providers in facilitating involvement. (Author/SW)

Haimson, J., Bellotti, J., Mathematica Policy Research inc., & Educational Resources Information Center (U.S.). (2001). *Schooling in the workplace: Increasing the scale and quality of work-based learning* [microform]. Princeton, NJ; Washington, DC: The Research U.S. Dept. of Education Office of Educational Research and Improvement Educational Resources Information Center.

Handler, J., Doel, K., Henry, A., & Lucca, A. (2003). Implementing supported employment services in a real-world setting. *Psychiatric Services*, 54(7), 960-962.

Supported employment is an evidence-based practice for people with serious mental illness. Among supported employment services, individual placement and support is a model whose efficacy has been convincingly demonstrated. To facilitate the transition from research to clinical practice, it is critical to understand how individual programs unfold in community mental health settings without the involvement of the academic creators of the model: Can the program withstand the challenges encountered by real-world exigencies and still deliver the outcomes achieved in more controlled research? In this month's column, the authors describe the development of an individual placement and support program in Massachusetts, with particular emphasis on overcoming obstacles to implementation. They demonstrate that the path from research to practice can be traversed successfully with careful planning and foresight. (PsycINFO Database Record (c) 2005 APA)

Hanley-Maxwell, C., Pogoloff, S. M., & Whitney-Thomas, J. (1998). Families: The heart of transition. In F. R. Rusch & J. Chadsey-Rusch (Eds.), *Beyond high school: Transition from school to work* (pp. 234-264). Belmont, CA: Wadsworth.

Review of many studies/authors

Hanley-Maxwell, C., Whitney-Thomas, J., & Pogoloff, S. M. (1995). The second shock: Parental perspectives of their child's transition from school to adult life. *Journal for the Association of Persons with Severe Handicaps*, 20(1), 3-16.

A study examined parents' perspectives and needs as their cognitively disabled child made the transition from school to adult life. Findings indicated that parents had a vision of a happy, safe residential situation; strong social networks; and constructive filling of the child's free time. All of them envisioned connections with their child that characterized the family as a unit that never totally dissolved. Most parents would be more comfortable if their child had friends, leisure activities that were similar to those they engaged in when living at home, a secure job, a reliable transportation system, and a safe place in which to live that was similar to home.

Hart, D., Zimbrich, K., & Whelley, T. (2002). Challenges in coordinating and managing services and supports in secondary and postsecondary options. *Issue Brief 1(6)*

Hasazi, S. B., Furney, K. S., & DeStefano, L. (1999). Implementing the IDEA transition mandates. *Exceptional Children*, 65(4), 555-566.

Henry, A. D., Barreira, S. B., Brown, J.-M., & McKay, C. (2001). A retrospective study of clubhouse-based transitional employment. *Psychiatric Rehabilitation Journal*, 24(4), 344-354.

This study of clubhouse-based transitional employment (TE) examined the ability of demographic data, diagnosis, and data on TE participation to predict TE tenure and 1-yr competitive employment outcome following TE among clubhouse members. Baseline data on 138 club members (aged 19-57 yrs) who participated in TE over 6 yrs were retrospectively retrieved from a computerized database and written records. Most of the jobs held by members were maintenance or production jobs; members' average tenure on TE was 131.26 days. Older members, those with a longer club membership before their last TE job, and those working more days per week had longer average tenure on TE. Average tenure was unrelated to the severity of disability. 42 (30.4%) members obtained competitive employment in the 1 yr following their last TE job. Members who worked more total hours on TE were more likely to obtain competitive employment. (PsycINFO Database Record (c) 2005 APA)

Herbert, J. T. (1998). Therapeutic Effects of Participating in an Adventure Therapy Program. *Rehabilitation Counseling Bulletin*, 41(3), 201-216.

Supported-employment employees participated in an adventure-therapy program designed to enhance self-esteem and facilitate an internal locus of control. Results indicated that persons assigned to the experimental treatment group gained greater self-esteem and a larger shift toward internality than did the control group. Effects dissipated over a one-year period. (Author/MKA)

Holzbauer, J. J. (2004). Disability Harassment of Students in Transition from School to Work: Implications for Rehabilitation Counseling. *Journal of Applied Rehabilitation Counseling*, 35(4), 3-7.

Disability harassment of students in special education may have a significant impact on their transition from school to work. Risk factors could include not attending school, not seeking employment, and dropping out of the workforce if they experience harassment again early on in their work history. Background information includes an analogy to sexual harassment and two

definitions of disability harassment. Several egregious legal accounts from schools and the workplace, along with research findings on the prevalence of work-related disability harassment of eligible clients of a state vocational rehabilitation agency are presented. Data reports from federal agencies monitoring public schools and places of employment indicate a trend of greater frequency of filed complaints of disability harassment. Important points to remember regarding this issue are discussed. Finally, specific and practical implications for rehabilitation counselors are mentioned to help break the silence on this insidious problem for young people with disabilities in transition. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Holzberg, E. (2001). The best practice for gaining and maintaining employment for individuals with traumatic brain injury. *Work, 16*(3), 245-258.

There are currently 5.3 million Americans with traumatic brain injury, the majority were young at onset and have a lengthy life expectancy. Return to work is a key to quality of life for many of these individuals. This article provides a literature review of current traumatic brain injury vocational rehabilitation programs including: holistic cognitive rehabilitation, school to work transition, and supportive employment followed by a proposal for the best practice.

Hopkins, B. J., Naumann, D., Wendel, F. C., & Phi Delta Kappa. Educational Foundation. (1999). *Building the school-to-work system*. Bloomington, Ind.: Phi Delta Kappa Educational Foundation.

Horne, R. L. (1998). *Making school to work opportunities happen for youth with disabilities*. Washington, DC: National Transition Alliance by the Academy for Educational Development, U.S. Department of Education, Office of Educational Research and Improvement, Educational Resources Information Center.

Hornstein, B. (1997). How the religious community can support the transition to adulthood: a parent's perspective. *Ment Retard, 35*(6), 485-487.

Hudson, C., Christ, S., Heartfield, S., Carpenter, C., Sheffler, G., Simonson, P., et al. (1998). *The Transition from School to Supported Employment: Information for Teachers about Supported Employment and the Adult Service System*.

This guide is designed to provide teachers in King County, Washington, with a single resource for much of the information needed to help students with disabilities transition from school to adult life and to make informed employment decisions. It begins by providing an overview of federal and state regulations that affect students with disabilities during the transition from school to work. The guide describes two state agencies that help students with disabilities with the transition: the Division of Vocational Rehabilitation and the Division of Developmental Disabilities. The King County Developmental Disabilities Division and its functions are highlighted, including employment services in specialized industries, group supported employment, and individual supported employment. Community access services and special projects are highlighted. The Job Coach Model which provides job development, on the job training, long term follow-up, and replacement services in King County, is discussed. Quality indicators for supported employment vendors are listed and selection criteria for choosing a vendor is provided. The guide closes with a list of King County Developmental Disabilities Division Adult Services Contract Agencies. Attachments include a proposed plan for transition from school to adult life and a sample service delivery outcome plan. (CR)

Hughes, C. (2001). Transition to adulthood: Supporting young adults to access social, employment, and civic pursuits. *Mental Retardation and Developmental Disabilities Research Reviews. Special Issue: Community living*, 7(2), 84-90.

"Transition support" is a concept new to the field of secondary transition. This paper describes the development of a model of transition support for students with disabilities. The components of the Transition Support Model are both empirically based and field-tested among practitioners. The over 500 transition support strategies that compose the model have been used by practitioners in the field to improve educational and postschool outcomes for high school students. These strategies are grouped according to 2 main goals (i.e., "developing support in the environment" and "increasing students' competence") and corresponding components. Literature supporting the Transition Support Model is described as well as the use of the model in the transition planning process. Suggestions are made for application of transition support in high school and the need for future research. (PsycINFO Database Record (c) 2005 APA)

Hughes, C., & Carter, E. W. (2000). *The transition handbook: strategies high school teachers use that work!* Baltimore: P.H. Brookes Pub.

Imel, S., & ERIC Clearinghouse on Adult Career and Vocational Education. (1995). School-to-work transition [microform]. Columbus, OH: ERIC Clearinghouse on Adult Career and Vocational Education Center on Education and Training for Employment College of Education Ohio State University.

Imel, S., & ERIC Clearinghouse on Adult Career and Vocational Education. (1999). School-to-work [microform]. Columbus, OH: ERIC Clearinghouse on Adult Career and Vocational Education Center on Education and Training for Employment College of Education the Ohio State University.

Inge, K. J. E. (1994). Conversion: The Time Is NOW! *RRTC*.

This topical newsletter focuses on ways to convert segregated day programs for people with disabilities into community integrated employment programs. Individual sections cover: common "conversion" myths and appropriate responses; a national status report on conversion; Florida's innovative use of the Medicaid waiver to fund conversion; a consumer's view on employment; a blueprint for conversion (a four-step process for organizations); and barriers to successful conversion (contrasting a "disability focus" with an "ability focus"). Two books, one addressing vocational programs for students with severe disabilities and the other, addressing employment opportunities for individuals with disabilities, are discussed. (DB)

Inge, K. J. E., & Wehman, P. E. (1993). Designing Community-Based Vocational Programs for Students with Severe Disabilities. Vocational Options Project.

This manual presents six papers on the design of community-based employment programs for students with severe disabilities. The first paper is "Community-Based Vocational Preparation for Students with Severe Disabilities: Designing the Process" by Katherine J. Inge et al. This paper details a five-step process for designing such a program. The second paper is also by Katherine J. Inge et al. and is titled "Community-Based Vocational Instruction and the Labor Laws: A 1993 Update." It includes frequently asked questions about the Fair Labor Standards Act and case study examples to help interpret the guidelines. The third paper, by Katherine J. Inge and Stacy Dymond, is "Challenging Behaviors in the Work Place: Increasing One Student's Access to Community-Based Vocational Instruction Using a Changing Criterion Design." The fourth paper,



"Supported Employment for School-Age Students with Severe Disabilities: Issues and Applications" by Stacy Dymond et al, uses a case study of one student in the Vocational Options Project to illustrate the movement from community-based vocational training to individual supported employment before exiting school. The fifth paper, "The Application of a Self-Management Procedure To Increase Work Productions: A Community-Based Case Study Example" by Katherine J. Inge et al., also uses a case study to demonstrate self-management procedures. The final paper is by Paul Wehman and is titled "A Selective Review of Supported Employment Literature: Progress Made and Challenges Ahead." A table entitled, "Number of Budgeted and Unfilled Positions by Occupation at Outside Providers of Purchased Services that State Directors Report Difficulty Obtaining" is appended. Most papers contain references. (DB)

Jacobsen, Y. (2002). *Making the Jump: Transition to Work. A Guide to Supporting Adults with Learning Difficulties Make the Jump from Education to Employment.*

This document presents guidelines and examples of good practices for supporting learning-disabled adults in the United Kingdom as they make the jump from education into employment. The guidelines and resource materials presented in this staff resource pack were developed during the Making the Jump project, which was undertaken to address the problem of the low percentages of learning-disabled people in the United Kingdom who successfully progress to various forms of employment from education. The following are among the topics discussed in the resource pack's eight chapters: (1) main findings of the Making the Jump project; (2) the transition to work provision in further/adult and community education; (3) the different ways of working and the transition to work provision; (4) planning and funding transition to work provision; (5) benefits; (6) the curriculum for transition to work; (7) policy options and opportunities for change; and (8) a transition action plan. The addresses of eight organizations conclude the guide. All chapters include some or all of the following: one or more case studies; points to consider; a chapter summary, a checklist, a reference list, and a resource list. A list of field visit sites for the Making the Jump project is appended along with a project finding sheet. (MN)

Jacobsen, Y. (2003). *Making the Jump into Employment. Adults Learning (England), 14(6), 25-27.*

A British project identified key factors for successful transition to work of people with learning difficulties: manager support, employment as a realistic goal, individualized training packages, and matching of learner interests and employment opportunities. Limited funding for transitional programs made partnerships and strategic planning essential. (SK)

Jamison, S. D., Supported Employment Parents Transition and Technical Assistance Project (U.S.), & PACER Center. (1996). *Supported employment and transition resources.* Minneapolis, MN: PACER Center.

Jell, J. R. (2005). *From school to a career: a student's guide to success in the real world.* Lanham, Md.: Scarecrow Education.

Johnson, D. R. (2004). Invited Commentary: Supported Employment Trends: Implications for Transition-Age Youth. *Research and Practice for Persons with Severe Disabilities, 29(4), 243-247.*

The emergence of supported employment programs in the United States has substantially raised expectations concerning the viability of employment in promoting the integration, productivity, and independence of persons with severe disabilities. The introduction and rapid expansion of supported employment during the 1980s was based, in large part, on response to federal and state

social policies and legislation, aggressive advocacy efforts, improvements in job placement and training strategies, expansions in the development of community-based services for persons with severe disabilities as a result of de-institutionalization, infusions of federal discretionary funds to support research and model demonstration employment projects, and the increase in emphasis placed upon the potential benefits of supported employment to enable individuals to achieve economic self-sufficiency and increased levels of community integration. This commentary has attempted to make a contribution to the authors' thoughts and ideas by asking the fundamental question: What will it take to improve the capacity of schools and adult community-service agencies to improve the employment and related outcomes of young people with severe disabilities, as they complete their educational programs? I have conveyed but a few of the strategies necessary to bring about such improvements. (PsycINFO Database Record (c) 2005 APA)

Johnson, D. R., & et al. (1993). Exemplary Programs for Persons with Disabilities in Transition, Supported Employment, and Parent-Professional Collaboration.

This resource guide profiles 12 exemplary programs serving people with disabilities through interagency collaboration for transition, supported employment, and parent-professional collaboration. The guide opens with a description of the North Central Regional Information Exchange, a federally funded project that is identifying and promoting adoption of exemplary practices within the Region V states of Minnesota, Wisconsin, Illinois, Indiana, Michigan, and Ohio. The guide outlines the process by which programs are evaluated and awarded exemplary status. The individual profiles of the 12 programs are then provided, containing information about each program's mission, services, target population, larger organization, and staff. Key program components are highlighted and stories of how the programs have worked for specific individuals are shared. (JDD)

Johnson, D. R., & Sharpe, M. N. (2000). Results of a national survey on the implementation transition service requirements of IDEA of 1990. *Journal of Special Education Leadership, 13*(2), 15-26.

Johnson, D. R., Stodden, R., Emanuel, E., Luecking, R. G., & Mack, M. (2002). Current challenges facing secondary education and transition services: What research tells us. *Exceptional Children, 68*(4), 519-531.

Johnson, M. D. (2004). *W.A.G.E.S.: working at gaining employment skills: a job-related social skills curriculum for adolescents*. Longmont, Colo.: Sopris West.

Kane, A., Stull, W. J., & Educational Resources Information Center (U.S.). (1999). Local school-to-work partnerships; early lessons from Pennsylvania [microform]. Philadelphia, PA. Washington, DC: Mid-Atlantic Lab. for Student Success; U.S. Dept. of Education Office of Educational Research and Improvement Educational Resources Information Center.

Kane, K. R., & Del George, E. (1994). Employer Resource Manual. Project Path.

Project Path at Illinois' College of DuPage was established to provide pre-employment training and career counseling for disabled students. To encourage the integration of qualified individuals with disabilities into the workplace, the project compiled this resource manual for area businesses, providing tips for interacting with disabled people and names, addresses and telephone numbers of service providers. Following a brief introduction, the manual presents a glossary of terms related to disabilities, tips on changing common habits of speech that reinforce myths and stereotypes about people with disabilities, tips on communicating with deaf/hearing

impaired people, suggestions for interacting with persons with visual impairments, and tips for preparing for encounters with wheelchair users. Next, a fact sheet is provided on Americans with Disabilities Act (ADA) requirements from the U.S. Department of Justice Civil Rights Division. Also, information related to appropriate interview questions for disabled job candidates and writing non-discriminatory job descriptions and advertisements is presented. The bulk of the manual consists of telephone numbers and/or addresses of resource agencies, including Illinois and national government agencies dealing with ADA, disabilities, and access; national advocacy groups; groups dealing with specific disabilities; organizations providing assistive technology training and consulting; groups providing materials, services, and publications; transportation service organizations; job training centers in Illinois; agencies offering job placement or other services to employers; and educational institutions with employment services for people with disabilities. (TGI)

Katzman, S., & ERIC Clearinghouse on Adult Career and Vocational Education. (1995). *The role of career education in school-to-work transition* [microform]. Columbus, OH: ERIC Clearinghouse on Adult Career and Vocational Education Center on Education and Training for Employment College of Education Ohio State University.

Kennedy, C. H., & Horn, E. M. (2004). *Including students with severe disabilities*. Boston: Pearson/Allyn and Bacon.

King, G. A., Baldwin, P. J., Currie, M., & Evans, J. (2005). Planning Successful Transitions From School to Adult Roles for Youth With Disabilities. *Children's Health Care*, 34(3), 195-216.

This article provides a conceptual model and review of the effectiveness of approaches for providing transition education and planning services for youth with disabilities. The model incorporates four approaches: skills training, prevocational/vocational guidance, a client-centered approach, and an ecological/experiential approach. The model links these approaches to commonly used transition strategies, which reflect the personal, person-environment, and environmental levels of intervention. The model specifies the short-term goals addressed by the approaches and strategies and links these to the long-term outcome of multifaceted role engagement. Evidence for the effectiveness and utility of the identified approaches is reviewed. Recommendations are made for best practices in the delivery of transition education and planning services, for research, and for clinical practice. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Kirby, N. (1997). Employment and mental retardation. In N. W. Bray (Ed.), *International review of research in mental retardation*, Vol. 20. (pp. 191-249): Academic Press, San Diego, CA, US.

(From the chapter) Reviews research on vocational habilitation and employment of those with mental retardation (MR) in the US. Issues discussed include the goals of vocational habilitation, the availability of work, work and quality of life, traditional employment options (sheltered, competitive), improving vocational habilitation outcomes (supported employment), improving transition from school to employment (secondary and tertiary education), assistance with transition from industry, legislation, research, assessment, and training. It is concluded that there is much to be done to achieve widespread use of employment alternatives and habilitation procedures, since the majority of those with MR remain underemployed in sheltered workshops or, particularly those with severe MR, with no employment. (PsycINFO Database Record (c) 2005 APA)

- Kohler, P. D., & Educational Resources Information Center (U.S.). (1999). *Transition from school to life: A workshop series for educators and transition service providers* [microform]. Reston, VA; Washington, DC: Council for Exceptional Children in collaboration with the Division on Career Development and Transition U.S. Dept. of Education Office of Educational Research and Improvement Educational Resources Information Center.
- Kohler, P. D., VanBeaver, S. M., & Educational Resources Information Center (U.S.). (1998). *Transition from school to life; a directory of products and materials for professional development* [microform]. Champaign, IL. Washington, DC: Transition-Related Personnel Competencies Project Transition Research Institute University of Illinois at Urbana-Champaign; U.S. Dept. of Education Office of Educational Research and Improvement Educational Resources Information Center.
- Krieg, F. J., Brown, P., & Ballard, J. (1995). *Transition: school to work*. Bethesda, MD: National Association of School Psychologists.
- Kyle, R. M. J., & Educational Resources Information Center (U.S.). (1995). *School-to-work transition and its role in the systemic reform of education; the experience of Jefferson County, Kentucky, and the Kentucky Education Reform Act* [microform]. Washington, DC: Academy for Educational Development: U.S. Dept. of Education Office of Educational Research and Improvement Educational Resources Information Center.
- Laragy, C. (2004). Self-determination within Australian school transition programmes for students with a disability. *Disability & Society, 19*(5), 519-530.

The concept of self-determination has gained prominence over recent years in parallel with the recognition of the rights of people with a disability. Services are being pressured to make radical changes to the restrictive philosophies and practices of the past. This paper reviews seven Australian transition programmes for young people with disabilities as they moved from school to adult options. It examines the extent to which self-determination principles are evident and whether they led to a wider range of opportunities and a reshaping of the service system. The studies showed that participation in decision-making by young people and their families resulted in increased service responsiveness and greater achievement of preferred outcomes. However, the restructuring of service systems to become more flexible and responsive has been slower than expected. One contributing factor appears to be that an increasing demand for resources creates pressures for more bureaucratic and less person-oriented approaches. (PsycINFO Database Record (c) 2006 APA) (journal abstract)

- Latimer, E. A. (2001). Economic impacts of supported employment for persons with severe mental illness. *Can J Psychiatry, 46*(6), 496-505.

**BACKGROUND:** Most persons with severe mental illness prefer competitive to sheltered vocational settings. Supported employment (SE) has become a clearly defined model for helping people with severe mental illness to find and maintain competitive jobs. It involves individualized and rapid placement, ongoing support and assessment, and integration of vocational and mental health staff within a single clinical team. Previous studies show that SE secures competitive employment much more effectively than do other approaches. This review focuses on its economic impacts. **METHODS:** Studies reporting some service use or monetary outcomes of adding SE programs were identified. These outcomes were tabulated and are discussed in narrative form. **RESULTS:** Five nonrandomized and 3 randomized studies compare SE programs with day treatment or transitional employment programs. The introduction of SE services can

result in anything from an increase to a decrease in vocational service costs, depending on the extent to which they substitute for previous vocational or day treatment services. Overall service costs tend to be lower, but differences are not significant. Earnings increase only slightly on average. CONCLUSIONS: Converting day treatment or other less effective vocational programs into SE programs can be cost-saving or cost-neutral from the hospital, community centre, and government points of view. Investments of new money into SE programs are unlikely to be materially offset by reductions in other health care costs, by reductions in government benefit payments, or by increased tax revenues. Such investments must be motivated by the value of increasing the community integration of persons with severe mental illness.

Lerman, R. I., & United States. Employment and Training Administration. (2001). *Improving career outcomes for youth: lessons from the U.S. and OECD experience*. Washington, D.C.: Dept. of Labor Employment and Training Administration: Urban Institute.

Lesgold, A. M., Feuer, M. J., Black, A. M., & National Research Council (U.S.). Commission on Behavioral and Social Sciences and Education. Board on Testing and Assessment. (1997). *Transitions in work and learning: implications for assessment: papers and proceedings*. Washington, D.C.: National Academy Press.

Levinson, E. M. (2002). Career development interventions for young adults with disabilities. In S. G. Niles (Ed.), *Adult career development: Concepts, issues and practices (3rd ed.)*. (pp. 232-252): National Career Development Association, Columbus, OH, US.

(From the chapter) Addresses career development interventions for young adults with disabilities, from a proactive and preventative perspective. Legislation pertinent to career development and interventions with this population is discussed, and a transdisciplinary career-planning model is advocated. Also discussed are community-referenced assessment; functional assessment; multitrait, multimethod, multifactor assessment; and areas/traits to be assessed. General recommendations are discussed for professionals formulating interventions for those with disabilities. It is suggested that such interventions should be designed to increase career maturity and teach knowledge/skills for independent career decisions, enhance client control, provide needed accommodations, teach self-advocacy skills, improve client self-efficacy, and teach clients how to negotiate the system. (PsycINFO Database Record (c) 2005 APA)

Littrell, J. J. (1996). *From school to work*. South Holland, Ill.: Goodheart-Willcox Co.

Luecking, R. G., & Certo, N. J. (2002). Integrating service systems at the point of transition for youth with significant support needs: A model that works. *Information Brief, 1*(4), 1-4.

Lynch, C. (2002). Supported employment: A catalyst for service development. *Journal of Vocational Rehabilitation, 17*(4), 225-229.

The concept of Supported Employment is based on solid principles, particularly with regard to the whole issue of generalization of learning. We have known for many years from research that individuals with intellectual disabilities in particular have difficulty transferring what they have learned from one situation to another. It is not surprising therefore, that the number of people with intellectual disability who have successfully made the transition from segregated training to inclusive jobs are by far in the minority. As an organization with a commitment to being open and testing new ideas, we decided that Supported Employment certainly warranted closer examination. The emphasis in the programme is not to attempt to provide services in the building, but rather to look to the community. We have two broad goals in Local Services. It is our belief

that all of the adults we serve have the capacity to be employed using the methodology of Supported Employment. We believe that non-work activities should be community based and activities such as recreation, leisure, social development, etc., should take place in mainstream community settings. (PsycINFO Database Record (c) 2005 APA)

Maddy-Bernstein, C., National Center for Research in Vocational Education (U.S.). Office of Special Populations., & Educational Resources Information Center (U.S.). (1995). A school-to-work resource guide focusing on diversity [microform]. Berkeley, CA. Washington, DC: National Center for Research in Vocational Education Graduate School of Education University of California at Berkeley; U.S. Dept. of Education Office of Educational Research and Improvement Educational Resources Information Center.

Maloney, L., Scheldrup, J., & Center for Workforce Preparation. (1994). *New century workers: effective school-to-work transition programs*. Washington (1615 H St., NW, Washington 20062-2000): Center for Workforce Preparation.

May, D. (2000). *Transition and change in the lives of people with intellectual disabilities*. London: Jessica Kingsley Publishers.

McCabe, P. P., & Smergut, P. C. (1994). Supported Employment for Youth with Disabilities: A Successful Community-Referenced Employment Training Program. *Journal for Vocational Special Needs Education*, 17(1), 25-29.

The Manhattan Transition Center provides supported employment for youth with mild to severe disabilities. Local enclave worksites staffed by teacher/paraprofessional teams place participants in jobs. Under the zero-reject policy, employers and service providers are responsible for participants' personal and work-related growth. (SK)

McDonald, S., & et al. (1996). *The Road to Work: An Introduction to Vocational Rehabilitation*. A Booklet for Youth and Adults with Disabilities, Family Members and Advocates.

This booklet for Minnesota young people with disabilities and their families is intended to explain vocational rehabilitation services required under the Rehabilitation Act as amended in 1992. The first section considers eligibility for vocational rehabilitation, the role of state agencies, the application process, and assessment. The next section describes the Individualized Written Rehabilitation Program (IWRP), which identifies job goals and needed services, and discusses rehabilitation technology and supported employment. The third section is on financial factors, including determination of "comparable benefits" and consumer financial participation. Next, the rehabilitation appeals procedure is detailed. A question-and-answer format addresses transition issues, such as transition services under the Individuals with Disabilities Education Act, vocational rehabilitation and transition, and self-advocacy. Finally, the main features of the Americans with Disabilities Act are identified and suggestions for making vocational rehabilitation work for the individual are offered. Appendices provide a history of legislation affecting people with disabilities, supported employment definitions, and vocational rehabilitation appeals procedures. (DB)

McDonnell, J., Mathot-Buckner, C., & Ferguson, B. (1996). *Transition programs for students with moderate/severe disabilities*. Pacific Grove, Calif.: Brooks/Cole Pub. Co.

McKay, C. E., Johnsen, M., Banks, S., & Stein, R. (2006). Employment transitions for clubhouse members. *Work*, 26(1), 67-74.

Using a longitudinal dataset which followed 2195 individuals employed in 3379 separate job placements over a four-year period, this paper explores movement between the employment supports, [Transitional (TE), Supported (SE), and Independent Employment (IE)], offered by clubhouses. Sixty-four percent of employed members held only one job (N=1395) and 36% held multiple jobs during the study (N=791). Patterns of movement were consistent for transitions between the first and second job and subsequent transitions. Forty-six percent of individuals holding multiple jobs moved from one employment type to another. When movement occurred clubhouse members were significantly more likely to move from employment types offering more supports to those that offer less supports.

McLaughlin, P. J. E., & Wehman, P. E. (1996). *Mental Retardation and Developmental Disabilities*. Second Edition.

This book presents 19 chapters on life span perspectives and service issues for people with mental retardation and developmental disabilities. The book presents best practices and provides a view of the range of services necessary to work with people who have those disabilities. It is intended to provide a core reference for providers in the helping disciplines and makes extensive use of case studies to demonstrate key concepts. Chapter titles and authors are: (1) "Service Delivery" (Pamela Wolfe and others); (2) "Early Intervention" (Rebecca Anderson Weissman and David C. Littman); (3) "Going to School" (Kathryn A. Blake and others); (4) "Transition from School to Adulthood" (Katherine Inge and others); (5) "Growing Older" (Michael Malone and Nancy Kropf); (6) "Mild Mental Retardation" (John Langone); (7) "Severe Mental Retardation" (William R. Sharpton and Michael D. West); (8) "Cerebral Palsy" (Katherine Inge); (9) "Seizure Disorders" (Elizabeth Perry-Varner); (10) "Behavioral Disabilities" (Elaine Clark); (11) "Autistic Disorder" (Ronald C. Eaves); (12) "Self-Injurious Behavior" (David Pitonyak); (13) "Deaf-Blind" (JoAnn M. Marchant); (14) "Learning Disabilities" (William N. Bender); (15) "Case Management" (Susan Neal and Beth Gilson); (16) "Community-Based Vocational Training" (Katherine Inge and others); (17) "Supported Employment" (Paul Wehman and Wendy Parent); (18) "Supported Living and Collaborative Transition" (Tom J. Clees); and (19) "Social Security" (Susan O'Mara and John Kregel). (Individual chapters contain references.) (DB)

McLoughlin, C. S. (2002). Barriers to hiring students with disabilities in the workforce. *International Education Journal*, 3(1), 13-23.

To determine factors that influence hiring, 120 employers and potential employers of workers with disabilities in NorthEastern Ohio, USA, were interviewed by psychologists to identify the characteristics of individuals with disabilities that influence hiring decisions. Significant differences exist between those employers with and those without experiences in hiring workers with disabilities in their respective assessments of workers' dependability, performance levels, and fellow workers' likely reactions. Employers with and those without experience in hiring workers' with disabilities expressed a strong desire for additional information regarding incentives for hiring and information that might ease their task in employing persons with disabilities. Implications for workforce readiness and transition into independent adulthood supported by employment are discussed.

McNair, J. E., & Legutki, G. E. (1993). *Issues in Transition*. Volume Two.

Six papers address issues in the transition of students with disabilities into the adult world of work. The first paper by Richard Ashcroft and titled "Attachment and Transition for Troubled Youth," reviews the literature on attachment, transition, social skills, and troubled youth and

school, and offers a transition strategy which focuses on increasing school attachment and social bonding. The second paper titled, "The Local Church as an Agent of Natural Supports to Individuals with Developmental Disabilities" by Jeff McNair, considers involvement of local churches in providing transition supports to this population, including rules for participation, areas in which the church can provide assistance, and the church as an agent in softening social environments. Next, Joseph O. Turpin, in "Holistic Approach to Transitioning," uses a holistic approach to consider the interaction of factors of personal change, traits of the individual/family, and traits of the environment. The fourth paper, "Job Coach Site Visit Card" by Jeff McNair and others, describes a card used to both assist agencies in collecting information on supported employment programs and to help job coaches monitor their own performance in the provision of support. The next paper, by Joseph L. English, is titled "An Update on the Carl D. Perkins Legislation" with emphasis on the development of quality special focus programs. The final paper "Transition Follow Up" by Carolee A. Monroe examines follow-up of both educational programs and students with severe disabilities. Individual papers contain references. (DB)

Mergenhausen, P. M. (1995). *Targeting transitions: marketing to consumers during life changes*. Ithaca, NY: American Demographics Books.

Michaels, C. A. (1998). *Transition to Employment*. PRO-ED Series on Transition.

Part of a series designed to provide practical resources for transition personnel on a variety of topics critical to the process of preparing individuals with disabilities for adulthood, this guide focuses on transition to employment. Chapter 1, "Employment and Students with Disabilities," discusses the meaning of work in American society, employment outcomes, employment options and opportunities, and societal beliefs about students with disabilities and the community. Chapter 2, "Work and the Transition Process," describes work and the Individualized Educational Program planning process, committing to transition planning and work as an outcome, and alternative planning strategies. The next chapter, "Assessment Issues," discusses assessment for work, a future-oriented testing paradigm, and lifelong career decision making. Chapter 4, "Preparation for Work," explains how to conduct an ecological inventory, job development strategies for working with employers, and how to conduct a community-based job site analysis. Chapter 5, "Legal Mandates, Transition, and Work," explores Department of Labor guidelines and regulations, Section 503 and 504 of the Rehabilitation Act and the Americans with Disabilities Act. The last chapter contains concluding remarks about real work, real money, and natural support systems. (Contains 73 references.) (CR)

Miller, B. A., & Hahn, K. J. (1997). *Finding their own place: youth in three small rural communities take part in instructive school-to-work experiences*. Charleston, W.V.: ERIC Clearinghouse on Rural Education and Small Schools.

Miller, R. J., Lombard, R. C., & Corbey, S. A. (2006). *Transition assessment: planning transition and IEP development for youth with mild disabilities*. Boston: Pearson Education, Allyn and Bacon.

Miller, R. J., Lombard, R. C., & Hazelkorn, M. N. (2000). Teacher attitudes and practices regarding the inclusion of students with disabilities in school-to-work and technical preparation programs: Strategies for inclusion and policy implications. In D. R. Johnson & E. Emanuel (Eds.), *Issues influencing the future of transition programs and services in the United States* (pp. 127-136). Minneapolis, MN: University of Minnesota, Institute on Community Integration, National Transition Network.



Mithaug, D. E. (1994). Equity and Excellence in School-to-Work Transitions of Special Populations. *Centerfocus*(6).

Two problems confront the school-to-work (STW) transition initiative: the quality of STW transitions and the equity with which those experiences are distributed among different student groups, including those with disabilities. In the past, the goals of equity and quality seemed to conflict. Many persons advocating increases in quality appeared to be unconcerned with equity and vice versa. The following criteria for developing STW transitions in which equity and excellence coexist have been identified: (1) access to all; (2) individualization; (3) generic problem-solving; (4) community settings; and (5) guaranteed benefits (recognized and accepted credentials authorizing entry into career opportunities or postsecondary education programs; placement or acceptance in postsecondary vocational and educational programs; placement in competitive or supported employment; and participation in continuing and adult education, adult services, and independent living in community settings). Studies have confirmed the positive effects that participation in vocational education and work experience programs have on the employment outcomes of secondary school students in special education. The identified criteria for developing/evaluating STW programs for students with disabilities can be used to design equitable STW programs emphasizing community-based training and experience. (Contains 15 references.) (MN)

Mooney, M., & Crane, K. (2002). Connecting employers, schools, and youth through intermediaries *Issue Brief 1*(3), from <http://www.ncset.org/publications/viewdesc.asp?id=721>

Moore, T. J., & Crimando, W. (1995). Attitudes toward Title I of the Americans with Disabilities Act. *Rehabilitation Counseling Bulletin*, 38(3), 232-247.

Investigated attitudes of rehabilitation service providers, private sector representatives, and people with disabilities toward the employment provisions of the Americans with Disabilities Act. Found significant differences among the groups, especially in areas of cost, effectiveness, and attitude toward federal legislation. Most differences simply reflected varying levels of agreement or disagreement. (RJM)

Mortimer, J. T. (2003). *Working and growing up in America*. Cambridge, Mass.: Harvard University Press.

Mortimer, J. T., Larson, R., & NetLibrary Inc. (2002). *The changing adolescent experience societal trends and the transition to adulthood*. Cambridge, UK; New York: Cambridge University Press.

Mortimer, J. T., & Staff, J. (2004). Early work as a source of developmental discontinuity during the transition to adulthood. *Dev Psychopathol*, 16(4), 1047-1070.

From a developmental perspective, work has been considered as both a deleterious and salutary experience. According to one prominent view, part-time work places adolescents at risk because it limits participation in more developmentally beneficial activities and confronts them with stressors for which they are not yet ready. If this were the case, teenage part-time work would be "stress sensitizing," lowering thresholds of reactivity to subsequent stressors and increasing the risk of poor young-adult mental health. As a result, early work experience could interfere with adequate preparation for adulthood. A more optimistic perspective, shared by some social scientists and most parents, is that employment for the young person signifies progress in moving toward adulthood and promotes adaptation to the work environment. Challenges at work are considered to be "steeling," fostering coping resources that alleviate the detrimental effects of

subsequent stressors, especially those encountered in the workplace. These processes would promote resilience and psychological well-being in early adulthood. This research examines these alternatives, using data from the Youth Development Study (1988--2000) covering the period from adolescence (age 14-15) to early adulthood (age 26-27). The analysis indicates that the character of their teenage work experience is a source of resilience as young adults make the transition from school to work.

Mueser, K. T., Essock, S. M., Haines, M., Wolfe, R., & Xie, H. (2004). Posttraumatic stress disorder, supported employment, and outcomes in people with severe mental illness. *CNS Spectr*, 9(12), 913-925.

**OBJECTIVE:** To evaluate whether posttraumatic stress disorder (PTSD) is related to outcomes in persons with severe mental illness (SMI) participating in a study of vocational rehabilitation programs. **BACKGROUND:** PTSD is a common comorbid disorder in people with SMI, but it is unknown whether PTSD interferes with the ability to benefit from rehabilitation programs such as supported employment. **METHODS:** The relationships between PTSD and symptoms, health, quality of life, and work outcomes was examined in 176 clients with SMI participating in a 2-year randomized controlled trial of three vocational rehabilitation programs: supported employment based on the Individual Placement and Support model, a psychosocial rehabilitation program based on transitional employment, and standard services. **RESULTS:** The overall rate of current PTSD in the sample was 16 percent. Compared with clients without PTSD, clients with PTSD had more severe psychiatric symptoms, worse reported health, lower self-esteem, and lower subjective quality of life. Clients with PTSD who participated in the Individual Placement and Support model (the most effective vocational model of the three studied) also had worse employment outcomes over the 2-year study period than clients without PTSD, with lower rates of competitive work, fewer hours worked, and fewer wages earned. Employment outcomes did not differ between clients with PTSD versus without PTSD in the other two vocational rehabilitation approaches. **CONCLUSION:** The findings suggest that PTSD may contribute to worse work outcomes in clients participating in supported employment programs. Effective treatment of these clients with PTSD may improve their ability to benefit from supported employment.

Murray, C. (2003). Risk Factors, Protective Factors, Vulnerability, and Resilience: A Framework for Understanding and Supporting the Adult Transitions of Youth with High-Incidence Disabilities. *Remedial and Special Education*, 24(1), 16-26.

Findings from numerous investigations of youth with high-incidence disabilities have indicated that these youth have poorer adult outcomes than do their peers without disabilities. Despite the consistency with which these findings have been observed, little is known about the specific factors that contribute to these poor outcomes, and even less is known about factors and processes that might improve them. Part of this limitation may be related to the lack of an organizing model or framework for thinking about the many factors and processes that can influence the outcomes of youth with disabilities. The purpose of this article is to examine how the related concepts of risk factors, protective factors, and resilience might inform our understanding of the postschool outcomes of youth with disabilities. These constructs are reviewed and their application to research focused on understanding and supporting the adult transitions of youth with high-incidence disabilities is explored. Based on this review, several recommendations are offered for future research and practice efforts aimed at understanding and supporting the life transitions of youth with high-incidence disabilities. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Myklebust, J. O., & BÅŸtevik, F. O. (2005). Economic independence for adolescents with special educational needs. *European Journal of Special Needs Education, 20*(3), 271-286.

Do young men and women diagnosed with special educational needs succeed in finding full-time employment that provides sufficient income to live on? The analyses presented in this paper are based on interviews conducted between October 2001 and April 2002 of nearly 500 young people with various types of disabilities. The young people who were interviewed have been studied prospectively since they entered upper secondary school as special needs students six or seven years earlier. These adolescents are followed through a critical phase of life when they are trying to find their way in society as adult individuals. This process is gradual and involves making tentative steps in various arenas. A crucial topic is how these young men and women, between 23 and 25 years of age, succeed in gaining employment that allows them to become economically independent. This is a vulnerable process for most youth, but it is especially challenging for young people with functional difficulties who have experienced protracted and disjointed transitions throughout their educational trajectories. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

National Alliance for Secondary Education and Transition. (2005). *National standards and quality indicators: Transition toolkit for systems improvements*. Minneapolis, MN: University of Minnesota, National Center for Secondary Education and Transition.

This toolkit contains 1) high quality and effective transition standards and indicators for all youth, 2) supporting evidence and research, 3) a self-assessment tool, 4) a priority setting tool, and 4) a two-part action plan. This living document, which will be updated regularly, can guide state and local administrators and practitioners in planning and implementing transition systems. Standards and indicators are provided in the areas of schooling, career preparatory experiences, youth development and leadership, family involvement, and connecting activities.

National Council on Disability (U.S.). (2000). *Transition and post-school outcomes for youth with disabilities: Closing the gaps to post-secondary education and employment*. Washington, DC: National Council on Disability, Social Security Administration.

This report analyses 25 years of research on transition, post-secondary, and employment outcomes for youth and young adults with disabilities to identify what works. Recommendations for national, state, and community action are also presented.

National Institute on Disability and Rehabilitation Research (U.S.). (1994). *School to work: transition for youths with disabilities*. Washington, D.C.: U.S. Dept. of Education.

Nelson, B. (2005). Creating Positive Outcomes for Deafblind Youth and Young Adults: A Personal Futures Planning Transition Model. *Review, 36*(4), 173-180.

Transition planning to assist students with severe disabilities to move from school to a positive adult future is of great concern for the young people and their families and friends. For more than a decade, the Office of Special Education Programs (OSEP) within the U.S. Department of Education has researched quality of life issues in transition planning. Traditionally, teachers who are trained in multi-impairments, hearing impairments, or visual impairments have filled the gap between the number of teachers needed in the field of deafblindness and the number of teachers trained specifically in the field. Personal futures planning is a person-centered creative planning process used by both HKNC and PATHfinders of Alabama to provide a framework of information about the background, abilities, preferences, and visions for the future of the

individuals with whom they are working. The first federal grant evaluation team to review PATHfinders of Alabama labeled it a project of national significance. Since then, PATHfinders experiences have provided an opportunity for systems change. Alabama has extended services to include high-functioning deafblind individuals and individuals who are visually impaired. (PsycINFO Database Record (c) 2005 APA)

Neumark, D., Rothstein, D. S., & National Bureau of Economic Research. (2003). *School-to-career programs and transitions to employment and higher education*. Cambridge, Mass.: National Bureau of Economic Research.

Newton, P. E. (2000). TASH Newsletter, 1999-2000. *TASH Newsletter*, 25-26(1/2-12/1).

This document comprises the nine issues of the 1999-2000 TASH Newsletter. Each issue includes news items, conference information, and articles. Major articles include the following: "1998 TASH Annual Conference: Inclusion Roundtable"; "1998 TASH Conference Keynote Address (Zuhy Sayeed)"; "Do Not Resuscitate - Whose Choice Is It?" (Nancy Noble); "The Utter Vulnerability of Persons with Mental Disabilities in Police Interrogation Rooms" (Robert Perske); "Closing Brandon Training School: A Vermont Story" (Bonnie Shoultz and others); "Pulling the Plug on the ADA?" (Jonathan D. Ezekiel); "A 'New' Dr. Death at Princeton" (Mary Jane Owen); "The Importance of Arts Education for All Students" (Florence Aversa); "The Promise and Pitfalls of the Workforce Investment Act" (Michael Callahan); "National Efforts To Promote Conversion: Day Programs to Supported Employment"; "Empowering Communication Aid Users" (Rosemary Crossley); "Inclusion Is Happening ...WHERE?" (Rich Villa); "International Human Rights Abuses against People with Mental Disabilities" (Eric Rosenthal); "What Is Culturally Appropriate? Finding a Middle Way" (Alexandra Enders); "Reflections about Positive Behavioral Supports" (Jacki Anderson); "Effective School Practice in Educating Students with Challenging Behavior" (Tim Knoster and Don Kincaid); "The Professionalization of Teaching and Learning for Children with Severe Disabilities: The Creation of TASH" (Ed Sontag); and "An Introduction to Disability Studies" (Perri Harris and Lori Lewin). (Some articles contain references.) (DB)

Newton, P. E. (2000). TASH Newsletter, 2000-2001. *TASH Newsletter*.

Nine year 2000 issues of the newsletter of TASH, formerly The Association for Persons with Severe Handicaps, comprise this document. Each issue typically contains news items, a column by the organization's executive director, reports from special interest groups, legislative testimony, conference information, and several major articles relating to equity, quality and social justice for people with disabilities. The February/March 2000 through December 2000/January 2001 issues address: (1) 1999 TASH conference highlights, including excerpts from keynote addresses by Rich Villa and Kyle Glozier, and Inclusion and Universal Cooperation (Rosangela Berman Bieler); (2) inclusive schooling, with articles such as Including Students with Disabilities in Standards Based Education Reform (Kathy Boundy), Collaboration at Whittier High School (Mary Falvey and others), Whole Schooling: Linking Inclusive Education to School Renewal (Michael Peterson), The Inclusion of a Youth with Significant Disabilities in a Community Environment (Teri Jasman and others), and Reinventing Community in the Age of Globalization (Wayne Sailor); (3) embracing sexuality, which includes articles such as Moving beyond Denial, Suppression and Fear to Embracing the Sexuality of People with Disabilities (Pamela S. Wolfe and Wanda J. Blanchett), But I Thought Sexuality and Teens with Developmental Disabilities (Dave Hingsburger and others), Absence of Evidence: Myths about Autism and Mental Retardation (Anne Donnellan); (4) issues in supported employment, which includes Are We There Yet? Trends in Employment Opportunities and Supports (John Butterworth and Dana

Gilmore), The Ticket-to-Work and Supported Employment: How Will It Work? (Dan O'Brien), and "Systems Change and Supported Employment: Is There Empirical Evidence of Change? (David Mank); (5) the victimization of people with developmental disabilities in the criminal justice system, which includes Doing Justice: Criminal Offenders with Developmental Disabilities (Joan Petersilia), Serious Issues Facing Today's Offender with Mental Retardation (Leigh Ann Davis), and Violence against Women with Developmental Disabilities: The Hidden Violence (Catriona Johnson); (6) the agenda and workshop descriptions for the 2000 TASH conference; (7) international perspectives, which includes Providing AAC Systems for Children in a Guatemalan Orphanage: How Do We Help Others in Culturally Responsive Ways? (Janet M. Duncan), Mental Health, Mental Retardation and Protection of Rights under International Law (Mental Disability Rights International), and New Voices in Iceland: Growing Up with a Disability (Dora S. Bjarnason); (8) early childhood, which includes Variables that Contribute to Self-Determination in Early Childhood (Elizabeth J. Erwin and Fredda Brown), What Children and Families Need in Health Care from Birth through Adulthood: One Parents Experiences and Advice (Kris Schoeller), Re-thinking Guardianship (Dohn Hoyle and Kathleen Harris), and Increasing Childrens Learning Opportunities in the Context of Family and Community Life (Carl J. Dunst and Mary Beth Bruder); and (9) highlights from the 2000 TASH conference. (CR)

NICHCY. (1999). Helping students with cognitive disabilities find and keep a job. *Technical Assistance Guide*, from <http://www.nichcy.org/stuguid.asp>

Nietupski, J. A. E., & Chappelle, S. A. E. (1993). A Dispersed Heterogeneous Placement Supported Employment Model: An Innovative Alternative for Transitioning Students with Mental Retardation from School To Work. Year 2 Report.

The Dispersed Heterogeneous Placement (DHP) supported employment project involved dispersal of three to five consumers across several departments/areas in a larger business or across several businesses in close proximity. The individuals placed had a wide range of talents and disability severity levels. Typically, a four-person site might have one person with mild retardation, two with moderate retardation, and one with severe or profound retardation. A combination of a single job coach and natural coworker support was provided to foster successful employment and social integration. Six sites were established over the 2 project years, offering nontraditional job opportunities in leading community firms. The job retention rate was lower than desired, and strategies for improving the success rate are suggested. Following the project description, four papers are presented, with the following titles and authors: "Dispersed Heterogeneous Placement: A Model for Transitioning Students with a Wide Range of Abilities to Supported Employment" (John Nietupski and others); "Incorporating Sales and Business Practices into Job Development in Supported Employment" (John Nietupski and others); "Leveraging Community Support in Approaching Employers: The Referral Model of Job Development" (John Nietupski and others); and "Job Retention within the DHP Project" (Sandra Chappelle and John Nietupski). (Some papers contain references.) (JDD)

Nuehring, M. L., & Sitlington, P. L. (2003). Transition as a Vehicle: Moving From High School to an Adult Vocational Service Provider. *Journal of Disability Policy Studies*, 14(1), 23-35.

This qualitative research study examines the transition of adolescents with autism from high school to adult vocational service providers. The article looks at the current, ongoing transition of a high school senior and also analyzes the transitions made by three previous graduates. In so doing, it allows for a look inside three separate vocational service providers, revealing both areas of strength in the transition process across these providers and the school and areas in need of improvement. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

O'Hara, B. (2004). Twice Penalized: Employment Discrimination Against Women with Disabilities. *Journal of Disability Policy Studies, 15*(1), 27-34.

This article examines wage discrimination during the initial stages of employment using panel data from the Survey of Income and Program Participation. Women with disabilities are twice disadvantaged in the labor market: They face possible discrimination based on both gender and disability status. This article focuses on transitions into new employment. Two key variables indicate the circumstances in which a woman starts working at a new employer, (a) a planned employment transition or (b) finding employment after leaving a former employer for an unplanned reason or after being unemployed. The empirical evidence suggests that wage discrimination is prevalent; discrimination occurs across personal and employment characteristics. Although employment transitions resulted in lower wages, reasonable scenarios that involve personal choices as opposed to discrimination could not be eliminated. For instance, a worker with disabilities may change employers and accept a lower wage if she gains nonwage benefits (e.g., accommodations or health insurance). (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Ohio Rehabilitation Services Commission. (1997). *Transition guidelines & best practices: a bridge from school to-- employment, community participation, independence*. Columbus, OH: Ohio Rehabilitation Services Commission Office of Public Information.

Olson, L. (1997). *The school-to-work revolution: how employers and educators are joining forces to prepare tomorrow's skilled workforce*. Reading, Mass.: Addison-Wesley.

Ordoover, E. L., Annexstein, L. T., Center for Law and Education (U.S.), National Transition Network (U.S.), & University of Minnesota. College of Education & Human Development. (1999). *Ensuring access, equity, and quality for students with disabilities in school-to-work systems: a guide to federal law and policies*. Minneapolis, MN: College of Education & Human Development University of Minnesota.

Organisation for Economic Co-operation and Development. (2000). *From initial education to working life: making transitions work*. Paris: Organisation for Economic Co-operation and Development.

Orr, M. T., & Educational Resources Information Center (U.S.). (1995). *Evaluating school-to-work transition* [microform]. Washington, DC: Academy for Educational Development National Institute for Work and Learning: U.S. Dept. of Education Office of Educational Research and Improvement Educational Resources Information Center.

Overtoom, C. G., & ERIC Clearinghouse on Adult Career and Vocational Education. (2000). *Employability skills* [microform]. Columbus, OH: ERIC Clearinghouse on Adult Career and Vocational Education Center on Education and Training for Employment College of Education the Ohio State University.

Packer, A. H., & Pines, M. W. (1996). *School-to-work*. Princeton, N.J.: Eye on Education.

Patton, J. R., & Blalock, G. (1996). *Transition and students with learning disabilities: facilitating the movement from school to adult life*. Austin, Tex.: PRO-ED.

Pergamit, M. R., & United States. Bureau of Labor Statistics. National Longitudinal Surveys. (1995). Assessing school to work transitions in the United States [microform]. Washington, DC: National Longitudinal Surveys U.S. Dept. of Labor Bureau of Labor Statistics.

Peterson, P., Ellsworth, J. A., & Penny, D. (2003). *The Continental Project: A Model Program for School to Work Transition for Students with Disabilities.*

The Continental Project is a school-to-work transition program for students with disabilities. The 6-year old program, which is located at a country club and golf course, serves more than 20 students per year and has successfully transitioned 45 young adults with moderate to severe handicaps into the workforce. The program is a cooperative effort of the Continental Country Club, Flagstaff Public Schools, Flagstaff Chamber of Commerce Education Committee, and Mountain Linen Company. Students receive on-the-job training in paid positions. The program's paid work experiences integrate training in work skills, social competence, and life skills. The program also includes job coaches who provide continued support for students once they have been placed in competitive employment and a van to transport students to the job site. Participating students rotate through various assignments, including food and beverage preparation, handling reservations, assembling mailings of newsletters, landscaping, general maintenance, working in the laundry area, and repairing linens. Students work at their job site 4 hours each morning and spend their afternoons in a classroom on the clubhouse's second floor. Students stay in the program until they acquire the skills needed to succeed in competitive employment or until they turn 22. The program serves a mix of Native American, Mexican American, White, and African American students. (Contains 10 references.) (MN)

Pickett, A. L., Faison, K., Formanek, J., & Woods, J. (1999). *A Core Curriculum & Training Program To Prepare Paraeducators To Work in Transitional Services and Supported Employment Programs. Second Edition.*

These instructional materials are designed to improve the performance of paraeducators working in transitional services and supported employment for teenagers and young adults with disabilities. The competency-based program helps participants to learn skills they can apply immediately, to accept new practices, and to increase their understanding of education issues. The modules cover: (1) strengthening the instructional team, roles of paraeducators working in transitional and vocational services, and communication and problem solving; (2) human and legal rights of children with disabilities and their families; (3) principles of human development and factors that may impede typical human development; (4) the instructional process (individualized education and transition plans, assessment, data collection, goals and objectives, instructional interventions, and instructional methods for facilitating transition); (5) working with families; (6) appreciating diversity; and (7) emergency, health, and safety procedures. The format for the instructional modules includes: instructional objectives, equipment and resources required, suggested training activities and exercises, background information for the trainer, and handouts and transparencies. Training procedures involve small group discussions, brainstorming, problem solving, case studies, and role plays. (References accompany each module.) (CR)

Pierangelo, R., & Crane, R. (1997). *Complete Guide to Special Education Transition Services: Ready-to-Use Help and Materials for Successful Transitions from School to Adulthood.*

This book is intended to provide a comprehensive guide to the transition of students from special education programs into adulthood. The 13 chapters address the following specific issues, with sample sub-topics indicated in parentheses: (1) fundamentals of transition services (self-determination, importance of keeping records); (2) transitional Individualized Education Plans

(who determines what services are needed, adult service providers, and a transition planning timeline); (3) vocational education planning (assessments, rehabilitation services, supported employment, employment rights); (4) living arrangements (residential models, housing subsidies, respite care); (5) transportation concerns (travel training, paratransit systems); (6) recreational and leisure options (mastering leisure skill activities and leisure resources); (7) social skills (acquiring social skills, fostering relationships); (8) sexual issues (sexuality education, how particular disabilities affect sexuality); (9) communication and assistive technology (computer access, current technologies for specific impairments); (10) postsecondary educational options (financial aid, accommodations for specific disabilities, distance learning); (11) estate planning for parents (guardianship, the letter of intent, and wills); (12) insurance issues for parents (insurance policies, Medicare and Medicaid); and (13) financial concerns (Supplemental Security Income and Social Security Disability Insurance). Twelve appendices provide a comprehensive directory of additional resources. (DB)

Pierangelo, R., & Giuliani, G. A. (2004). *Transition services in special education: a practical approach*. Boston: Pearson/Allyn and Bacon.

Ping-Ying Li, E. (2000). The school-to-work transition of people with mental handicap in Hong Kong. *Work, 14*(3), 217-227.

The purpose of this study was to examine the school-to-work experience of people with mental handicap in Hong Kong. Fourteen young adults with mild mental handicap participated in in-depth interviews. An interview guide was utilized which included topics related to the participants' vocational preferences, work motivation and post-school placements. Data were analyzed according to a constant comparative method and content analysis. Three-quarters of the participants expressed job preferences. Three-quarters of the participants had taken a vocational training program unrelated to their job preferences. Half of the participants who had taken up open employment had not obtained their preferred jobs. None of the participants who had completed vocational training obtained job placements that matched their vocational training programs. All of the participants except five were not involved in making independent decisions regarding employment. The need to improve the quality of vocational services and empower people with mental handicap to take up self-determining roles are discussed.

Pole, C. J., Pilcher, J., & Williams, J. (2005). *Young people in transition: becoming citizens?* New York: Palgrave Macmillan.

Porter, S., Freeman, L., & Griffin, L. R. (2000). *Transition Planning for Adolescents with Special Health Care Needs and Disabilities: A Guide for Health Care Providers*.

Designed for Massachusetts health care providers, this booklet provides information on transition planning for adolescents with special health care needs and disabilities. It includes resources and strategies to guide interventions with families and to focus their attention on four key facets of adulthood: health care, education, employment, and recreation. An introductory section highlights the important facts, concerns, and challenges that define the need for provider interventions. Family fact sheets are then provided that contain important factual information, reminders, strategies, and resources for families to consider as they help their adolescents become adults. Four teen-specific sheets are also provided that can be copied and given to adolescents. These sheets promote self-care and advocacy, provide tips, and identify resources for additional information. In addition, the booklet includes a provider checklist and timeline that can be used as a tool to remind providers to raise specific issues at different visits, a list of community resources that families can access for assistance, additional tools and information that remind providers to



initiate discussions on specific topics with families and suggested reading for providers and families, a summary of the laws related to adolescent transition, and a glossary of terms. (Contains 45 references.) (CR)

Pucel, D. J. (2001). *Beyond vocational education: career majors, tech prep, schools within schools, magnet schools & academies*. Larchmont, N.Y.: Eye On Education.

Pueschel, S. M., & Šustrovà, M. (1997). *Adolescents with Down Syndrome: toward a more fulfilling life*. Baltimore: Paul H. Brookes Pub.

Punch, R., Hyde, M., & Creed, P. A. (2004). Issues in the school-to-work transition of hard of hearing adolescents. *Am Ann Deaf, 149*(1), 28-38.

Career theorists emphasize the importance of the development of career maturity in adolescents if they are to successfully negotiate the school-to-work transition. Transitions of deaf and hard of hearing adolescents may be especially problematic. The authors examine the implications of current labor market trends for young people, in particular those with hearing loss, and review data on employment outcomes for deaf and hard of hearing people. They discuss the environmental and attitudinal barriers that can influence the career outcomes of this population, consider the impact of hearing loss on adolescents' career maturity, and review the studies on this topic in the literature. The article focuses on the experiences of students with significant hearing loss who are educated in regular classes with the support of itinerant teachers, who communicate orally, and who may be defined as hard of hearing. Recommendations for research and practice are provided.

Quadland, C., Rybacki, S., & Educational Resources Information Center (U.S.). (1998). A parents' guide to transition for youth with disabilities [microform]. Madison, Wis. Washington, DC: DPI and DVR's Wisconsin's Design for Transition Success Project with the Parent Education Project of Wisconsin Inc.: Wisconsin Council on Developmental Disabilities; U.S. Dept. of Education Office of Educational Research and Improvement Educational Resources Information Center.

Rademacher, J. A., & Taymans, J. (1998). Issues in Working with Older Adults with Learning Disabilities: Transitions at Any Age. *Journal for Vocational Special Needs Education, 20*(3), 9-18.

Describes the needs of adults with learning disabilities and offers recommendations for appropriate environmental and instructional supports for their success in postsecondary education and the workplace. A table matches assistive technologies with learning characteristics and settings. (SK)

Reiter, S., & Palnizky, A. (1996). Transition from school to work of students with developmental disabilities and mental retardation: an Israeli perspective. *Int J Rehabil Res, 19*(1), 27-38.

The present research was conducted in four special education schools for students with developmental disabilities and mental retardation in the Haifa area. The total number of subjects was 72. There were 45 (63%) males and 27 (37%) females. The mean age was 18.1 years (range: 16-19.5). The mean IQ (WISC) was 66.3 points (range: 40-85). The vocational placement at the end of 6 months after leaving school was recorded for each school graduate. A total of 53 teachers--school principals, counsellors, specialized teachers and speech and occupational therapists--filled out specially designed questionnaires covering three areas: (1) students' work programme experience; (2) teachers' ratings of final year students on: academic studies, social

behaviour, independence and vocational skills as well as teachers' recommendations, given towards the end of the final year at the school, for the immediate plan of action for each of the graduating students; (3) teachers' ratings of parental involvement with the educational programme of each student. Background variables included IQ, age and gender. The major finding was that 6 months after graduation, one-third of special school graduates were not working, were not enrolled in any formal programme and were idle at home. The variables that were found to correlate with successful placement were students' prior work experience, teachers' ratings of students achievements and their recommendations for each student, and parental involvement.

Repetto, J., Webb, K., Garvan, C., & Washington, T. (2002). Connecting student outcomes with transition practices in Florida. *Career Development for Exceptional Individuals*, 25, 123-139.

Resnick, L. B., Wirt, J. G., & United States. Dept. of Labor. Secretary's Commission on Achieving Necessary Skills. (1996). *Linking school and work: roles for standards and assessment* (1st ed.). San Francisco: Jossey-Bass Publishers.

Resources for Children with Special Needs (Firm). (2003). *Transition matters: from school to independence: a guide and directory of services for youth with disabilities and special needs in the Metro New York Area*. New York, NY: Resources for Children with Special Needs, Inc.

Rogan, P. (1993). *Toward Integrated Employment for All*.

This site visit report reviews activities of Monadnock Developmental Services, Inc., a program serving people with developmental disabilities in one New Hampshire region. The report focuses on the development of employment services in the state and region, including system change strategies, practices being used to support people in jobs, and current issues and dilemmas. Sections of the report address: the development of integrated employment in New Hampshire through the 1980s; state and regional funding structures for employment; and the development of employment opportunities in Region V of the state, utilizing such principles as closure of sheltered workshops, tying of funding directly to people needing services (rather than providers), person-centered planning and individualized job placements, development of natural supports on the job, and facilitation of school-to-work transition. Three Region V agencies were visited, and three individuals being served by the program are described. Specific issues are identified, including low staff salaries, transportation needs, the requirement that 6 hours of service be provided each day, waiting lists, and possible overselling of supported employment. (DB)

Rojewski, J. W., Black, R. S., & Council for Educational Diagnostic Services (U.S.). (2002). *Special issue: assessments that support the transition from school to work for adolescents with disabilities*. Arlington, VA: Council for Educational Diagnostic Services.

Rosenbaum, J. E. (2001). *Beyond college for all: career paths for the forgotten half*. New York: Russell Sage Foundation.

Rubin, S. S. (1993). *Job Matching in Supported Employment: Variables Related to Transitional Planning for Students with Moderate and Severe Disabilities*.

This literature review discusses supported employment as one aspect of the transitional linkage between school and work that can augment the quality of life for individuals with moderate and severe disabilities. It then focuses on job matching, one aspect of supported employment training programs within public school settings, with an emphasis on related variables that should serve as a foundation for future transitional planning. Active variables, which are those variables

supported in the literature as either being research-based or nonresearch-based, include a detailed job analysis, worker productivity, assessment of specific social skills, placement specialist support, employer/supervisor support, positive high school experiences, and client assessment. Implied variables, which refer to factors that have not been specifically mentioned but are implied in the literature as being related to successful employment outcomes, include transportation, support services, and factors that promote job satisfaction. (Contains 30 references.) (JDD)

Rudrud, E., Markve, R., Buehner, D., & Morris, R. (1998). *Co-Worker Mentoring: Facilitating Natural Supports [in Supported Employment]*.

This report discusses the outcomes of a South Dakota project designed to develop and validate a natural support system involving typical co-workers providing on the job training and support to individuals with disabilities. The Co-Worker Mentoring in Supported Employment (CMSE) project had the following outcomes: (1) job development activities resulted in 34 individuals with severe disabilities placed in community-based jobs; (2) 32 co-worker mentors from local businesses provided training and follow-along services to individuals served in the project; (3) CMSE and participating agency staff were instrumental in the development of transition plans which formalized job development, job placements, and follow-along responsibilities for student services in the project; (4) CMSE staff increased the number of community based vocational placements for students and adults with disabilities, the number of businesses where placements occurred, and the types of job placements; (5) CMSE staff provided training and technical assistance to co-worker mentors on an as needed basis to assist with individual participation needs; and (6) information regarding the CMSE model was disseminated. Results from the project indicate the program was effective in increasing community-based vocational placements for students and adults with disabilities. The report outlines project objectives and accomplishments. (CR)

Rusch, F. R., & Chadsey, J. G. (1998). *Beyond high school: transition from school to work*. Belmont, CA: Wadsworth Pub. Co.

Rusch, F. R., & Loomis, F. D. (2005). The unfulfilled promise of special education: The transition from education to work for young adults with disabilities. *The Exceptional Parent*, 35(9), 72-74.

Salyers, M. P., Becker, D. R., Drake, R. E., Torrey, W. C., & Wyzik, P. F. (2004). A ten-year follow-up of a supported employment program. *Psychiatr Serv*, 55(3), 302-308.

**OBJECTIVE:** Supported employment has steadily increased in prominence as an evidence-based mental health practice, and research shows that the service significantly improves employment outcomes over one to two years. The objective of this study was to examine the outcomes of supported employment ten years after an initial demonstration project. **METHODS:** The study group consisted of 36 clients who had participated in a supported employment program at one of two mental health centers in 1990 or 1992. Clients were interviewed ten years after program completion about their employment history, facilitators to their employment, and their perceptions of how working affected areas of their lives. **RESULTS:** Seventy-five percent of the participants worked beyond the initial study period, with 33 percent who worked at least five years during the ten-year period. Current and recent jobs tended to be competitive and long term; the average job tenure was 32 months. However, few clients made the transition to full-time employment with health benefits. Clients reported that employment led to substantial benefits in diverse areas, such as improvements in self-esteem, hope, relationships, and control of substance abuse. **CONCLUSIONS:** On the basis of this small sample, supported employment seems to be more effective over the long term, with benefits lasting beyond the first one to two years.

Schelly, C., & et al. (1995). Vocational Support Strategies for Students with Emotional Disorders. ERIC Digest E534.

This digest describes support strategies for overcoming obstacles to finding and maintaining employment for students with emotional disorders. These youths may avoid risk-taking situations and often have difficulty with verbal and nonverbal communication, such as struggling to make telephone calls to employers and exhibiting limited communication skills and eye contact. Obstacles to holding a job include difficulty following instructions and staying on task, inability to accept feedback, acting before thinking, and general lack of socially acceptable work behaviors. Support strategies include functional community-referenced assessment, modified supported employment, career skills preparation, problem-solving implementation, allowing natural consequences to occur, and action planning. A list of five organizational resources, and five electronic resources concludes the digest. Contains six references. (SW)

Schmidt, B. J., Finch, C. R., Moore, M., National Center for Research in Vocational Education (U.S.), Virginia Polytechnic Institute and State University., & United States. Office of Vocational and Adult Education. (1997). *Facilitating school-to-work transition: teacher involvement and contributions*. Berkeley, CA: National Center for Research in Vocational Education.

Sitlington, P. L., & Council for Exceptional Children. Division on Career Development and Transition. (1996). *Assess for success: handbook on transition assessment*. Reston, Va.: Council for Exceptional Children.

Spearman, R. (1995). Journey to Success: Discovering Vocational Opportunities for Idahoans with Disabilities [and] Jornada al Exit: Descubriendo Oportunidades Vocacionales para Ciudadanos de Idaho con Incapacidades.

Designed for individuals with disabilities and their families, this handbook (in both English and Spanish versions) provides information about vocational opportunities in Idaho and how they may be accessed by young adults with disabilities. Topics addressed include: (1) work related and individual and family supports; (2) types of adult service programs; (3) categories of adult employment programs; (4) school transition as a means to employment; (5) major adult vocational services; (6) employment related service terms; (7) types of supported employment; (8) new methods of supported employment, including natural supports in the workplace; (9) community supported employment characteristics; (10) emerging providers/opportunities; (11) long-term funding; (12) types of income support; (13) questions that should be asked about adult programs; (14) parents as case managers and advocates for change; (15) sources of rights for workers with disabilities; (16) basic laws concerning discrimination; (17) advocacy strategy; (18) state laws; and (20) tax incentives and benefits for employers of persons with disabilities. Appendices include information service regions in Idaho, the PASS (Plans for Achieving Self-Support) and long term funding programs, benefits for people with disabilities who work, SSI (Social Security Income) eligibility requirements, the vocational rehabilitation process, and state and federal resource organizations in Idaho. (Contains 18 references.) (CR)

Steere, D. E., Rose, E. D., & Cavaiuolo, D. (2007). *Growing up: transition to adult life for students with disabilities*. Boston, MA: Pearson Allyn and Bacon.

Stephens, D. L., Collins, M. D., & Dodder, R. A. (2005). A longitudinal study of employment and skill acquisition among individuals with developmental disabilities. *Res Dev Disabil*, 26(5), 469-486.

Recent legislation, especially the Americans with Disabilities Act in 1990, generated the closure of institutions for people with disabilities and inclusion into community residences and employment. It has been well documented that individuals with developmental disabilities often experience difficulties with employment including both obtaining and maintaining jobs, and many researchers have looked for ways to make employment more successful [McConkey, R. & Mezza F. (2001). Employment aspirations of people with learning disabilities attending day centers. *Journal of Learning Disabilities*, 5(4), 309-318; Stevens, G. (2002). Employers' perceptions and practice in the employability of disabled people: a survey of companies in south east UK. *Disability and Society*, 17(7), 779-796; Capella, M., Roessler, R., & Hemmeria, K. (2002). Work-related skills awareness in high-school students with disabilities. *Journal of Applied Rehabilitation Counseling*, 33(2), 17-23; Ingraham, K., Rahimi, M., Tsang, H., Chan, F., & Oulvey, E. (2001). Work support groups in state vocational rehabilitation agency settings: a case study. *Psychiatric Rehabilitation Skills*, 5(1), 6-21; Gosling, V. & Cotterill, L. (2000). An employment project as a route to social inclusion for people with learning difficulties? *Disability and Society*, 15(7), 1001-1018; Neitupski, J. & Hamre-Nietupski, S. (2000). A systematic process for carving supported employment positions for people with severe disabilities. *Journal of Developmental and Physical Disabilities*, 12(2), 103-119]. While research has accumulated that has examined predictors of successful employment, this research assessed longitudinal outcomes of employment. Data were obtained from an existing data set of all known persons receiving services from the Developmental Disabilities Division of the Oklahoma Department of Human Services (N=2760). Results indicated that as people moved to employment, scores on adaptive skills increased, that as people moved from employment, adaptive skills decreased, and that as employment status remained constant, adaptive skills also remained unchanged. No consistent impact was found on challenging behaviors. Type of employment (sheltered, supported, and competitive) was then examined, and the same pattern of changes in adaptive skills was found; i.e., changes in employment to more/less competitive was accompanied by more/less adaptive skills. This suggests that employment itself, especially work in the competitive workforce, may be a significant source of enhancing adaptive skills for people with developmental disabilities and, thus, greatly adding to the success of community living.

Stodden, R. A., & Jones, M. A. (2002). Supporting youth with disabilities to access and succeed in post-secondary education: Essentials for educators in secondary schools. *Issue Brief 1(5)*, from <http://www.ncset.org/publications/viewdesc.asp?id=706>

Storey, K. (1997). *The Use of Natural Supports To Increase Integration in Supported Employment Settings for Youth in Transition*. Final Report.

This final report briefly describes activities of a project which developed and evaluated specific natural support intervention procedures to increase the social integration of employees with severe disabilities using single-subject, clique analysis, and social validation methodologies. The project resulted in the publication of 6 journal articles and 12 presentations at local, state, and national conference. Included are the full texts of the six articles, which are: (1) "The Use of Self-Management Strategies for Increasing the Appropriate Hygiene of Persons with Disabilities in Supported Employment Settings" (Jennifer Traviss Garff and Keith Storey); (2) "Natural Supports for Increasing Integration in the Workplace for People with Disabilities: A Review of the Literature and Guidelines for Implementation" (Keith Storey and Nicholas J. Certo); (3) "Quality of Life Issues in Social Skills Assessment of Persons with Disabilities" (Keith Storey); (4) "The Cumulative Effect of Natural Support Strategies and Social Skills Instruction on the Integration of a Worker in Supported Employment" (Keith Storey and Jennifer T. Garff); (5) "The Effects of Co-Worker Instruction on the Integration of Youth in Transition in Competitive Employment" (Keith Storey and Jennifer T. Garff); and (6) "The Effect of Co-Worker Versus Job

Coach Instruction on Integration in Supported Employment Settings" (Mellanie Lee, Keith Storey, Jacki L. Anderson, Lori Goetz, and Steve Zivolich). (Individual papers contain references.) (DB)

Storey, K., Bates, P., & Hunter, D. (2002). *The road ahead: transition to adult life for persons with disabilities* (1st. ed.). St Augustine, Fla.: Training Resource Network.

Storey, K., & Certo, N. J. (1996). Natural Supports for Increasing Integration in the Workplace for People with Disabilities: A Review of the Literature and Guidelines for Implementation. *Rehabilitation Counseling Bulletin*, 40(1), 62-76.

Reviews eight research studies related to increasing integration through the use of natural supports in the workplace and offers guidelines for implementation. Examines limitations of current research, needs for future research, and the changing roles of supported employment services. Argues that natural supports are a promising method of increasing integration of disabled workers. (66 references) (RJM)

Storms, J., DeStefano, L., O'Leary, E. E., & National Clearinghouse of Rehabilitation Training Materials. (1996). *Individuals with Disabilities Education Act: transition requirements: a guide for states, districts, schools, and families*. Stillwater, OK: National Clearinghouse of Rehabilitation Training Materials Oklahoma State University.

Stull, W. J., & Sanders, N. M. (2003). *The school-to-work movement: origins and destinations*. Westport, Conn.: Praeger.

Sturomski, N. (1996). The transition of individuals with learning disabilities into the work setting. *Topics in Language Disorders*, 16(3), 37-51.

Discusses the difficulties that adults with learning disabilities encounter during the transition from school to work or from a job to another. Adults with learning disabilities often lack basic academic, goal setting, and social skills necessary for successful transitions. Consequently, these individuals often fail to obtain meaningful, full-time employment and the economic security and self-esteem that result from such jobs. Adult educators (as well as language specialists) must be aware of the unique needs of individuals with learning disabilities, including training in strategy use, problem-solving, goal setting, and other basic life skills. By utilizing such skills individuals with learning disabilities can become lifelong learners who are able to retain quality jobs and adapt to new work environments and employer demands. Issues discussed include disability laws, strategies training, assessment models, and work setting transitions. (PsycINFO Database Record (c) 2005 APA)

Test, D. W., Aspel, N. P., & Everson, J. M. (2006). *Transition methods for youth with disabilities*. Upper Saddle River, N.J.: Pearson Merrill/Prentice Hall.

Thomas, F., & Center on Community Living and Careers (Indiana Institute on Disability and Community). (2001). *Seeds of success: growing transition services for young adults*. Bloomington, IN: Center on Community Living and Careers Indiana Institute on Disability and Community Indiana University.

Thompson, J. R., & et al. (1994). Minnesota Post-school Follow-up Study, 1994. Everything You Ever Wanted To Know... After High School - What's Happening to Young Adults with Disabilities?

This report explores the status and experiences of 388 students with disabilities who have benefited from transition improvement efforts in Minnesota over the last decade. Improvements in transition services have included establishment of a state transition interagency committee and an interagency office on transition services, development of an interagency cooperative planning agreement, receipt of federal systems change grants to fund training and model demonstration projects, and establishment of community transition interagency committees. The findings of the report are categorized into 10 areas: employment, postsecondary education and training, living arrangements, social networks, recreation and leisure, community participation, government and special services, personal satisfaction, former students who did not graduate, and high school experiences. Among findings were the following: 80 percent of the surveyed students were employed (50 percent in competitive jobs, 16 percent in sheltered employment, and 13 percent in supported employment); 28 percent had started postsecondary education; most students lived in their family homes 1 to 5 years after leaving high school; 66 percent had social networks ranging from three to eight people; few respondents made much use of state and community services; and students expressed satisfaction with their lives. Appendices include a list of six resources, survey items, and Minnesota and Federal transition legislation. (CR)

Timmons, J. C., McIntyre, J. P., Whitney-Thomas, J., Butterworth, J., & Allen, D. (1998). Barriers to transition planning for parents of adolescents with special health care needs. *Research to Practice, 4*(7).

This study examined the transition planning experiences and concerns of family members of young adults with special health care needs throughout Massachusetts. As a planning activity of the Department of Public Health's Massachusetts Initiative for Youth with Disabilities (MIYD), this study investigated the challenges that these families faced during the transition from school to adult life.

Trach, J. S. (1998). Research in Rehabilitation Counselor Training on Supported Employment and Transition.

This monograph contains eight studies on supported employment and transition conducted by graduate students in rehabilitation counselor training programs. Chapter 1, "Income Allowance Policies of State Medicaid Agencies as Work Incentives or Disincentives for ICR/MR Residents" (James A. Mayer and others), found in a survey of six Midwestern states that although some state Medicaid agencies have had work incentive policies for ICF/MR residents for some time, others continue to utilize policies that are a disincentive to work. Chapter 2, "Special Education Preservice Training: Competencies Related to Vocational Rehabilitation" (Debra L. Shelden and John S. Trach), found in a survey of 61 special education personnel preparation programs that fewer performance competencies were required than knowledge competencies. Chapter 3, "Analysis of the Types of Natural Supports Utilized during Job Placement and Development" (John S. Trach and Camille D. Mayhall), analyzed placements of individuals with severe disabilities in integrated work settings and found that supported employment professionals implemented primarily natural supports. Chapter 4, "Perceptions of the Supported Employment Job Search Process: Who Makes the Choices" (Amy E. Dwyre and John S. Trach), explores the issues relating to choice in the job selection process for individuals with cognitive impairments. Chapter 5, "Employers' and Service Providers' Perspectives Regarding Natural Supports in the Work Environment" (John S. Trach and others), found that employers who have used natural supports did not provide any natural supports to supported employees beyond those they would offer to other employees. Chapter 6, "Secondary Transitional Experience Program: A Descriptive Analysis of Outcomes of High School Exiters" (Jennifer R. Horn and others), found most exiters

(n=18) were employed, living with parents, and involved in the community. (Individual papers include references.) (CR)

Trach, J. S., Beatty, S. E., & Shelden, D. L. (1998). Employers' and Service Providers' Perspectives Regarding Natural Supports in the Work Environment. *Rehabilitation Counseling Bulletin*, 41(4), 293-312.

Employers who have used natural supports in providing accommodations to supported employees were interviewed to determine their perceptions regarding the accommodation process. Results indicate that employers did not provide natural supports to supported employees beyond those offered to other employees; additional supports changed work environments only in positive ways. (Author/MKA)

Trainor, A., Patton, J. R., & Clark, G. M. (2005). *Case studies in assessment for transition planning*. Austin, TX: Pro-Ed.

Tuomi-Gröhn, T., & Engeström, Y. (2003). *Between school and work: new perspectives on transfer and boundary-crossing* (1st ed.). Amsterdam Boston: Pergamon.

U.S. Department of Education. (1999). *A core curriculum and training program to prepare paraeducators to work in transitional services and supported employment programs*. New York: National Resource Center for Paraprofessionals in Education and Related Services, Center for Advanced Study in Education, Graduate School and University Center, City University of New York, U.S. Dept. of Education, Office of Educational Research and Improvement, Educational Resources Information Center.

Unger, D., & Luecking, R. G. (1998). Work in progress: Including students with disabilities in school-to-work initiatives. *Focus on Autism and Other Developmental Disabilities*, 13(2).

Unger, D. D., Parent, W., Gibson, K., Kane-Johnston, K., & Kregel, J. (1998). An Analysis of the Activities of Employment Specialists in a Natural Support Approach to Supported Employment. *Focus on Autism and Other Developmental Disabilities*, 13(1), 27-38.

This study examined the activities of employment specialists and nontraditional support providers in a supported employment program for transition-age youth with significant disabilities. Results are detailed for employment characteristics, types of supports needed or desired, identifying and arranging sources of support, support providers, and the role of employment specialists using a natural supports strategy. (DB)

United States. Congress. House. Committee on Education and Labor. Subcommittee on Elementary Secondary and Vocational Education. (1994). *Hearing on school-to-work transition: hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, One Hundred Third Congress, first session, hearing held in Washington, DC, July 15, 1993*. Washington: U.S. G.P.O.: For sale by the U.S. G.P.O. Supt. of Docs. Congressional Sales Office.

United States. Congress. Office of Technology Assessment. (1995). *Learning to work: making the transition from school to work*. Washington, DC: Office of Technology Assessment Congress of the U.S.: For sale by the U.S. G.P.O. Supt. of Docs.



United States. Employment and Training Administration., Social Policy Research Associates., & Florence Heller Graduate School for Advanced Studies in Social Welfare. Center for Human Resources. (2000). Evaluation of the School-to-work Out-of-School Youth Demonstration and Job Corps Model Centers; final report for the Job Corps Model Centers [microform]. Washington, D.C. (200 Constitution Ave., N.W., Room N-5637, Washington, 20210): U.S. Dept. of Labor Employment and Training Administration.

United States. Employment and Training Administration. Office of Policy and Research. (1995). *Skills, standard and entry-level work: elements of a strategy for youth employability development*. Washington, D.C.: U.S. Dept. of Labor Employment and Training Administration Office of Policy and Research.

Urbain, C. (1997). Supported employment using a natural supports approach: A handbook for parents. from <http://www.pacer.org/publications/transition.htm>

Wallace, T. E., & et al. (1993). Employment. Feature Issue. *IMPACT*, 6(3).

This theme issue addresses current trends and new developments in ensuring that individuals with disabilities have meaningful employment opportunities, especially in the context of recent federal legislation. Stressed throughout is the importance of collaboration among professionals, individuals with disabilities, and family members in achieving employment goals. Major articles are as follows: "The Evolution of Supported Employment" (David R. Johnson and Darrell R. Lewis); "A Common Sense Approach to Meaningful Employment" (Michael Callahan); "Evaluating the Effectiveness of Supported Employment" (David R. Johnson et al.); "Collaboration, Creativity, and Creation: The Three C's for Rural Rehabilitation" (Randall Morris et al.); "Collaboration, Vision, Redefinition: The Transition to Work Project" (Maggie Hess); "Dakota: Quality Service through Innovative Management" (Hans Swemie); "Wood Lane: Developing Individual Potential" (Teresa Fulk and Melinda Slusser); "Minnesota Mainstream: Supporting Professionals with Mental Illness" (Rand Adams); "National Trends in Day and Employment Services" (Martha J. McGaughey); "IDEA and Rehab Act Amendments: Impact on Employment" (Barbara Guy et al.); "Funding Long-Term Support: Ideas from Experts" (Joyce M. Albin and Roz Slovic); and "Fee for Service" (Gail Rheinheimer et al.). A list of suggested resources including organizations, publications and training materials, and pamphlets and other materials concludes the issue. (DB)

Wehman, P. (1996). *Life beyond the classroom: transition strategies for young people with disabilities* (2nd ed.). Baltimore: P.H. Brookes Publ.

Wehman, P. (2002). *Individual transition plans: the teacher's curriculum guide for helping youth with special needs* (2nd ed.). Austin, Tex.: Pro-Ed.

Wehman, P., Gibson, K., Brooke, V., & Unger, D. (1998). Transition from School to Competitive Employment: Illustrations of Competence for Two Young Women with Severe Mental Retardation. *Focus on Autism and Other Developmental Disabilities*, 13(3), 130-143.

Provides an in-depth look at two young women (ages 18 and 22) with severe mental retardation who obtained competitive employment with support from their families, employment specialist, and coworkers while attending public school. The process and design of such employment supports are described. (Author/CR)

Wehman, P., & Revell, W. G. (1997). Transition into supported employment for young adults with severe disabilities: Current practices and future directions. *Journal of Vocational Rehabilitation*, 8(1), 65-74.

Each year thousands of young people with disabilities in secondary level education programs face questions around how best to prepare for living and working in the community. Given that research studies indicate a high level of unemployment among young adults who have recently transitioned from secondary level education programs, this article reviews the education, transition, and employment service strategies that have demonstrated effectiveness in helping transitioning youth be successful in employment in the adult community. The transition process from youth to adulthood is overviewed with particular emphasis on supported employment as a proven means for providing services and supports in the community. Educational models are described that have demonstrated effectiveness in helping youth with disabilities achieve community integrated employment outcomes. These include functional curriculum, integrated school environments, and community-based experiences. Strategies for strengthening implementation of the Individuals with Disabilities Education Act (IDEA) are described, and a series of recommendations are provided for improving the success of transition efforts. (PsycINFO Database Record (c) 2005 APA)

Wehman, P., & Targett, P. S. (1999). *Vocational curriculum for individuals with special needs: transition from school to adulthood*. Austin, Tex.: PRO-ED.

Wehman, P. E. (1998). *Developing Transition Plans*. PRO-ED Series on Transition.

One of a series of guides that provides practical resources on topics critical to the process of preparing individuals with disabilities for adulthood, this volume is designed to help special education teachers, guidance and rehabilitation counselors, parents, advocates, and psychologists become familiar with how to develop individual transition plans using personal future planning. It includes several sample plans for students with a variety of intellectual, physical, and behavioral challenges. The plans provide for a wide range of different goals, from employment and postsecondary experiences to safety, financial planning, and recreation. The variety of these plans, the process described for writing the plan, and the suggested resources to help write the plan, are meant to help students and their families, as well as service providers, to look forward to the future in a more definite way. Before presenting the plans, the text discusses different changes in the educational system and in society that would benefit all young adults with disabilities, the many obstacles facing individuals with disabilities as they seek employment, and how to use person-centered planning concepts to enhance school-to-adult life transition planning. (Contains 74 references.) (CR)

Wehman, P. E., & et al. (1997). *Supported Employment Research: Expanding Competitive Employment Opportunities for Persons with Significant Disabilities*.

This manual includes articles that address many of the major issues affecting supported employment programs for individuals with severe disabilities. Articles discuss current trends in service delivery, the experiences of local community employment agencies, issues involved in funding supported employment, natural support implementation strategies, and transition from school to work. Specific issues and programs reviewed include: (1) results of the 1995 National Survey of Supported Employment Implementation; (2) conversion of segregated, facility-based programs to supported employment; (3) use of Social Security work incentives; (4) the Social Security Return to Work Initiative; (5) time limited and extended services funding; (6) the role of employment specialists within natural support programs; and (7) the results of consumer

satisfaction interviews with supported employment participants. In the last section, articles on transition include a description of a comprehensive transition model designed to enhance employment opportunities for individuals with disabilities as they graduate from post-secondary settings; the importance of transition teams that actively work with students with disabilities to promote their success in postsecondary education; and the results of an analysis of transition plans for student with disabilities that was conducted across 24 school divisions in Virginia. (Each article contains references.) (CR)

Wehmeyer, M. L., Agran, M., & Hughes, C. (1998). *Teaching self-determination to students with disabilities: basic skills for successful transition*. Baltimore: P.H. Brookes Pub. Co.

Wehmeyer, M. L., Morningstar, M., & Husted, D. (1999). *Family involvement in transition planning and implementation*. Austin, Tex.: PRO-ED.

Wehmeyer, M. L., & Sands, D. J. (1998). *Making it happen: student involvement in education planning, decision making, and instruction*. Baltimore: P.H. Brookes Pub. Co.

Western Australian Transition Support Program for Students with Disabilities., & Edith Cowan University. Centre for Disability Research and Development. (1995). *Report on the evaluation of the 1994 Western Australian Transition Support Program for Students with Disabilities*. Perth: Edith Cowan University, Faculty of Health and Human Sciences, Centre for Disability Research and Development.

Wittenburg, D., & Loprest, P. (2003?). Policy options for assisting child SSI recipients in transition. 2006, from <http://envision.ca/pdf/w2w/PolicyOptionsChildSSIREcipients.pdf>

Wittenburg, D. C., Golden, T., & Fishman, M. (2002). Transition options for youth with disabilities: An overview of the programs and policies that affect the transition from school. *Journal of Vocational Rehabilitation*, 17(3), 195-206.

This paper characterizes the complex set of programs that may affect the transition from school to work for a youth with a disability. Given the emphasis on accountability for outcomes in the recent IDEA legislation, it will be increasingly important for both researchers and policy makers to understand the interaction of school and non-school programs on the economic decisions of youth with disabilities. Unfortunately, there are relatively limited existing resources to examine these program overlaps. We propose that government agencies consider various options to improve in this area by adding information on special education participation to major surveys efforts; developing existing administrative databases that include information on programs that serve youth with disabilities; and using qualitative methods to examine how the strategies in adult-based programs interact with those used by youth while they were in-school. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Wonacott, M. E., & ERIC Clearinghouse on Adult Career and Vocational Education. (2002). The impact of work-based learning on students. from <http://purl.access.gpo.gov/GPO/LPS45033>

Wyoming. Division of Developmental Disabilities., Fortune, J., Walling, T., & Chidsey, G. L. (2000). *The Employment success of students with developmental disabilities leaving three Wyoming school districts*. Cheyenne, WY: The Division.

The study groups were from Natrona and Laramie Counties, and Worland in Washakie County.

## Self Employment, Small Businesses

Finding the Gold: Hiring the Best and the Brightest. Tips for Employers To Hire Individuals with Disabilities. (2002).

This guide is intended to encourage employers to hire people with disabilities. It notes the value of internship and other work-based learning programs that allow the employer and student to "try each other out." The paper points out that under the Americans with Disabilities Act (ADA), employers are required to make reasonable accommodations for employees with disabilities. Data are reported showing that 71% of such accommodations cost \$500 or less. The data also indicate that companies realize a return of \$28.69 in benefits for every dollar spent on accommodation. Two federal programs that provide tax credits to small businesses making such accommodations are briefly described. Suggestions are also offered about where employers can find interns and employees with disabilities and about ways to determine appropriate accommodations. Which accommodations are the employee's responsibility and which are the employer's are then specified. A chart lists eight national organizations, with contact information, that can provide information on employing people with disabilities. To accompany this publication, DO-IT has created a short videotape by the same title. (DB)

Callahan, M., Shumpert, N., & Mast, M. (2002). Self-employment, choice and self-determination. *Journal of Vocational Rehabilitation, 17*(2), 75-85.

In 1993 the Rehabilitation Services Administration funded a nation-wide demonstration on ways to improve consumer choice within vocational rehabilitation services. Seven sites were selected to implement choice-based services. An unanticipated outcome of the demonstration was that approximately 13% self-employment over regular employment. This percentage not only was significantly greater than that in traditional rehabilitation services, it was larger than the percentage of persons who are self-employed in the general population. This article examines the relationship of self-employment to the emerging self-determination movement for persons with disabilities.

Coombe, E. (1993). Sheltered Workshops and Transition: Old Bottles, New Wine?

This paper provides a historical overview of sheltered workshops and presents information about service innovations and mission expansion. The first workshop in the United States was the Perkins Institute, opened in 1837 for individuals with visual handicaps. This workshop was typical of "categorical" workshops that were established during this time to serve people with particular disabilities. Many workshops were private non-profit organizations, and almost no workshops were fully funded by public or private sources. Rural community sheltered workshops that have operated for over 20 years have changed and are now more likely to resemble a small business than a rehabilitation facility. Many facilities are involved in service contracts related to collating, mailing, packaging, labeling, and maid/janitorial services. Many employees or clients of today's workshops transitioned from school without the benefits of a free and appropriate education (mandated under PL-94-142, the Individuals with Disabilities Education Act) and program options such as vocational education. One southeastern rural state has developed well managed and innovative community sheltered workshops. This state has 29 workshops that serve over 2,000 individuals. The shops recently reported \$5.25 million in annual sales of goods and services and placed 8 percent of their employees or clients in competitive employment. Only 13 percent of their budgets come from state dollars, leaving 87 percent to be raised by contracts, sales, and services. This paper suggests that rural community or regional workshops should be evaluated in three major areas: the workshop as a business, service to potential employers, and service to employees and clients. (LP)

Doyel, A. W. (2000). *No more job interviews!: self-employment strategies for people with disabilities* (1st ed.). St. Augustine, Fla.: Training Resource Network.

European Foundation. (1998). *Employment of people with disabilities in small and medium-sized enterprises*. Luxembourg: Office for Official Publications of the European Communities.

Griffin, C., & Hammis, D. (2003). *Making self-employment work for people with disabilities*. Baltimore: Paul H. Brookes.

Griffin, C., & Montana University Affiliated Rural Institute on Disabilities. (1999). *Bringing home the bacon: inventive self-employment & supported employment in rural America: a monography*. Missoula: Training Dept. Montana University Affiliated Rural Institute on Disabilities University of Montana.

Hagner, D., & Davies, T. (2002). "Doing my own thing": Supported self-employment for individuals with cognitive disabilities. *Journal of Vocational Rehabilitation*, 17(2), 65-74.

In recent years self-employment has increasingly been recognized as a viable employment option for individuals with disabilities, including individuals with mental retardation or other cognitive disabilities. Eight business owners with cognitive disabilities and those most directly involved in providing support to them were interviewed using qualitative research methods. The purpose of the study was to explore the meaning of self-employment for the business owners, to understand the structure, function and viability of the businesses, and to examine the types and sources of support provided. Findings and recommendations for enhancing the use of this employment option are presented. First, it is noted that self-employment seemed to offer numerous and varied forms of social contract and participation for business owners. Support persons were conscious of the need to avoid social isolation, and found relevant opportunities to be readily available. Labor-intensive and multi-faceted supports were required at every stage of business start-up and operation. In addition, different support needs called for different kinds of resources. In most of the self-employment situations studied, a staff member from a disability services provider organization played a key support role. (PsycINFO Database Record (c) 2005 APA)

Hall, M., & Walker, P. (1997). "This Is Still a Work in Progress": Common Ground, Littleton, New Hampshire.

This site-visit report describes Common Ground, a program located in New Hampshire that supports 52 people with developmental disabilities, including some with severe and multiple impairments, in a broad range of individualized, integrated daytime activities, including supported and competitive employment, self-employment, volunteer work, and the pursuit of recreational/leisure activities. The organization of Common Ground, its development, and the changes it undertook in order to provide individualized support are discussed. Three key areas of innovative practices and challenging dilemmas at Common Ground are reviewed, including agency change, self-determination, and valued community roles and membership. Lessons learned are that: (1) change is not a formula; (2) new agency roles mean relinquishing control; (3) new staff roles mean reliance on the community; (4) support for staff is key to successful change; (5) change involves trade-offs that may bring both advantages and disadvantages; (6) individualized funding is needed to promote self-determination; (7) self-employment opportunities are important; (8) advocacy/self-advocacy must be encouraged; (9) roles and relationships take time; (10) roles and relationships require shared community place and experiences; and (11) Common Ground only supports people for a limited part of their day. (CR)

Hand, C., & Tryssenaar, J. (2006). Small business employers' views on hiring individuals with mental illness. *Psychiatric Rehabilitation Journal*, 29(3), 166-173.

This study investigated the beliefs of small business employers regarding hiring individuals with mental illness. Fifty-eight participants completed mail-in questionnaires concerning beliefs and willingness to hire persons with mental illness. Employers were most concerned regarding the social and emotional skills of individuals with mental illness. Those employers who reported positive beliefs, had positive interactions with individuals with mental illness, or operated in public/social services, stated greater willingness to hire a person with mental illness. Methods to decrease stigma are discussed. (PsycINFO Database Record (c) 2006 APA) (journal abstract)

Kiernan, W. E., Marrone, J., & Butterworth, J. (1999). Beyond Demographics: Strategic Responses to a Changing Workforce. National Summit of the Institute for Community Inclusion's Center for Promoting Employment (RRTC) and the President's Committee on Employment of People with Disabilities (March 3-4, 1998).

This report discusses recommendations from a national summit that met to address the need for employers to consider the implications of the changing characteristics of the American workforce, to examine alternative approaches for fully engaging members of populations who are new or returning to the workforce, to identify innovative approaches that maximize the contributions of different populations to organizational effectiveness, and to develop strategies that could be implemented by the public and private sectors which would enhance the employment of people with disabilities. Recommendations include: (1) developing employer-to-employer partnerships to provide private job support, creating a small business development and support center, and developing a national mentorship program; (2) garnering partnerships between public and not-for-profit sectors to provide shared health care coverage, business incubator projects, employer support services, school/training partnerships, and welfare to work programs; (3) developing partnerships between public resources and agencies to develop one-stop career and employment support centers, and wraparound service and supports. An appendix includes a list of summit participants and profiles of five companies that have implemented programs to employ and accommodate individuals with disabilities. (Contains 13 references.) (CR)

Rizzo, D. C. (2002). With a little help from my friends: Supported self-employment for people with severe disabilities. *Journal of Vocational Rehabilitation*, 17(2), 97-105.

Discusses issues surrounding the fact that people with disabilities are utilizing self-employment as a work option in greater numbers than ever before. However, there has not been a concerted look at methods or practices which may open the option of self-employment for those with severe disabilities or severe support needs. While the unemployment rate for people with severe disabilities remains at around 70%, little has been done to expand opportunities for non-traditional work. The option of self-directed employment does exist and, according to a review of both social supports and business supports, can be practically applied. Employment efforts that intelligently combine business support systems (business advisory councils, non-profit parent corporations, and cooperatives) with personal social support systems more typical for people with severe disabilities can open the option of self-employment and self-directed employment for this group. Key elements and issues in supported self-employment are addressed, including supported decision-making, maintaining a locus of control by the owner(s), building supports for the long-term, fading artificial supports whenever and wherever possible, and focusing on the business as a sustainable activity. (PsycINFO Database Record (c) 2005 APA)

Seekins, T., & Arnold, N. (1999). Self-employment and economic leadership as two promising perspectives on rural disability and work. *Work, 12*(3), 213-222.

A defining difference between rural and urban circumstances for people with disabilities involves opportunities for work. One of the most significant elements of the rural context is that economic conditions in rural communities consistently trail the national economy. This paper presents an overview of disability in rural America and outlines an ecological model for guiding the development of rural solutions to rehabilitation problems. Two promising examples of such solutions, self-employment as a rural vocational rehabilitation employment option and rural economic leadership by people with disabilities, are outlined.

Sowers, J.-A., McLean, D., & Owens, C. (2002). Self-directed employment for people with developmental disabilities: Issues, characteristics, and illustrations. *Journal of Disability Policy Studies, 13*(2).



# Severe Disabilities

Supported Employment for People with Severe Mental Retardation. (1993). *NIDRR Consensus Statement*, 1(5).

This consensus report on supported employment for people with severe mental retardation was a product of a conference which brought together the expertise of consumers, practitioners, researchers, family members, and analysts. Determinants of success in supported employment for this population are identified along with critical issues for implementation, and research questions for the future. Principles agreed upon include the following: focus on supports, not labels; emphasis on the choices of the affected individuals, their families, and friends; individualized job matches; expanded involvement of people with severe mental retardation; and organizational commitment to improving choice and integration. Six specific issues are addressed: (1) the personal and functional characteristics of people with severe mental retardation who are presently included in supported employment; (2) the individualized practices and strategies currently used in successful supported employment outcomes; (3) the employer-developed strategies and practices which support successful outcomes; (4) the organizational structures and strategies which support successful implementation of supported employment; (5) the local community structures and policies (local, state, and federal) which support successful implementation; and (6) needed future research. (DB)

Supported Employment: Long Term Funding Supports and Services for People with Severe Disabilities. (1993). *RRTC*, 3.

This newsletter theme issue focuses on accomplishments around the country in finding new and alternative funding sources and support strategies for supported employment programs serving people with disabilities. It looks at the impact of long-term supports, their relationship to a range of supported employment services, and different types of service and funding arrangements. Common elements are identified, stressing the importance of collaboration, flexibility, and new ways of thinking. Individual newsletter sections address: long-term services and supports, including job-specific supports and individual and community supports; Medicaid home and community-based waiver program (Title IX); the Job Training Partnership Act; the Plan for Achieving Self-Support; and the Impairment-Related Work Expense (for establishing eligibility to receive Social Security benefits). (DB)

The Funding Book: Rural Supported Employment Resources for Montana. (1994).

This guide provides information on funding resources for supported employment in Montana. Supported employment provides individuals with severe disabilities the tools necessary to enter into an integrated work setting at a competitive wage. Supported employment generally consists of the professional expertise of a job coach, job development strategies, on-site training, and on-going support for continued employment. This guide overviews resources available for long-term supported employment, including Social Security programs such as Supplemental Security Income, Social Security Disability Income, and Social Security work incentive programs; Department of Veterans Affairs; Rural Institute on Disabilities; Rehabilitation/Visual Services Division of the Montana State Department of Social and Rehabilitation Services; Developmental Disabilities Division of the Montana Department of Social and Rehabilitation Services; Montana's Home and Community Based Medicaid Waiver Program; Mental Health Services; Montana Department of Labor and Industry; state unions; Montana Office of Public Instruction; and private fund raising, grants, and foundations. Descriptions include services available, benefits, and eligibility criteria. Also includes a list of contact information for various agencies and a glossary. (LP)

Annual Report to the President and to the Congress on Federal Activities Related to the Rehabilitation Act of 1973, as Amended. Fiscal Year 1995. (1996).

This report documents activities and accomplishments of the Rehabilitation Services Administration and the National Institute on Disability and Rehabilitation Research during fiscal year 1995 as mandated under the Rehabilitation Act of 1973. An executive summary briefly describes the programs authorized under the Act and highlights major activities. Following the executive summary, the report is organized according to the Act's titles and sections. Individual sections address the following topics: general provisions (such as the Office of the Commissioner and the Clearinghouse on Disability Information); Title I (e.g., the State Vocational Rehabilitation Services Program); Title II (the National Institute on Disability and Rehabilitation Research); Title III (rehabilitation training, special projects providing supported employment services to individuals with severe disabilities, and vocational rehabilitation service projects for migratory agricultural workers and seasonal farmworkers with disabilities); Title IV (the National Council on Disability); Title V (employment of people with disabilities in the federal government, architectural and transportation barriers, and electronic and information technology accessibility); Title VI (projects with industry and the State Supported Employment Services Program); Title VII (independent living services and centers); and Title VIII (demonstration activities and rehabilitation training). (DB)

TASH Newsletter, 1997. (1997). *TASH Newsletter*, 23(1-10).

Ten issues of the 1997 newsletter of TASH comprise this document. An issue typically contains news items, a column by the organization's executive director, reports from special interest groups, legislative testimony, conference information, and several major articles, such as the following: "Multicultural Perspectives: Excerpts from Opening Plenary Session Remarks of Beth Henry"; "Celebration of Twenty Years of Circle of Friends" (Marsha Forest and others); "A Reflection of Parent Empowerment" (M. Carmen S. Ramirez); "School Inclusion and Social Relationships in Italy" (Carol Berrigan and Dennis Taylor); "India's Story: How IDEA Protected Her Rights" (Barbara and M. Wayne Dyer); "Frequently Asked Questions about Part B of the Individuals with Disabilities Education Act"; "Isn't It about Achieving Balance? Participation in Content-Area Classes and Community-Based Instruction in Secondary Schools" (John McDonnell); "Inclusion in the Public Schools: Strategies for Parents" (Mark Partin); "What We Want: By Self-Advocates Becoming Empowered, the New Self-Advocacy Organization" (Rick Betts and others); "The Underachievement of Supported Employment: A Call for Reinvestment" (David Mank); "Positive Behavioral Support with Families" (Joseph M. Lucyshyn and others); "Take Risks, Ride the River" (Barbara Buswell); "No Time for Silence" (Douglas Biklen); "Blending Best Practices for Young Children: Inclusive Early Childhood Programs" (Marquita Grenot-Scheyer and others); "One Community's Efforts To Promote Child Care Inclusion" (Dianne Apter and Pam Walker); "Dave Hingsburger's Hot Fudge Sunday" (Dave Hingsburger); "Practical and Useful Tools for Change" (Marsha Forest and Jack Pearpoint); "Standing in Support, Not Control: Training toward Self-Reliance, Inc." (Pam Walker); "Conversion from Facility-Based to Community-Based Employment Supports: Preliminary Results of a National Study" (Pat Rogan and others); "Why Are We Reinstitutionalizing People during the Day?" (Leslie L. Wilson); "People First Members Work To Tear Down Institution Walls"; "Supported Employment: Ten Years After" (Michael West and others); "Children with Disabilities in Youth Sports" (Cynthia Burkhour); "Inclusion as a Force for School Renewal" (John O'Brien and Connie Lyle O'Brien); "Solution Circle: Getting Unstuck: A Creative Problem Solving Tool" (Jack Pearpoint and Marsha Forest); "Gay Man with Disabilities Troubled by Life's Barriers" (Anne Harris); "Inclusion and the 1997 IDEA Amendments" (Frank Laski); "Self-Determination and the Search for Community" (Dennis Harkins); "Self-Determination: Transferring Agency

Control by Re-Thinking Its Role" (James Dehem and Lisa Chapman); "Self-Determination--A Family Perspective" (Cameron Tease); "Self-Advocates Discuss What Self-Determination Has Meant to Them". (DB)

Agran, M., & Moore, S. C. (1994). How To Teach Self-Instruction of Job Skills. Innovations: AAMR Research to Practice Series, Number 2.

Individuals with significant disabilities who have been trained to enter independent employment often depend too much on their job coaches. This guide describes strategies to enhance the problem-solving skills of learners with mental retardation by teaching them to use self-instruction or self-directed verbal commands. It details procedures for teaching self-instruction and provides sample scripts for common tasks. An introductory chapter discusses the value of self-instruction and identifies principles on which the recommended strategies are based. Chapter 2 describes the basic self-instructional training package, which includes: (1) a task analysis of the skill to be taught; (2) training sequences of self-instruction, verbal instructions, modeling, behavioral rehearsal, corrective feedback, and praise; and (3) procedures to monitor performance. Chapter 3 describes modifications of the basic package to include booster training, verbal labeling, and/or a combination of self-instructional training and one or more self-management strategies. Chapter 4 addresses principles of teaching self-instructional techniques in groups, and chapter 5 considers peer-delivered self-instructional training. The final chapter stresses the use of self-instruction to help students with mental retardation acquire, maintain, and generalize work behaviors. Sample training scripts are appended. (Contains 19 references.) (DB)

Albin, J. M., & et al. (1994). Realignment Organizational Culture, Resources, and Community Roles: Changeover to Community Employment. *Journal of the Association for Persons with Severe Handicaps (JASH)*, 19(2), 105-115.

A telephone survey was conducted of eight rehabilitation organizations pursuing changeover from facility-based to community-integrated services (i.e., supported employment). This paper provides information on the experience of these organizations related to their reinvestment and agency changeover to supported employment and offers recommendations. (Author/DB)

Auerbach, E. S., & Richardson, P. (2005). The long-term work experiences of persons with severe and persistent mental illness. *Psychiatric Rehabilitation Journal*, 28(3), 267-273.

The purpose of this study was to investigate the work experiences of individuals with severe and persistent mental illness to determine their perspectives on the processes involved in working. The research questions were: what was it like for the individual to decide to try work? What factors did the participants perceive as helping them retain their jobs? The primary motivators for these participants appeared to be the internalized values and satisfaction they derived from the experience of working. They felt better working, they wanted to do it, and continued to return to jobs after every setback. Their most important supports for processing and problem solving were the people around them: therapists and counselors, employers and peers, family and friends. These individuals, utilizing their own internal motivation and resources together with the support of the people and systems around them, were able to manage their daily problems, survive, and succeed in mainstream employment. (PsycINFO Database Record (c) 2006 APA)

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Baer, R., Simmons, T., Flexer, R., & Smith, C. (1995). A study of the costs and benefits of supported employees with severe physical and multiple disabilities. *Journal of Rehabilitation Administration, 18*(1), 46-57.

Baker, D. J. (1998). Outcomes of Behavior Support Training to an Agency Providing Residential and Vocational Support to Persons with Developmental Disabilities. *Journal of the Association for Persons with Severe Handicaps, 23*(2), 144-148.

This study evaluated behavior support training for a residential and vocational support agency. Three training sessions were provided to managerial and direct-care staff, during which trainees worked in teams to plan or complete functional assessments and behavior support plans for focus clients. Frequency of problem behavior was reduced for all focus clients. (Author/PB)

Barcus, M. E., Blankenship, T. E., Turner, E. E., Wehman, P. E., & Galloway, G. E. (2000). *Advocacy & Supported Employment for People with Disabilities: A Guide & Workbook for Individuals with Disabilities & Service Providers.*

This guide and workbook is a tool to be used to assist people with disabilities to play an active role in their job search. It provides ideas and examples to help individuals with disabilities and their job coaches through the process. Chapter titles for the workbook include: (1) "Power and Influence" (Valerie Brooke); (2) "Equality" (Paul Wehman); (3) "It's Up to Us: Practice and Attitudes Can Not Be Legislated" (Valerie Brooke); (4) "Maximizing Opportunities and Resources for Employment" (Teresa Grossi); (5) "Consumer Advocacy and Supported Employment" (Paul Wehman); (6) "Customer Initiated Supported Employment" (Michael Barcus and others); (7) "Training in Self-Advocacy and Future Planning" (Ed Turner and others); (8) "Peer Mentoring" (Ed Turner and others); and (9) "Personal Assistance Services" (Ed Turner and others). The information packet also includes a newsletter, "The Customer Is Right," that focuses on personal assistance services in the workplace. A 12-minute videotape recording, "Today's New Workforce: An Untapped Labor Pool," accompanies the guide and is suitable for staff training as well as marketing supported employment to individuals who are interested in facilitating employment for individuals with significant physical disabilities. The content focuses on job restructuring and assisted technology applications. (Contains 17 references.) (CR)

Beare, P. L., Severson, S., & Brandt, P. (2004). The Use of a Positive Procedure to Increase Engagement On-Task and Decrease Challenging Behavior. *Behavior Modification, 28*(1), 28-44.

The exhibition of stereotypic and self-injurious behavior (SIB) combined with a lack of work engagement makes it very difficult to place a person with severe disabilities in an integrated work environment. The purpose of this research was to examine use of a positive procedure to increase

engagement on-task and reduce self-injurious slapping and stereotypic clothes manipulation by a 46-year-old man with severe disabilities. A single-subject research design was used to examine the effects of the combined DRA-DRO (differential reinforcement of alternative behavior-differential reinforcement of other behavior) procedure in fostering more appropriate behavior. Following 30 years of institutionalization, the man was successfully integrated into community-based employment.

Becker, D. R., Bond, G. R., McCarthy, D., Thompson, D., Xie, H., McHugo, G. J., et al. (2001). Converting day treatment centers to supported employment programs in Rhode Island. *Psychiatr Serv*, 52(3), 351-357.

>OBJECTIVE: The purpose of the study was to compare vocational and nonvocational outcomes of clients of two community mental health centers that underwent conversion from day treatment programs to supported employment programs with outcomes of clients of a center that delayed conversion until after the study was completed. METHODS: As part of a statewide effort in Rhode Island to convert day treatment programs to supported employment programs, the authors assessed 127 day treatment clients with severe mental illness in three community mental health centers. Two of the centers converted to supported employment, and one continued its rehabilitative day program. Participants were assessed prospectively for 30 to 36 months, with special attention to vocational and social outcomes. RESULTS: Former day treatment clients in the converted centers attained higher rates of competitive employment than those in the comparison group (44.2 percent and 56.7 percent versus 19.5 percent). Other employment outcomes also improved, and hospitalization rates and overall social functioning were unchanged. CONCLUSIONS: This study supports findings of previous studies suggesting that replacing rehabilitative day treatment programs with supported employment programs yields improvements in employment outcomes without adverse effects.

Becker, D. R., & Drake, R. E. (2003). *A working life for people with severe mental illness*. Oxford New York: Oxford University Press.

Becker, D. R., & Drake, R. E. (2006). Supported employment interventions are effective for people with severe mental illness. *Evid Based Ment Health*, 9(1), 22.

Becker, D. R., Drake, R. E., Bond, G. R., Xie, H., Dain, B. J., & Harrison, K. (1998). Job terminations among persons with severe mental illness participating in supported employment. *Community Ment Health J*, 34(1), 71-82.

For persons with psychiatric disabilities, maintaining a job is often more difficult than acquiring a job. A large proportion of jobs end unsatisfactorily. This study explored job terminations among 63 persons with severe mental illness who participated in competitive jobs through supported employment programs. More than half of the job terminations were unsatisfactory, defined as the client quitting without having other job plans or being fired. Baseline ratings of demographic and clinical characteristics, preemployment skills training, and early ratings of job satisfaction and work environment did not predict unsatisfactory terminations. Clients with better work histories were less likely to experience unsatisfactory terminations. In addition, unsatisfactory terminations were associated retrospectively with multiple problems on the job that were related to interpersonal functioning, mental illness, dissatisfaction with jobs, quality of work, medical illnesses, dependability, and substance abuse. These results suggest that supported employment programs need to address job maintenance with interventions that identify and address different types of difficulties as they arise on the job.

Becker, D. R., Drake, R. E., Farabaugh, A., & Bond, G. R. (1996). Job preferences of clients with severe psychiatric disorders participating in supported employment programs. *Psychiatr Serv*, 47(11), 1223-1226.

**OBJECTIVE:** The job preferences of adults with severe mental illness who were participating in supported employment programs were examined. **METHODS:** Data were collected on job preferences, attainment of competitive employment, job satisfaction, and job tenure of 135 adults who participated in two supported employment programs in New Hampshire. Data obtained at baseline and at six-month follow-up were analyzed. **RESULTS:** When the clients entered the supported employment programs, 81 percent expressed job preferences, and their preferences tended to be realistic and stable. People who obtained employment in preferred areas were more satisfied with their jobs and remained in their jobs twice as long as those who worked in nonpreferred areas. Clients were more likely to develop a new job preference or to change their preference if they participated in a program that emphasized rapid job search than if they participated in a prevocational skills training program. They were also more likely to develop a preference or change their preference if they obtained a competitive job. **CONCLUSIONS:** Helping people with severe mental illness obtain competitive jobs that correspond with their explicit job preferences increases job satisfaction and tenure. Job preferences are more likely to develop or change through searching for a job or working at a job than through prevocational training.

Becker, D. R., Smith, J., Tanzman, B., Drake, R. E., & Tremblay, T. (2001). Fidelity of supported employment programs and employment outcomes. *Psychiatr Serv*, 52(6), 834-836.

This study attempted to identify critical components of a supported employment program that were strongly correlated with competitive employment outcomes in a state mental health system. Researchers used a supported employment fidelity scale to rate programs at ten community mental health centers in Vermont. The staff at the centers concurrently assessed competitive employment outcomes for 2,639 clients who had been diagnosed as having severe and persistent mental illness. Higher competitive employment rates were strongly correlated with overall program fidelity and with two program components, namely, providing services in the community as opposed to providing them in the clinic and using full-time employment specialists as opposed to staff with mixed roles.

Bond, G., Picone, J., Mauer, B., Fishbein, S., & Stout, R. (2000). The quality of supported employment implementation scale. *Journal of Vocational Rehabilitation*, 14(3), 201-212.

We describe a 33-item interviewer-rated checklist, the Quality of Supported Employment Implementation Scale (QSEIS), designed to measure implementation of supported employment (SE) programs for people with severe mental illness (SMI). We used a 1.5-hour semi-structured interview with program directors in 32 SE programs in Kansas (KS) and New Jersey (NJ). Interviewers averaged 84% in item ratings. The internal consistency for the total scale was low (Cronbach's alpha = 0.51), but higher for four subscales: Teamwork (0.74), Planning and Support (0.60), Rapid Job Search (0.74), and Integration with Mental Health (0.62). In these programs we found substantial implementation of SE standards, with mean ratings exceeding 4.0 on a 5-point scale, for 18 of 33 items. Mean overall implementation was similar in both states, with somewhat different patterns, with NJ rating higher on Planning and Support, and KS rating higher on Integration of Mental Health and Rapid Job Search. The QSEIS total scale and the 4 subscales were correlated with 9 indicators of employment outcomes, obtained from a retrospective survey completed by program directors in 24 of the programs. The total QSEIS score was not significantly correlated with any of the outcome measures. Planning and Support correlated

positively with job tenure ( $r = 0.62$ ), but was not related to annual VR closure rate ( $r = -0.15$ ). Conversely, Rapid Job Search was negatively correlated with job tenure ( $r = -0.56$ ), while positively correlated with annual VR closure rate ( $r = 0.46$ ). Thus, supported employment interventions may be multidimensional, with one set of interventions fostering job acquisition and a second set fostering job retention. We conclude that the QSEIS is a pragmatic tool for describing SE programs for people with SMI, although more work on psychometric precision and predictive validity is needed. The survey provides norms by which other providers and other states can compare their achievement of the principles of supported employment.

Bond, G. R. (2004). Supported employment: evidence for an evidence-based practice. *Psychiatr Rehabil J*, 27(4), 345-359.

Supported employment for people with severe mental illnesses is an evidence-based practice, based on converging findings from 4 studies of the conversion of day treatment to supported employment and 9 randomized controlled trials comparing supported employment to a variety of alternative approaches. These two lines of research suggest that between 40% and 60% of consumers enrolled in supported employment obtain competitive employment while less than 20% of similar consumers do so when not enrolled in supported employment. Consumers who hold competitive jobs for a sustained period of time show benefits such as improved self-esteem and better symptom control, although by itself, enrollment in supported employment has no systematic impact on nonvocational outcomes, either on undesirable outcomes, such as rehospitalization, or on valued outcomes, such as improved quality of life. The psychiatric rehabilitation field has achieved consensus on a core set of principles of supported employment, although efforts continue to develop enhancements. A review of the evidence suggests strong support for 4 of 7 principles of supported employment, while the evidence for the remaining 3 is relatively weak. Continued innovation and research on principles is recommended.

Bond, G. R., Becker, D. R., Drake, R. E., Rapp, C. A., Meisler, N., Lehman, A. F., et al. (2001). Implementing supported employment as an evidence-based practice. *Psychiatr Serv*, 52(3), 313-322.

Supported employment for people with severe mental illness is an evidence-based practice, based on converging findings from eight randomized controlled trials and three quasi-experimental studies. The critical ingredients of supported employment have been well described, and a fidelity scale differentiates supported employment programs from other types of vocational services. The effectiveness of supported employment appears to be generalizable across a broad range of client characteristics and community settings. More research is needed on long-term outcomes and on cost-effectiveness. Access to supported employment programs remains a problem, despite their increasing use throughout the United States. The authors discuss barriers to implementation and strategies for overcoming them based on successful experiences in several states.

Bond, G. R., Drake, R. E., Mueser, K. T., & Becker, D. R. (1997). An update on supported employment for people with severe mental illness. *Psychiatr Serv*, 48(3), 335-346.

**OBJECTIVE:** This review examines the effectiveness of supported employment for people with severe mental illness. **METHODS:** A comprehensive search was made for quantitative studies, primarily in the published literature. **RESULTS:** Seven descriptive studies, three surveys, one quasi-experimental study, and six experimental studies were found. All studies suggested significant gains in obtaining employment for persons enrolled in supported employment programs. In experimental studies, a mean of 58 percent of clients in supported employment programs achieved competitive employment, compared with 21 percent for control subjects, who



typically received traditional vocational services. Employment outcomes relating to time employed and employment earnings also favored clients in supported employment over control subjects. No evidence was found that supported employment led to stress levels precipitating higher rehospitalization rates. Two features of many supported employment programs have the most empirical support: integration of mental health and vocational services within a single service team and the avoidance of preplacement training. Two other widely held principles—ongoing support and attention to client preferences—have not been systematically evaluated. CONCLUSIONS: Supported employment appears to be a promising approach for people with severe mental illness, but more studies are needed, with close attention to program implementation and long-term follow-up.

Bond, G. R., & Jones, A. (2005). Supported Employment. In R. E. Drake, M. R. Merrens & D. W. Lynde (Eds.), *Evidence-based mental health practice: A textbook. A Norton professional book.* (pp. 367-394): W. W. Norton & Co., New York, NY, US.

(Created by APA) This chapter argues that just like people without mental illness, most people with severe mental illness (SMI) identify working at a regular job as an important life goal. Work helps people by providing a sense of purpose, a structure, and a daily rhythm. People often develop friendships and social relationships in the workplace. Many conversations about what movies to see, where to find a good place to live, or current events happen in the workplace. Simply put, employment enriches people's lives far beyond the value of the paycheck. Supported employment (SE), a relatively new approach to helping individuals with disabilities succeed in employment, was first defined during the 1980s. SE was formalized in federal legislation known as the Rehabilitation Amendments of 1986, to include these features: "competitive work in an integrated work setting with ongoing support services for individuals with severe handicaps" (Federal Register, 1987, p. 30551). Evidence-based SE is more specifically defined by a set of core principles, which are discussed in this chapter. (PsycINFO Database Record (c) 2005 APA)

Bond, G. R., Resnick, S. G., Drake, R. E., Xie, H., McHugo, G. J., & Bebout, R. R. (2001). Does competitive employment improve nonvocational outcomes for people with severe mental illness? *Journal of Consulting and Clinical Psychology, 69*(3), 489-501.

The authors examined the cumulative effects of work on symptoms, quality of life, and self-esteem for 149 unemployed clients with severe mental illness receiving vocational rehabilitation. Nonvocational measures were assessed at 6-month intervals throughout the 18-month study period, and vocational activity was tracked continuously. On the basis of their predominant work activity over the study period, participants were classified into 4 groups: competitive work, sheltered work, minimal work, and no work. The groups did not differ at baseline on any of the nonvocational measures. Using mixed effects regression analysis to examine rates of change over time, the authors found that the competitive work group showed higher rates of improvement in symptoms; in satisfaction with vocational services, leisure, and finances; and in self-esteem than did participants in a combined minimal work-no work group. The sheltered work group showed no such advantage. (PsycINFO Database Record (c) 2005 APA)

Bond, G. R., Vogler, K. M., Resnick, S. G., Evans, L. J., Drake, R. E., & Becker, D. R. (2001). Dimensions of supported employment: Factor structure of the IPS fidelity scale. *Journal of Mental Health (UK), 10*(4), 383-393.

The IPS Fidelity Scale is a 15-item instrument assessing the implementation of critical ingredients of the Individual Placement and Support model of supported employment for people with severe mental illness. An earlier study established adequate inter-rater reliability for this

scale, based on interviews with vocational staff. The scale also differentiated between IPS programs and other types of vocational services. The current study examined the factor structure of the scale in a sample of 123 vocational programs throughout the US. Using principal components factor analysis with varimax rotations, the authors identified 4 factors: Job Selection, Integration with Treatment Team, Job Development, and Vocational Staffing. Among the 4 factors, Integration with Treatment Team best differentiated IPS programs from other types of supported employment programs. This study further establishes the IPS Fidelity Scale as a useful measure for assessing IPS and other supported employment programs. (PsycINFO Database Record (c) 2005 APA)

Botterbusch, K., & Menz, F. E. (1995). Diffusion Network Project. Final Report. Volume I: Technical Report. Volume II: Program Descriptions. Volume III: Coding Instructions and Variables.

The goals of this project were to demonstrate the use of a diffusion approach to develop replicable effective community-based models which pursue community integration goals for individuals with severe disabilities, and to extend the adoption of community-based integration practices by rehabilitation and consumer organizations. The project established 11 community-based and community-designed rehabilitation programs to provide employment and independent living services to consumers with psychiatric disabilities (N=187) or traumatic brain injury (N=29). Most clients moved into independent housing during their first 6 months with local programs. Unemployment among clients was reduced from 72% to 35%, although these jobs generally remained unskilled, part-time, and low-wage. The first volume of the project report analyzes consumer characteristics, program participation, consumer benefits, impact on facilities, capacity building, shared program characteristics, best practices, and common problems found among local programs. The first volume also describes data collection and analysis procedures. The second volume provides descriptions of each local program, including the Vocational Options Model (Duluth, Minnesota); Project SAFE (Skill Acquisition For Employment) (South St. Paul, Minnesota); Supported Employment Program (Faribault, Minnesota); Scott-Carver Employability Project (Shakopee, Minnesota); Living Independently Through Employment Support (Milwaukee, Wisconsin); CMI Employment/Community Integration Services (Medford, Wisconsin); Coordinated Employment Services (Buffalo, Minnesota); Transitional Employment Options (Fergus Falls, Minnesota); Supported Employment for Persons with TBI (Sheboygan, Wisconsin); Community Connections Program (Milwaukee, Wisconsin); and Community-Based Employment Program for Persons with Traumatic Brain Injury (Appleton, Wisconsin). Numerous appendices provide program administration materials. The third volume contains coding instructions and lists of variables for consumer referral and demographic information, consumer progress and outcomes, and consumer success. (PB)

Botterbusch, K. F. (2000). Consumer outcomes in a vocational program for professional persons with severe psychiatric disabilities. *Journal of Rehabilitation Administration*, 24(2), 25-38.

This program evaluation study reports the vocational outcomes for a unique program for persons with psychiatric disabilities. Minnesota Mainstream is a consumer-staffed program providing an array of employment services for persons with higher education and severe psychiatric disabilities to enable them to develop and achieve long-term plans resulting in return to their chosen career fields. In a follow-up study, a sample of 48 middle-aged, mostly white men and women consumers were interviewed regarding educational and employment histories, and current employment status. The 48 persons were representative of the population who received services from Minnesota Mainstream. The 48 consumers were classified according to vocational outcome: 1 person had no employment history, either before or after services; 10 persons were employed prior to services, but not afterwards; 24 persons with employment histories were employed

afterwards in mostly professional and semi-professional occupations; (d) 13 persons retained the same job before and after services; the program provided the support needed to keep these persons employed. Wages and hours for the approximately 75 percent who were employed were consistent over a 4-year period. (PsycINFO Database Record (c) 2005 APA)

Brooke, V. E., & et al. (1997). *Supported Employment Handbook: A Customer-Driven Approach for Persons with Significant Disabilities*.

This manual provides training information for implementing supported employment by using a customer-driven approach. Chapter 1, "Supported Employment: A Customer-Driven Approach" (Valerie Brooke and others), describes current best practices, a new customer-driven approach to supported employment, and the role of the employment specialist. Chapter 2, "Organizational Marketing" (Amy Armstrong and others), discusses developing and implementing a marketing strategy for supported employment programs. The following chapter, "Customer Profile" (Wendy Parent and others), describes the process of developing a customer profile to assist individuals in finding a job. Chapter 4, "Job Development: The Path to Careers" (Karen Flippo and others), discusses techniques for increasing customer involvement in job development, developing business partnerships, crafting the job search plan, job analysis, and accommodations. The next chapter, "Employment Selection" (J. Michael Barcus and others), describes how to assist a customer in applying for a job and job interviewing, and activities that need to be coordinated prior to a customer's first day of work. Chapter 6, "Job Site Training" (Katherine Inge), discusses job duty and task analysis, natural supports and cues, instructional strategies, self-management, job site modifications, and fading from the job site. Expanding job responsibilities, monitoring and coordinating of supports, employee assistance programs, and funding supports and services are covered in chapter 7, "Long Term Supports" (Valerie Brooke and others). The final chapter, "Quality Supported Employment Services" (Howard Green and others), addresses the importance of assessing the quality of supported employment programs and the purpose of quality indicators. Each chapter includes case studies, related blank forms, and specific references. (CR)

Butterworth, J., & et al. (1996). *Natural Supports in the Workplace: Defining an Agenda for Research and Practice. Journal of the Association for Persons with Severe Handicaps, 21(3), 103-113.*

This paper defines natural workplace supports for individuals with severe disabilities and proposes a working model for future research and practice. Emphasis is placed on natural supports as an outcome of successful employment rather than a distinct model for support and as a contributing factor to the quality of life. (Author/CR)

Butterworth, J., Gilmore, D. S., Kiernan, W. E., & Schalock, R. (1999). *State Trends in Employment Services for People with Developmental Disabilities: Multiyear Comparisons Based on State MR/DD Agency and Vocational Rehabilitation (RSA) Data.*

This monograph summarizes national and state level changes in employment patterns for individuals with mental retardation and other developmental disabilities. It presents longitudinal data from state mental retardation/developmental disability (MR/DD) agencies covering 8 years between FY88 and FY96, and for federal/state vocational rehabilitation services covering the years FY85 to FY95. Data indicate: (1) MR/DD agencies have expanded their capacity to provide day and employment services; (2) MR/DD agencies have reported an increase in the number and percent of individuals in integrated employment; (3) there is some suggestion that integrated employment has been an add-on service rather than a true systems change; (4) the service delivery system for persons with disabilities in day and employment services is changing; (5) within the vocational rehabilitation system, there has been a steady improvement in employment

outcomes for persons with disabilities; (6) state investment in employment outcomes varies among states, based on a standardized rate measure of the number of individuals supported in integrated employment per 100,000 state population; and (7) there is no significant correlation between the integrated employment rates for MR/DD agencies and the rates of closure into competitive employment for vocational rehabilitation agencies. The appendix includes individual state profiles. (Contains 15 references.) (CR)

Callahan, M., Shumpert, N., & Mast, M. (2002). Self-employment, choice and self-determination. *Journal of Vocational Rehabilitation, 17*(2), 75-85.

In 1993 the Rehabilitation Services Administration funded a nation-wide demonstration on ways to improve consumer choice within vocational rehabilitation services. Seven sites were selected to implement choice-based services. An unanticipated outcome of the demonstration was that approximately 13% self-employment over regular employment. This percentage not only was significantly greater than that in traditional rehabilitation services, it was larger than the percentage of persons who are self-employed in the general population. This article examines the relationship of self-employment to the emerging self-determination movement for persons with disabilities.

Casper, E. S. (2003). A self-rating scale for supported employment participants and practitioners. *Psychiatr Rehabil J, 27*(2), 151-158.

Supported Employment services have significantly enhanced the opportunities for competitive employment among persons with mental illnesses. However, the research shows that there remain problems with under-utilization and attrition in these programs. In addition, the rates of termination among those in supported employment placements are high. This article describes a self-rating scale that can be used by both employed and unemployed persons that has the potential to address these problems. The article also reports a study that shows this self-rating scale to be a valid, summary index for the employment relevant variables of job satisfaction, motivation, and job-related experiences. The self-rating scale appears to be a worthy candidate for a trial in supported employment operations.

Cimera, R. E. (1998). Are individuals with severe mental retardation and multiple disabilities cost-efficient to serve via supported employment programs? *Mental Retardation, 36*(4), 280-292.

The relations between cost-efficiency (from the perspective of worker, taxpayer, and society) and personal characteristics of supported employees (i.e., IQ, level of mental retardation, multiple disabilities, gender, ethnicity, and age) were examined. Results suggest that when sheltered workshops were used as alternative placements, supported employees with high IQs benefited more from employment within the community than did supported employees with lower IQs. From society's perspective, African American and male supported employees were more cost-efficient than were European American and female supported employees. Further, regardless of the severity or number of disabilities, all individuals were cost-efficient from each perspective (i.e., worker, taxpayer, and society) and time period (i.e., 1990, 1994, and projected lifelong).

Cimera, R. E. (2000). The cost-efficiency of supported employment programs: A literature review. *Journal of Vocational Rehabilitation, 14*(1), 51-112.

Twenty-one studies on the cost-efficiency of supported employment were reviewed to answer three questions: (a) "Is supported employment cost-efficient?" (b) "Are supported employees with severe or multiple disabilities cost-efficient?" and (c) "Are certain models of supported

employment more cost-efficient than others?" This review concluded that supported employment is eventually cost-efficient from the worker's and taxpayer's perspectives. Further, all supported employees are cost-efficient, however, individuals with mild mental retardation are more cost-efficient than individuals with severe mental retardation. Finally, although literature is sparse, individual placements appear to be the most cost-efficient methods of supported employment.

Clark, R. E., Dain, B. J., Xie, H., Becker, D. R., & Drake, R. E. (1998). The economic benefits of supported employment for persons with mental illness. *J Ment Health Policy Econ*, 1(2), 63-71.

**BACKGROUND:** Policies and programs that emphasize employment for persons with mental illness are often promoted with the goals of improving economic self-sufficiency and reducing dependence on public welfare programs. At present, there is little empirical evidence about the actual effect of vocational interventions on economic self-sufficiency or on use of public benefits by persons with mental illness. **STUDY AIMS:** This study provides a preliminary look at how participating in supported employment, a form of vocational rehabilitation emphasizing ongoing support in competitive jobs, affects the amount that participants earn from work and the total amount of income they receive from all sources. Further, we examine the extent to which receiving public benefits affects the amount earned from private employment, taking into consideration other factors that might be associated with benefit status. **METHODS:** Data are from a randomized trial of supported employment interventions. This analysis followed 137 of those study participants with severe mental illness for 18 months after they enrolled in either of two supported employment programs. Income from various sources was estimated based on interviews with study participants upon study entry and at six-month intervals thereafter. Changes in income from work, government and other sources were analyzed using paired Wilcoxon matched-pairs signed-ranks tests and t-tests. Using ordinary least-squares regression, we analyzed the effect of benefit status on changes in earnings, taking into account diagnosis, work history, education, program type, site of program, psychiatric symptoms, global functioning and previous earnings. **RESULTS:** Estimated total income increased by an average of \$134 (US) per month after enrolling in supported employment. More than three-quarters of this increase was from government sources, such as Social Security and educational grants. The increase in government income was largely due to participants applying for and getting cash benefits for the first time. Social Security payments for those receiving benefits before enrollment did not change significantly. A small group of persons (n = 22) who did not receive Social Security benefits before or after enrollment earned significantly more from competitive employment after enrolling than did those who received benefits. This finding persisted after taking into account differences in work history, clinical and functional variables and education. **LIMITATIONS:** Because of the relatively small sample size and the lack of continuous measures of income these results should be considered preliminary. **CONCLUSIONS:** Supported employment, one of the more effective forms of vocational rehabilitation for persons with mental illness, did not reduce dependence on government support. Receiving government benefits was associated with lower earnings from work. **IMPLICATIONS FOR HEALTH CARE PROVISION AND USE:** These findings suggest that most persons in treatment for severe mental illness need continued public financial support even after enrolling in vocational rehabilitation programs. **IMPLICATIONS FOR HEALTH POLICY FORMULATION:** Undoubtedly increased labor force participation can benefit persons with mental illness in a number of ways. However, policy makers should be careful about justifying increased access to vocational programs on the basis of reduced spending for income support. Further, targeting such programs only to persons receiving income support may overlook the clients who can benefit most: those who are not currently receiving benefits. **IMPLICATIONS FOR FURTHER RESEARCH:** Policy makers need a better understanding of how vocational interventions and income support programs affect the income and well-being of

persons with mental illness. Studies similar to this one should be repeated with larger, more diverse samples that will allow use of instrumental variables statistical techniques.

Clark, R. E., Xie, H., Becker, D. R., & Drake, R. E. (1998). Benefits and costs of supported employment from three perspectives. *J Behav Health Serv Res*, 25(1), 22-34.

Administrators, consumers, and policy makers are increasingly interested in supported employment as a way of helping persons with severe mental illness get and keep competitive jobs. However, in an atmosphere of increased expectations for performance and declining public financing, administrators want to know the costs and benefits of different approaches before they reallocate scarce treatment or rehabilitative dollars. This article discusses the net benefits of two approaches to supported employment that were compared in a randomized trial: Individual Placement and Support (IPS) and Group Skills Training (GST). The authors analyze costs and benefits from societal, government, and consumer perspectives. Although a previous analysis showed that IPS participants were significantly more likely to find work, worked more hours, and had higher earnings, net benefits of the two programs were not significantly different. The authors also discuss some of the strengths and weaknesses of cost-benefit analysis in mental health care and suggest future directions for policy and research.

Conyers, L. M., & Ahrens, C. (2003). Using the Americans with Disabilities Act to the advantage of persons with severe and persistent mental illness: What rehabilitation counselors need to know. *Work: Journal of Prevention, Assessment & Rehabilitation*, 21(1), 57-68.

This article explains central constructs and definitions underlying the Americans with Disabilities Act (ADA) and discusses their implications for persons with severe and persistent mental illness, as well as for rehabilitation counselors working with this population. Focus is placed upon Title I of the ADA, which prohibits discrimination in employment. The article provides a brief review of legislative history relevant to the integration of people with mental illness into public life. It proceeds with a discussion of definitions under Title I of the ADA. Considerations in applying the ADA to assist persons with severe and persistent mental illness in employment are addressed throughout and are discussed in detail in the final section of the article. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Cook, J. A., Leff, H. S., Blyler, C. R., Gold, P. B., Goldberg, R. W., Mueser, K. T., et al. (2005). Results of a multisite randomized trial of supported employment interventions for individuals with severe mental illness. *Arch Gen Psychiatry*, 62(5), 505-512.

CONTEXT: National probability surveys indicate that most individuals with schizophrenia and other severe mental illnesses are not employed. This multisite study tested the effectiveness of supported employment (SE) models combining clinical and vocational rehabilitation services to establish competitive employment. METHODS: We randomly assigned 1273 outpatients with severe mental illness from 7 states in the United States to an experimental SE program or to a comparison or a services-as-usual condition, with follow-up for 24 months. Participants were interviewed semiannually, paid employment was tracked weekly, and vocational and clinical services were measured monthly. Mixed-effects random regression analysis was used to predict the likelihood of competitive employment, working 40 or more hours in a given month, and monthly earnings. RESULTS: Cumulative results during 24 months show that experimental group participants (359/648 [55%]) were more likely than those in the comparison programs (210/625 [34%]) to achieve competitive employment ( $\chi^2 = 61.17$ ;  $P < .001$ ). Similarly, patients in experimental group programs (330/648 [51%]) were more likely than those in comparison programs (245/625 [39%]) to work 40 or more hours in a given month ( $\chi^2 = 17.66$ ;  $P < .001$ ).

Finally, participants in experimental group programs had significantly higher monthly earnings than those in the comparison programs (mean, US 122 dollars/mo [n=639] vs. US 99 dollars/mo [n=622]);  $t(1259) = -2.04$ ;  $P < .05$ ). In the multivariate longitudinal analysis, experimental condition subjects were more likely than comparison group subjects to be competitively employed, work 40 or more hours in a given month, and have higher earnings, despite controlling for demographic, clinical, work history, disability beneficiary status, and study site confounders. Moreover, the advantage of experimental over comparison group participants increased during the 24-month study period. CONCLUSION: The SE models tailored by integrating clinical and vocational services were more effective than services as usual or unenhanced services.

Cook, J. A., Lehman, A. F., Drake, R., McFarlane, W. R., Gold, P. B., Leff, H. S., et al. (2005). Integration of psychiatric and vocational services: a multisite randomized, controlled trial of supported employment. *Am J Psychiatry*, 162(10), 1948-1956.

OBJECTIVE: Although large-scale surveys indicate that patients with severe mental illness want to work, their unemployment rate is three to five times that of the general adult population. This multisite, randomized implementation effectiveness trial examined the impact of highly integrated psychiatric and vocational rehabilitation services on the likelihood of successful work outcomes. METHOD: At seven sites nationwide, 1,273 outpatients with severe mental illness were randomly assigned either to an experimental supported employment program or to a comparison/services-as-usual condition and followed for 24 months. Data collection involved monthly services tracking, semiannual in-person interviews, recording of all paid employment, and program ratings made by using a services-integration measure. The likelihood of competitive employment and working 40 or more hours per month was examined by using mixed-effects random regression analysis. RESULTS: Subjects served by models that integrated psychiatric and vocational service delivery were more than twice as likely to be competitively employed and almost 1(1/2) times as likely to work at least 40 hours per month when the authors controlled for time, demographic, clinical, and work history confounds. In addition, higher cumulative amounts of vocational services were associated with better employment outcomes, whereas higher cumulative amounts of psychiatric services were associated with poorer outcomes. CONCLUSIONS: Supported employment models with high levels of integration of psychiatric and vocational services were more effective than models with low levels of service integration.

Cooney, B. F. (2002). Exploring perspectives on transition of youth with disabilities: Voices of young adults, parents, and professionals. *Mental Retardation*, 40(6), 425-435.

Qualitative research methods were used to examine transition experiences of (a) 9 young adults with severe disabilities during their last year of high school, (b) their parents, and (c) professionals from schools and adult service agencies. Students were remarkably articulate about plans following graduation but had few opportunities to meaningfully fulfill them. Parents hoped their child's talents and abilities would allow them to achieve fulfilling adult lives, but faced uncertain outcomes and unfamiliar procedures. Professionals managed the process and approached transition by matching needs to available programs; however, these programs fostered dependency and denied students a genuine opportunity to achieve full adult status. Although both parents and professionals worked for the betterment of young adults, the inability to recognize diverse perspectives seriously impeded the quality of the transition process. (PsycINFO Database Record (c) 2005 APA)

Corbiere, M., Bond, G. R., Goldner, E. M., & Ptasiński, T. (2005). Brief reports: the fidelity of supported employment implementation in Canada and the United States. *Psychiatr Serv*, 56(11), 1444-1447.

Supported employment has been documented in the United States as an evidence-based practice that helps people with severe mental illness obtain and maintain employment. The evidence is strongest for the programs that follow the individual placement and support model. This brief report examines the degree to which supported employment programs in British Columbia, Canada, are similar to those in the United States. Data from the Quality of Supported Employment Implementation Scale were compiled in 2003 for ten supported employment programs from vocational agencies in British Columbia and were compared with data from 106 supported employment programs and 38 non-supported employment programs in the United States. Overall, the Canadian supported employment programs that followed the individual placement and support model had the highest fidelity.

Crowther, R., Marshall, M., Bond, G., & Huxley, P. (2001). Vocational rehabilitation for people with severe mental illness. *Cochrane Database Syst Rev*(2), CD003080.

**BACKGROUND:** Unemployment rates are high amongst people with severe mental illness, yet surveys show that most want to work. Vocational rehabilitation services exist to help mentally ill people find work. Traditionally, these services have offered a period of preparation (Pre-vocational Training), before trying to place clients in competitive (i.e. open) employment. More recently, some services have begun placing clients in competitive employment immediately whilst providing on-the-job support (Supported Employment). It is unclear which approach is most effective. **OBJECTIVES:** To assess the effects of Pre-vocational Training and Supported Employment (for people with severe mental illness) against each other and against standard care (in hospital or community). In addition, to assess the effects of: (a) special varieties of Pre-vocational Training (Clubhouse model) and Supported Employment (Individual Placement and Support model); and (b) techniques for enhancing either approach, for example payment or psychological intervention. **SEARCH STRATEGY:** Searches were undertaken of CINAHL (1982-1998), The Cochrane Library (Issue 2, 1999), EMBASE (1980-1998), MEDLINE (1966-1998) and PsycLIT (1887-1998). Reference lists of eligible studies and reviews were inspected and researchers in the field were approached to identify unpublished studies. **SELECTION CRITERIA:** Randomised controlled trials of approaches to vocational rehabilitation for people with severe mental illness. **DATA COLLECTION AND ANALYSIS:** Included trials were reliably selected by a team of two raters. Data were extracted separately by two reviewers and cross-checked. Authors of trials were contacted for additional information. Relative risks (RR) and 95% confidence intervals (CI) of homogeneous dichotomous data were calculated. A random effects model was used for heterogeneous dichotomous data. Continuous data were presented in tables (there were insufficient continuous data for formal meta-analysis). A sensitivity analysis was performed, excluding poorer quality trials. **MAIN RESULTS:** Eighteen randomised controlled trials of reasonable quality were identified. The main finding was that on the primary outcome (number in competitive employment) Supported Employment was significantly more effective than Pre-vocational Training; for example, at 18 months 34% of people in Supported Employment were employed versus 12% in Pre-vocational Training (RR random effects (unemployment) 0.76 95% CI 0.64 to 0.89, NNT 4.5). Clients in Supported Employment also earned more and worked more hours per month than those in Pre-vocational Training. There was no evidence that Pre-vocational Training was more effective in helping clients to obtain competitive employment than standard community care. **REVIEWER'S CONCLUSIONS:** Supported employment is more effective than Pre-vocational Training in helping severely mentally ill people to obtain competitive employment. There is no clear evidence that Pre-vocational Training is effective.

Crowther, R. E., Marshall, M., Bond, G. R., & Huxley, P. (2001). Helping people with severe mental illness to obtain work: systematic review. *Bmj*, 322(7280), 204-208.



Objective: To determine the most effective way of helping people with severe mental illness to obtain competitive employment-that is, a job paid at the market rate, and for which anyone can apply. Design: Systematic review. Participants: Eligible studies were randomised controlled trials comparing prevocational training or supported employment (for people with severe mental illness) with each other or with standard community care. Outcome measures: The primary outcome was number of subjects in competitive employment. Secondary outcomes were other employment outcomes, clinical outcomes, and costs. Results: Eleven trials met the inclusion criteria. Five (1204 subjects) compared prevocational training with standard community care, one (256 subjects) compared supported employment with standard community care, and five (484 subjects) compared supported employment with prevocational training. Subjects in supported employment were more likely to be in competitive employment than those who received prevocational training at 4, 6, 9, 12, 15, and 18 months (for example, 34% v 12% at 12 months; number needed to treat 4.45, 95% confidence interval 3.37 to 6.59). This effect was still present, although at a reduced level, after a sensitivity analysis that retained only the highest quality trials (31% v 12%; 5.3, 3.6 to 10.4). People in supported employment earned more and worked more hours per month than those who had had prevocational training. Conclusion: Supported employment is more effective than prevocational training at helping people with severe mental illness obtain competitive employment.

Dais, T., & et al. (1993). *Selected Readings in Transition: Cultural Differences, Chronic Illness, and Job Matching*. Volume 2.

This collection of four papers examines various aspects of the transition from school to adulthood and employment for individuals with disabilities. The first paper, "An Analysis of Transition Assessment Practices: Do They Recognize Cultural Differences?" (Teresa A. Dais), discusses the need for assessment practices to meet the needs of culturally and ethnically diverse students and describes authentic or performance-based assessments. "Culture-Specific Variables That May Affect Employment Outcomes for Mexican-American Youth with Disabilities" (Nancy Meier-Kronick) addresses such issues as the parental/family network, cultural view of disability, religious influences, acculturation levels, language issues, education and employment relationships, substance abuse, folk illnesses, and specific cultural concepts such as "machismo" and "familism." Research on employment outcomes for Latino youths with disabilities are reviewed. "Moving Out into the World: Transitions from Adolescence to Adulthood for Students with Chronic Illness and Other Disabilities" (Pamela Luft and Frank R. Rusch) reviews transition-related legislation and uses two student and family scenarios to illustrate the transition process from a social systems perspective. "Job Matching in Supported Employment: Variables Related to Transitional Planning for Students with Moderate and Severe Disabilities" (Stephen S. Rubin) emphasizes the importance of evaluating individual strengths and weaknesses as part of the job placement process. (Each paper contains references.) (JDD)

Davis, M. G. (1998). Predictors of occupational choice for high school students with learning disabilities. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 58(7-A), 2528.

The occupational choices of high school students with learning disabilities were examined, and efforts made to determine predictors of those choices. The subjects were a group of 117, lower-functioning high school students, ranging in age from 12 to 20, from six predominantly rural high schools. The average Full-Scale IQ score of the students was 90, and they met Department of Vocational Rehabilitation eligibility for services, in that a severe functional limitation had been noted and substantial impediment to their employment existed as a result of their disability. The high schools the students attended were voluntary participants in a federally funded grant project,

the School to Work Rural Learning Disability Project. The students were brought to a learning disability assessment and consultation clinic at a large Midwestern university for several days of testing, during which they were administered extensive, individualized, cognitive and psychological assessment batteries. The tests used in this study were the Wechsler intelligence scales (WAIS-R and WISC-R), the Wechsler Memory Scales-Revised (WMS-R), the Woodcock-Johnson Tests of Achievement, and the Koller Adolescent and Adult Behavior Scale-Revised (KAABS-R). The occupational decisions the students were making were examined qualitatively using Linda Gottfredson's Occupational Aptitude Patterns Map. The results of these analyses indicated (1) there was little congruence between the students measured intellectual abilities and the aptitude demands of the jobs they indicated they were intending to seek, and (2) the students were restricting the range of vocational options they were considering. Logistic regression analyses were run looking at the ability of intelligence and achievement test scores, behavioral characteristics, and gender to predict type of occupational choice. The results for all these variables were non-significant. Logistic regression analyses were also run using work task dimension as the criterion. Intelligence, behavioral characteristics, and gender were examined to determine if they could predict student preference for occupations that involved working primarily with people versus occupations that involved working primarily with things. Only gender acted as a predictor. The implications of these findings are discussed. (PsycINFO Database Record (c) 2005 APA)

Deubner, S., & et al. (1993). Fullstream: Empowerment for Life.

The Fullstream Project is a transition support system which focuses on including students who are 18-21 years old with moderate to severe disabilities at Collin County Community College in Texas. The project's vision is that the community college will become a lifelong center for growth and fellowship for individuals with disabilities. Fullstream Project students have the opportunity to expand their horizons in age-appropriate environments by exploring academic and recreational activities on the college campus. Students with disabilities are paired with student mentors who help them attend integrated college classes; who assist in class group work, homework, and social skill activities inside and outside of class; and who advocate for their "paired" student. Class work is modified and adapted by a certified special education teacher/inclusion facilitator. Students with disabilities are also working in the competitive work force with the support of job coaches and job developers. This conference presentation offers the project philosophy, objectives, admission and registration procedures, an outline of differences between high school and college, issues faced in project implementation, facilitator issues, student issues, student mentor issues, sample individualized education plans, and various forms used in project administration. (JDD)

Dixon, L., Hoch, J. S., Clark, R., Bebout, R., Drake, R., McHugo, G., et al. (2002). Cost-effectiveness of two vocational rehabilitation programs for persons with severe mental illness. *Psychiatr Serv*, 53(9), 1118-1124.

**OBJECTIVE:** This study sought to determine differences in the cost-effectiveness of two vocational programs: individual placement and support (IPS), in which employment specialists within a mental health center help patients obtain competitive jobs and provide them with ongoing support, and enhanced vocational rehabilitation (EVR), in which stepwise services that involve prevocational experiences are delivered by rehabilitation agencies. **METHODS:** A total of 150 unemployed inner-city patients with severe mental disorders who expressed an interest in competitive employment were randomly assigned to IPS or EVR programs and were followed for 18 months. Wages from all forms of employment and the number of weeks and hours of competitive employment were tracked monthly. Estimates were made of direct mental health costs and vocational costs. Incremental cost-effectiveness ratios (ICERs) were calculated for

competitive employment outcomes and total wages. RESULTS: No statistically significant differences were found in the overall costs of IPS and EVR. Participation in the IPS program was associated with significantly more hours and weeks of competitive employment. However, the average combined earnings-earnings from competitive and noncompetitive employment-were virtually the same both programs. The ICER estimates indicated that participants in the IPS program worked in competitive employment settings for an additional week over the 18-month period at a cost of \$283 (\$13 an hour). CONCLUSIONS: The analyses suggest that IPS participants engaged in competitive employment at a higher cost. When combined earnings were used as the outcome, data from the statistical analyses were insufficient to enable any firm conclusions to be drawn. The findings illustrate the importance of choice of outcomes in evaluations of employment programs.

Doherty, J. E. (1994). Supported employment for people with severe mental retardation rehabilitation brief, vol. 26, no. 2. Washington, DC: National Institute on Disability and Rehabilitation Research, Department of Education.

This brief presents the findings of the Consensus Validation Conference sponsored by the National Institute on Disability and Rehabilitation Research. This article describes the status of supported employment for people with severe mental retardation and current best practices in the field of supported employment.

Dorio, J., Guitar, A., Solheim, L., Dvorkin, C., & Marine, S. (2002). Differences in job retention in a supported employment program Chinook Clubhouse. *Psychiatr Rehabil J*, 25(3), 289-298.

This is a retrospective study comparing two groups of adults with severe mental illnesses in a clubhouse program, who were employed from October 1995 to June 1999. Long-Term Workers, (n = 22) were those who have held a job for over one year duration, while Short-Term Workers, (n = 20) were those who were not able to hold a job for more than a year. Data was gathered through focus groups, and individual interviews. Statistical data found the LTW group overall less disabled, possessing a positive attitude and setting more realistic vocational goals.

Drake, R. E., Becker, D. R., Biesanz, J. C., Torrey, W. C., McHugo, G. J., & Wyzik, P. F. (1994). Rehabilitative day treatment vs. supported employment: I. Vocational outcomes. *Community Ment Health J*, 30(5), 519-532.

Day treatment remains a core component in many community mental health programs for persons with severe mental disorders throughout the United States. Many other mental health centers are moving away from day treatment toward psychosocial and vocational rehabilitation programs. Empirical research directly comparing these two systems of organizing outpatient services is needed. In this study the authors compared a rehabilitative day treatment program in one small city with a similar program in a nearby city that changed from day treatment to a supported employment model. Clients who were enrolled in community support services during a baseline year prior to the change and during a follow-up year after the change (71 in the program that changed and 112 in the other) were evaluated during both intervals. In the program that changed, competitive employment improved from 25.4% to 39.4% for all clients, and from 33.3% to 55.6% for those clients who had been regular attenders of day treatment during the baseline. Hours worked and wages earned similarly improved after the program change. For all work variables, clients who had not worked during the baseline year accounted for the improvements in outcome. Meanwhile, employment remained stable in the day treatment program. No negative outcomes were detected. These results indicate that eliminating day treatment and replacing it

with a supported employment program can improve integration into competitive jobs in the community.

Drake, R. E., Becker, D. R., Biesanz, J. C., Wyzik, P. F., & Torrey, W. C. (1996). Day treatment versus supported employment for persons with severe mental illness: a replication study. *Psychiatr Serv*, 47(10), 1125-1127.

Outcomes for 112 clients with severe mental disorders in a community mental health center that converted its rehabilitative day treatment program to a supported employment program were assessed during the year after the program conversion. The study replicated a previous study in showing that the rate of competitive employment improved, especially among clients who had formerly attended the day treatment program, without evidence of adverse effects.

Drake, R. E., Becker, D. R., Bond, G. R., & Mueser, K. T. (2003). A process analysis of integrated and non-integrated approaches to supported employment. *Journal of Vocational Rehabilitation. Special Issue: Psychiatric rehabilitation*, 18(1), 51-58.

Objective: For many years, vocational and clinical services for persons with severe mental illness have been separated (i.e., non-integrated) in the United States. Recent research on supported employment shows, however, that combined vocational and clinical services within the same team (i.e., integrated services) produce higher rates of competitive employment than non-integrated services. Design: To understand the advantages of integrating vocational and clinical services, the authors examined quantitative process data, ethnographic findings, and qualitative interview data from practitioners in three independent studies of supported employment. Results: Integrated services offer four consistent advantages over non-integrated services: (1) more effective engagement and retention, (2) better communication, (3) opportunities for clinicians to understand and focus on employment, and (4) incorporation of clinical information into vocational plans and services. Conclusions: Combining clinical and vocational services within multidisciplinary teams is consistent with the general movement toward developing integrated systems of care. Integrated services are more effective than parallel services because clinicians rather than clients assume the burden of coordination, consistency, and... (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Drake, R. E., Becker, D. R., Clark, R. E., & Mueser, K. T. (1999). Research on the individual placement and support model of supported employment. *Psychiatr Q*, 70(4), 289-301.

This paper reviews research on the Individual Placement and Support (IPS) model of supported employment for people with severe mental illness. Current evidence indicates that IPS supported employment is a more effective approach for helping people with psychiatric disabilities to find and maintain competitive employment than rehabilitative day programs or than traditional, stepwise approaches to vocational rehabilitation. There is no evidence that the rapid-job-search, high-expectations approach of IPS produces untoward side effects. IPS positively affects satisfaction with finances and vocational services, but probably has minimal impact on clinical adjustment. The cost of IPS is similar to the costs of other vocational services, and cost reductions may occur when IPS displaces traditional day treatment programs. Future research should be directed at efforts to enhance job tenure and long-term vocational careers.

Drake, R. E., & et al. (1996). The New Hampshire Study of Supported Employment for People with Severe Mental Illness. *Journal of Consulting and Clinical Psychology*, 64(2), 391-399.

Compared supported employment services in two programs: (1) Group Skills Training, a professional rehabilitation agency outside of the mental health center providing pre-employment skills training and support in obtaining and maintaining jobs; and (2) the Individual Placement and Support model, integrating clinical and vocational services within the mental health center. Subjects (N=143) were randomly assigned to one of the programs. (KW)

Drake, R. E., McHugo, G. J., Bebout, R. R., Becker, D. R., Harris, M., Bond, G. R., et al. (1999). A randomized clinical trial of supported employment for inner-city patients with severe mental disorders. *Arch Gen Psychiatry*, 56(7), 627-633.

**BACKGROUND:** This experiment evaluated the effectiveness of 2 approaches to vocational services for persons with severe mental disorders: (1) individual placement and support (IPS), in which employment specialists within the mental health center help patients to obtain competitive jobs and provide ongoing support, and (2) enhanced vocational rehabilitation (EVR), in which stepwise vocational services are delivered by rehabilitation agencies. **METHODS:** One hundred fifty-two unemployed, inner-city patients with severe mental disorders who expressed interest in competitive employment were randomly assigned to IPS or EVR and followed up for 18 months. Following diagnostic assessment, participants were assessed with standardized measures of work, income, self-esteem, quality of life, symptoms, and hospitalization at baseline and at 6-, 12-, and 18-month follow-up evaluations. Employment was tracked monthly and job satisfaction every 2 months. **RESULTS:** During the 18-month study, participants in the IPS program were more likely to become competitively employed (60.8% vs. 9.2%) and to work at least 20 hours per week in a competitive job (45.9% vs. 5.3%), whereas EVR participants had a higher rate of participation in sheltered employment (71.1% vs. 10.8%). Total earnings, job satisfaction, and nonvocational outcomes were similarly improved for both groups. **CONCLUSION:** The IPS model of supported employment is more effective than standard, stepwise EVR approaches for achieving competitive employment, even for inner-city patients with poor work histories and multiple problems.

Eaton, B., Condon, E., & Mast, M. (2001). Making employment a reality. *Journal of Vocational Rehabilitation*, 16(1), 9-14.

Significant issues for people with severe physical and multiple disabilities and for professionals working in the employment field continues to be how to determine an applicant's goals and abilities, how to approach employers and how to effectively represent the strengths and potential contributions of an applicant. This paper presents an individualized approach that includes discovery as the key component leading to job development for people with physical and significant disability. Case studies serve as examples of the process.

Educational Resources Information Center (U.S.). (2000). Preparation of personnel in secondary special education and transition service delivery for youth with low incidence (severe) disabilities; final performance report [microform]. Washington, DC: U.S. Dept. of Education Office of Educational Research and Improvement Educational Resources Information Center.

Evans, L. J. (2002). *Obtaining expert consensus on the critical ingredients of supported employment programs for people with severe mental illness.*

Fesko, S., & Freedman, R. (1995). Consumer and Family Perspectives on the Meaning of Work. *Research To Practice.*

This qualitative study examined the perspectives of people with significant disabilities (N=23) and their family members about their overall employment experiences, outcomes, and

expectations. Four focus groups were convened, two groups of people with significant disabilities and two groups of family members. Disabilities represented included mental retardation, physical and psychiatric disabilities, sensory impairments, and substance abuse. Key topics discussed in both consumer and family member focus groups included: (1) job outcomes/satisfaction (both groups indicated feeling productive and keeping busy were essential aspects of work); (2) obstacles to employment (disclosure of disability status, lack of appropriate services by state vocational rehabilitation agencies, and lack of appropriate job matches); (3) support at work (supportive role of job coaches and employers); (4) relationships at work (importance of feeling important); (5) goals and expectations (dead end jobs and plans to upgrade skills); and (6) family concerns (conflicts between encouraging independence and wanting to protect from harm). Implications for professionals working with individuals with disabilities include recognizing the importance of meaningful work in the lives of people with disabilities; addressing discrimination and stigma in the workplace; providing a variety of individualized supports on the job; and encouraging consumer and family involvement in the vocational rehabilitation system. (DB)

Foley, S. M., Butterworth, J., & Heller, A. (2000). Vocational Rehabilitation Interagency Activity Improving Supported Employment for People with Severe Disabilities. *Focus on Autism and Other Developmental Disabilities, 15*(1), 37-42.

The first of three studies on interagency activity among state agencies delivering or funding employment services focuses on identifying exemplary models and strategies used in interagency agreements to improve delivery of supported employment services. Interagency agreements were most frequent with state agencies that specialized in or had substantial involvement with disability services. (Contains references.) (Author/DB)

Ford, J., & et al. (1995). Attitudes toward Supported Employment of Parents and Primary Caregivers of Individuals with Severe Intellectual Disabilities. *Australia and New Zealand Journal of Developmental Disabilities, 20*(4), 245-261.

Interviews with parents and primary caregivers of 10 adults with severe intellectual disabilities participating in supported employment programs in South Australia found parents and caregivers were generally satisfied with supported employment but expressed low expectations for improving wages, career advancement, or social integration. (DB)

Gallivan-Fenlon, A. (1994). "Their Senior Year": Family and Service Provider Perspectives on the Transition from School to Adult Life for Young Adults with Disabilities. *Journal of the Association for Persons with Severe Handicaps (JASH), 19*(1), 11-23.

Analysis of data gathered on 11 young people with disabilities concerning the transition from school to adult life revealed eight main themes, such as lack of inclusive educational practices, hastily and poorly coordinated transition planning, restrictive views on employment and community living opportunities, low levels of family participation, and significant benefits of supported employment. (Author/JDD)

Gamble, D., & Moore, C. L. (2003). Supported employment: Disparities in vocational rehabilitation outcomes, expenditures, and service time for persons with traumatic brain injury. *Journal of Vocational Rehabilitation, 19*(1), 47-57.

This study examined differences in closure status, occupational placements, weekly earnings, hours worked each week, expenditures, and time in rehabilitation for persons with traumatic brain injury (TBI) based on the provision of supported employment services. Participant race,

education level, age, marital status, gender, prior work experience, and disability severity were controlled for all dependent variables but occupational placements. Participants were 1,073 public vocational rehabilitation clients with TBI whose cases were closed in the Southeastern United States. Seventy eight participants received supported employment services during the vocational rehabilitation process. Significant differences were found in closure status when comparing consumers who received supported employment services to those who did not. Most competitively employed participants in both groups were working in miscellaneous occupations at case closure. For competitively employed consumers, significant differences were found in weekly earnings, hours worked per week, and expenditures when comparing the two groups.

Gilmore, D. S., & Butterworth, J. (1997). *Work Status Trends for People with Mental Retardation. Research To Practice.*

This fact sheet summarizes evidence on the work status of successful rehabilitations/closures for people with mental retardation in light of the Rehabilitation Act Amendments of 1992, which strengthened the focus of state vocational rehabilitation (VR) programs on community employment outcomes. Data analyzed were drawn from the Rehabilitation Services Administration national data collection system, the RSA-911 database, which contains demographic and employment information on each individual whose case was closed by VR across the nation each year. In 1993, over 25,000 people with mental retardation made up 13.2 percent of all successful VR closures. Comparison of trend data indicated that there was a decrease in successful closures/rehabilitations from 1985 to 1993 and the distribution of successful closures in competitive (83 percent) and sheltered (3 percent) employment remained constant. Comparison of people with mental retardation with others served by VR from 1985 to 1993 indicated that people with MR had a higher rate of sheltered employment closures than all other people closed by VR; the percent of closures into competitive employment increased, especially for people with moderate (68 percent) to severe (50 percent) mental retardation; and, since 1991, more people with severe mental retardation were closed into competitive employment than sheltered employment. Recommendations for increased utilization of competitive employment outcomes are offered. (DB)

Gilson, S. F. (1998). Case management and supported employment: a good fit. *J Case Manag*, 7(1), 10-17.

Individuals with severe disabilities have often been denied the full range of vocational opportunities. Because of discrimination and oppression, and false beliefs regarding their skills, capacities, capabilities, and interests, individuals with disabilities have often been relegated to nonwork activities or sheltered work opportunities. Passage of legislation, such as the Developmental Disabilities Assistance and Bill of Rights Act of 1984 and Title VI, Part C of the Rehabilitation Act Amendments of 1986, in combination with systems change grants funded through Title III of the Rehabilitation Act, provided the basis for the initiation of a series of federal- and state-funded demonstration projects designed to provide opportunities and supports for individuals with severe or significant disabilities to work at competitive sites in the community. This model of vocational services, called supported employment, while initially conceived as a vocational program for individuals with mental retardation, has been modified to successfully provide services to individuals with mental illness, acquired brain injury, autism, cerebral palsy, physical disabilities, and other disabilities. A key to the success of these programs is the complementary working relationship between the case manager and the job coach. While there may be some overlap in what each brings to the person with a disability, each professional plays distinctive and critical roles in the carrying out of supported employment.

Gold, M., & Marrone, J. (1998). Columbia MetroWest Human Services: A Study of Persistence, Planning, and Producing Change. *Roses and Thorns from the Grassroots: A Series Highlighting Organizational Change in Massachusetts*, 2.

This organizational vignette is the second in a multi-part series highlighting community rehabilitation providers. This particular issue focuses on Columbia MetroWest Human Services of Ashland, Massachusetts, an organization that works with people with developmental disabilities and has undergone major transformation resulting in greatly expanded opportunities for individually focused employment and community support for people with severe disabilities. Steps in the change process are described and lessons to be learned are provided, including: (1) leadership needs to include both a strong philosophical base to guide the agency's action and individuals willing to act and take risks; (2) having a detailed plan for the eventual structure of an agency is not necessary to begin the change process; (3) attitudes and beliefs get shaped by experience, and many agencies need to test the efficacy of old beliefs before they can adopt a new belief system; (4) staff, families, and funding agencies have a harder time adjusting to changes than individuals served; (5) during major organizational change, an agency should expect, and perhaps welcome personnel turnover; (6) major organizational change cannot be successful without marketing; and (7) in order to move ahead, difficult compromises must be made. (CR)

Gold, P. B., Meisler, N., Santos, A. B., Carnemolla, M. A., Williams, O. H., & Keleher, J. (2005). Randomized Trial of Supported Employment Integrated With Assertive Community Treatment for Rural Adults With Severe Mental Illness. *Schizophr Bull.*

Urban-based randomized clinical trials of integrated supported employment (SE) and mental health services in the United States on average have doubled the employment rates of adults with severe mental illness (SMI) compared to traditional vocational rehabilitation. However, studies have not yet explored if the service integrative functions of SE will be effective in coordinating rural-based services that are limited, loosely linked, and geographically dispersed. In addition, SE's ability to replicate the work outcomes of urban programs in rural economies with scarce and less diverse job opportunities remains unknown. In a rural South Carolina county, we designed and implemented a program blending Assertive Community Treatment (ACT) with an SE model, Individual Placement and Support (IPS). The ACT-IPS program operated with ACT and IPS subteams that tightly integrated vocational with mental health services within each self-contained team. In a 24-month randomized clinical trial, we compared ACT-IPS to a traditional program providing parallel vocational and mental health services on competitive work outcomes for adults with SMI (N = 143; 69% schizophrenia, 77% African American). More ACT-IPS participants held competitive jobs (64 versus 26%;  $p < .001$ , effect size [ES] = 0.38) and earned more income (median [Mdn] = \$549, interquartile range [IQR] = \$0-\$5,145, versus Mdn = \$0, IQR = \$0-\$40;  $p < .001$ , ES = 0.70) than comparison participants. The competitive work outcomes of this rural ACT-IPS program closely resemble those of urban SE programs. However, achieving economic self-sufficiency and developing careers probably require increasing access to higher education and jobs imparting marketable technical skills.

Goodwin, A. M., & Kennedy, A. (2005). The psychosocial benefits of work for people with severe and enduring mental health problems. *Community, Work & Family*, 8(1), 23-35.

Perceptions of the value of work for people with severe and enduring mental health problems have changed frequently over the last two decades. With the new social inclusion agenda manifest in the Disability Discrimination Act and in the NHS modernization agenda, work is once again in vogue. There is a need for a way of evaluating work which draws on its potential contribution to psychological well-being as well as its provision of a valued social role and which



is less susceptible to fluctuations in health and social policy. Jahoda's work on the psychosocial functions of work provides such a framework and this study sets out to explore its utility among workers who are severely disabled by mental health problems. Twelve of the psychosocial functions of work were rated by 50 people attending two sheltered work placements according to how important they were perceived to be and the extent to which the functions were fulfilled through their attendance. Satisfaction of the psychosocial functions through work was compared with their satisfaction through other aspects of the respondents' lives. All functions were perceived as important, but self-confidence/self-esteem was rated as more important than most of the others. Structure to the day, self-confidence and social contact were better satisfied through work than were decision making, practising old skills and having goals to aim for. In general, the results showed that the functions were fulfilled better by work than by other aspects of the respondents' lives. The study supports the notion that work is of value in the rehabilitation of people with severe and enduring mental health problems and offers a possible framework for the further exploration of this theme, both within mental health services and the community at large. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Gowdy, E. A., Carlson, L. S., & Rapp, C. A. (2004). Organizational factors differentiating high performing from low performing supported employment programs. *Psychiatr Rehabil J*, 28(2), 150-156.

This study sought to uncover the factors that contributed to differences in competitive employment rates for adults with severe mental illness between high and low performing programs. The five programs with the highest competitive employment rates were compared to the four lowest performing programs. Using qualitative methods, researchers used site visits and in-depth interviews with program directors and supervisors, consumers, and front line staff. Using a combination of constant comparative methods and content analysis, the study found notable and consistent differences between the two groups in administrative practices and the roles of case managers and therapists. The role of administration has been largely overlooked in the supported work literature yet it may be the administrator's efforts to shape an organizational culture that is the driving force behind the implementation of evidence-based structures and practices.

Graffam, J., Smith, K., Shirkfield, A., & Polzin, U. (2002). Employer benefits and costs of employing a person with a disability. *Journal of Vocational Rehabilitation*, 17(4), 251-266.

This paper derives from a national study of employer outcomes when employing a person with a disability. Questionnaires were completed by 643 Australian employers who had employed a person with a disability. Individual performance was considered by comparison of the employee with a disability and the "average" employee. The "average" employee was rated significantly better on productivity variables, and employees with a disability were rated somewhat, but not significantly, better on reliability variables and employee maintenance variables. Organization performance was considered in terms of benefits and costs of workplace modifications and changes to staff training and supervision. In each domain, employers identified more organization benefits than costs, a large majority considering the financial effect of modifications and changes cost-neutral, with financial benefit more common than net cost. Employers reported short-term, but no long-term or broader benefits from employer subsidies and/or incentives. The need to take a broad, "big picture" view to understand cost effectiveness is discussed.

Greig, T., Zito, W., Bell, M. D., Liberman, R. P., & Kopelowicz, A. (2004). A Hybrid Transitional and Supported Employment Program. *Psychiatric Services*, 55(3), 240-242.

This article presents a case report of Mr. M, a 36-year-old African-American man with schizophrenia, has been disabled by his illness since adolescence. Mr. M dropped out of high school in the ninth grade, has never held a full-time job, and for most of his life has not worked at all. Mr. M took medication twice a day under supervision at his supported housing complex. His medication regimen was 850 milligrams of clozapine, 3,000 milligrams of divalproex sodium, and 6 milligrams of risperidone. Mr. M. presented with several major barriers to employment. Neuropsychological testing at intake revealed severe deficits across a broad spectrum of cognitive domains and a fullscale IQ in the extremely low average range of intellectual functioning. When he started the job at the laundry, he was paid the minimum wage with transitional funds. As illustrated by the case of Mr. M, transitional funds may facilitate the vocational development of persons with severe mental illness. The provision of transitional funds and support from a job coach and the treatment team allowed Mr. M to move from transitional employment into competitive employment in a job that he "owns." (PsycINFO Database Record (c) 2005 APA)

Griffin, D. K., & et al. (1996). A Comparison of Self-Esteem and Job Satisfaction of Adults with Mild Mental Retardation in Sheltered Workshops and Supported Employment. *Education and Training in Mental Retardation and Developmental Disabilities*, 31(2), 142-150.

Two hundred adults with mild mental retardation were assessed on overall job satisfaction and self-esteem. Subjects worked either in a sheltered workshop or a supported employment setting. Subjects who worked in supported employment reported significantly higher levels of job satisfaction and self-esteem. Subjects living in semi-independent settings had the highest self-esteem. (Author/DB)

Grossi, T. A. (1998). Using a Self-Operated Auditory Prompting System To Improve the Work Performance of Two Employees with Severe Disabilities. *Journal of the Association for Persons with Severe Handicaps*, 23(2), 149-154.

This study investigated effects of a self-operated auditory prompting system on work performance of two supported employees with severe disabilities in community employment settings. Musical tapes embedded and interspersed with the auditory prompts increased work performance for each employee. Future research for implementing such systems in community employment settings is discussed. (Author/PB)

Hagner, D., & Cooney, B. (2003). Building employer capacity to support employees with severe disabilities in the workplace. *Work*, 21(1), 77-82.

Vocational rehabilitation has increasingly emphasized individualized community employment for individuals with severe disabilities. Early approaches were highly controlled by rehabilitation professionals, but research has shown that high levels of professional support can be intrusive, and that businesses are more able to participate in the support process than was initially assumed. This article summarizes recent developments leading to a new generation of partnership approaches that support and build the capacity of employers to successfully employ individuals with severe disabilities. Four innovative approaches--a consultation model of employer support, the development of business consortia, expanding diversity programs, and directing service funding to employers or coworkers--are described and the implications for rehabilitation services are outlined.

Hagner, D., & et al. (1995). Strategies and Barriers in Facilitating Natural Supports for Employment of Adults with Severe Disabilities. *Journal of the Association for Persons with Severe Handicaps*, 20(2), 110-120.

Ways that 17 Massachusetts schools and 16 adult agencies promoted natural supports in employment of people with severe disabilities are discussed, along with the barriers they experienced. Results indicate wide use of some practices and confusion about the concept of natural supports and the role of service providers in facilitating involvement. (Author/SW)

Hagner, D., & Faris, S. (1994). *Inclusion and support in the workplace, naturally*. Paper presented at the Association for Persons with Severe Handicaps. Retrieved.

Hagner, D., McGahie, K., & Cloutier, H. (2001). A model career assistance process for individuals with severe disabilities. *Journal of Employment Counseling*, 38(4), 197-206.

This article describes a model process for providing career services to individuals with severe disabilities and presents the outcomes of a 3-year demonstration project. After completing a career workshop series based at a community college followed by job search support and ongoing follow-up with employers and employees, all 40 project participants (23 men and 17 women, aged 17-35+ yrs) achieved paid employment, with 74.4% employed midway through Year 3. Jobs represented a wide range of occupational areas, and most jobs paid over the minimum wage and included benefits. Implications for enhancing career services and outcomes for this population are discussed. (PsycINFO Database Record (c) 2005 APA)

Hagner, D. C. (1996). "Natural Supports" on Trial: Day 2799? *Journal of the Association for Persons with Severe Handicaps*, 21(4), 181-184.

This commentary on "Natural Supports in the Workplace: The Jury Is Still Out" (Test and Wood), argues that the principles of natural supports should not be subject to empirical testing because they function as a guide to strategy development and strategy selection. Discusses the difficulties in examining natural support strategies. (CR)

Hall, M., & Walker, P. (1997). "This Is Still a Work in Progress": Common Ground, Littleton, New Hampshire.

This site-visit report describes Common Ground, a program located in New Hampshire that supports 52 people with developmental disabilities, including some with severe and multiple impairments, in a broad range of individualized, integrated daytime activities, including supported and competitive employment, self-employment, volunteer work, and the pursuit of recreational/leisure activities. The organization of Common Ground, its development, and the changes it undertook in order to provide individualized support are discussed. Three key areas of innovative practices and challenging dilemmas at Common Ground are reviewed, including agency change, self-determination, and valued community roles and membership. Lessons learned are that: (1) change is not a formula; (2) new agency roles mean relinquishing control; (3) new staff roles mean reliance on the community; (4) support for staff is key to successful change; (5) change involves trade-offs that may bring both advantages and disadvantages; (6) individualized funding is needed to promote self-determination; (7) self-employment opportunities are important; (8) advocacy/self-advocacy must be encouraged; (9) roles and relationships take time; (10) roles and relationships require shared community place and experiences; and (11) Common Ground only supports people for a limited part of their day. (CR)

Hallam, A., & Schneider, J. (1999). Sheltered work schemes for people with severe mental health problems: Service use and costs. *Journal of Mental Health*, 8(2), 171-177.

Presents a study, funded by the Department of Health in Great Britain that described and cost a range of schemes which provide work for people with severe mental illness. Methodology used; Findings; Discussion of the study.

Hand, C., & Tryssenaar, J. (2006). Small business employers' views on hiring individuals with mental illness. *Psychiatric Rehabilitation Journal*, 29(3), 166-173.

This study investigated the beliefs of small business employers regarding hiring individuals with mental illness. Fifty-eight participants completed mail-in questionnaires concerning beliefs and willingness to hire persons with mental illness. Employers were most concerned regarding the social and emotional skills of individuals with mental illness. Those employers who reported positive beliefs, had positive interactions with individuals with mental illness, or operated in public/social services, stated greater willingness to hire a person with mental illness. Methods to decrease stigma are discussed. (PsycINFO Database Record (c) 2006 APA) (journal abstract)

Hanley-Maxwell, C., Owens-Johnson, L., & Fabian, E. (2003). Supported employment. In E. M. Szymanski & R. M. Parker (Eds.), *Work and disability: Issues and strategies in career development and job placement (2nd ed.)*. (pp. 373-406): PRO-ED, Inc, Austin, TX, US.

(From the chapter) This chapter presents an introduction to supported employment through defining supported employment and its core features, discussing its efficacy, describing common models of supported employment, and describing its services. Four core features for supported employment are discussed: (1) competitive employment, (2) integrated settings, (3) workers with severe disabilities, and (4) ongoing support. Types of supported employment models include group models, enclaves, mobile crews, and individual models. Employment models for persons with mental illness are also addressed. Supported employment services consist of 5 overlapping phases: assessment, job development and marketing, job acquisition (placement), job learning and adaptation, and ongoing support. It is argued that supported employment programs also have to reconsider how they approach the provision of supports to ensure that they are as natural or typical as possible in each employment setting. Furthermore, if supported employees are going to move out of the secondary labor market sectors, service providers need to attend to the career growth and development needs of these workers. Finally, supported employment agencies are challenged to shed the social services image that they have used for many years. (PsycINFO Database Record (c) 2005 APA)

Hanley-Maxwell, C., Whitney-Thomas, J., & Pogoloff, S. M. (1995). The second shock: Parental perspectives of their child's transition from school to adult life. *Journal for the Association of Persons with Severe Handicaps*, 20(1), 3-16.

A study examined parents' perspectives and needs as their cognitively disabled child made the transition from school to adult life. Findings indicated that parents had a vision of a happy, safe residential situation; strong social networks; and constructive filling of the child's free time. All of them envisioned connections with their child that characterized the family as a unit that never totally dissolved. Most parents would be more comfortable if their child had friends, leisure activities that were similar to those they engaged in when living at home, a secure job, a reliable transportation system, and a safe place in which to live that was similar to home.

Helms, B. J., & Moore, S. C. (1993). Perceptions of Aversiveness by Supported Employment Supervisors and Job Coaches. *Education and Training in Mental Retardation*, 28(3), 212-219.

A survey administered to 91 supported employment job coaches and 86 supervisors revealed that confusion exists over what constitutes an aversive intervention versus a nonaversive intervention for persons with disabilities. When asked to rate 20 vignettes describing interventions, respondents' ratings ranged from nonaversive to severely aversive on 17 of the vignettes for both groups. (Author/JDD)

Hempleman, B., & Longhi, D. (1996). *Employment Outcomes for Supported Employment Clients in the Division of Vocational Rehabilitation*.

This follow-up study tracked the employment outcomes, job retention, and average wages of 576 individuals in Washington State with mental health disabilities or developmental disabilities 2 years after they had received supported employment services and entered into competitive employment. The study matched client records from the Division of Vocational Rehabilitation with Employment Security earnings records. The study was able to track the employment outcomes of 86 percent of the individuals. It found that for those with developmental disabilities, about 70 percent were still employed after the first and second years and for those with disabilities related to mental health, about 70 percent were employed at the end of the first year and 50 percent at the end of the second year. Patterns of retention in employment were quite similar, regardless of gender, age, or race/ethnicity. Wages averaged between \$400 and \$500 per month the first year, increasing to about \$570 during the second year. These wages were obtained by working, on average, about half time, at \$5 to \$6 per hour. Among those with mental health disabilities, the clients who received additional services as a result of a 1993 legislative proviso had higher wages than others. Tables and graphs detail the findings, and an appendix explains methodological issues and the automated monitoring process. (DB)

Hood, E.-J. L., & et al. (1996). Paid Co-Worker Support for Individuals with Severe and Multiple Disabilities. *Education and Training in Mental Retardation and Developmental Disabilities*, 31(3), 251-265.

This article describes a "paid co-worker support" model which enables individuals with multiple disabilities (including severe mental retardation) to maintain competitive employment. A job coach trained two workers with severe disabilities in job skills, and a paid co-worker in support skills; both workers successfully maintained employment. (Author/PB)

Inge, K. J., Strobel, W., Wehman, P., Todd, J., & Targett, P. (2000). Vocational outcomes for persons with severe physical disabilities: Design and implementation of workplace supports. *NeuroRehabilitation*, 15(3), 175-187.

Inge, K. J. E. (1994). *Conversion: The Time Is NOW! RRTC*.

This topical newsletter focuses on ways to convert segregated day programs for people with disabilities into community integrated employment programs. Individual sections cover: common "conversion" myths and appropriate responses; a national status report on conversion; Florida's innovative use of the Medicaid waiver to fund conversion; a consumer's view on employment; a blueprint for conversion (a four-step process for organizations); and barriers to successful conversion (contrasting a "disability focus" with an "ability focus"). Two books, one addressing vocational programs for students with severe disabilities and the other, addressing employment opportunities for individuals with disabilities, are discussed. (DB)

Inge, K. J. E., & Wehman, P. E. (1993). *Designing Community-Based Vocational Programs for Students with Severe Disabilities*. Vocational Options Project.

This manual presents six papers on the design of community-based employment programs for students with severe disabilities. The first paper is "Community-Based Vocational Preparation for Students with Severe Disabilities: Designing the Process" by Katherine J. Inge et al. This paper details a five-step process for designing such a program. The second paper is also by Katherine J. Inge et al. and is titled "Community-Based Vocational Instruction and the Labor Laws: A 1993 Update." It includes frequently asked questions about the Fair Labor Standards Act and case study examples to help interpret the guidelines. The third paper, by Katherine J. Inge and Stacy Dymond, is "Challenging Behaviors in the Work Place: Increasing One Student's Access to Community-Based Vocational Instruction Using a Changing Criterion Design." The fourth paper, "Supported Employment for School-Age Students with Severe Disabilities: Issues and Applications" by Stacy Dymond et al, uses a case study of one student in the Vocational Options Project to illustrate the movement from community-based vocational training to individual supported employment before exiting school. The fifth paper, "The Application of a Self-Management Procedure To Increase Work Productions: A Community-Based Case Study Example" by Katherine J. Inge et al., also uses a case study to demonstrate self-management procedures. The final paper is by Paul Wehman and is titled "A Selective Review of Supported Employment Literature: Progress Made and Challenges Ahead." A table entitled, "Number of Budgeted and Unfilled Positions by Occupation at Outside Providers of Purchased Services that State Directors Report Difficulty Obtaining" is appended. Most papers contain references. (DB)

Johnson, D. R. (2004). Invited Commentary: Supported Employment Trends: Implications for Transition-Age Youth. *Research and Practice for Persons with Severe Disabilities*, 29(4), 243-247.

The emergence of supported employment programs in the United States has substantially raised expectations concerning the viability of employment in promoting the integration, productivity, and independence of persons with severe disabilities. The introduction and rapid expansion of supported employment during the 1980s was based, in large part, on response to federal and state social policies and legislation, aggressive advocacy efforts, improvements in job placement and training strategies, expansions in the development of community-based services for persons with severe disabilities as a result of de-institutionalization, infusions of federal discretionary funds to support research and model demonstration employment projects, and the increase in emphasis placed upon the potential benefits of supported employment to enable individuals to achieve economic self-sufficiency and increased levels of community integration. This commentary has attempted to make a contribution to the authors' thoughts and ideas by asking the fundamental question: What will it take to improve the capacity of schools and adult community-service agencies to improve the employment and related outcomes of young people with severe disabilities, as they complete their educational programs? I have conveyed but a few of the strategies necessary to bring about such improvements. (PsycINFO Database Record (c) 2005 APA)

Kennedy, C. H., & Horn, E. M. (2004). *Including students with severe disabilities*. Boston: Pearson/Allyn and Bacon.

Keyser-Marcus, L. A., Bricout, J. C., Wehman, P., Campbell, L. R., Cifu, D. X., Englander, J., et al. (2002). Acute predictors of return to employment after traumatic brain injury: a longitudinal follow-up. *Arch Phys Med Rehabil*, 83(5), 635-641.

OBJECTIVE: To investigate the relation between selected acute injury and patient characteristics and subsequent return to work 1 to 5 years postinjury. DESIGN: Longitudinal design with prospectively collected data. Data were collected on patients at the time of injury and each year

postinjury for up to 5 years. SETTING: Four medical centers in the federally sponsored Traumatic Brain Injury Model Systems project that provide emergency medical services, intensive and acute medical care, inpatient rehabilitation, and a spectrum of community rehabilitation services. PARTICIPANTS: Patients were selected from a national database of 538 rehabilitation inpatients admitted to acute care within 8 hours of traumatic brain injury (TBI) and seen at 1 to 5 years follow-up. INTERVENTIONS: Not applicable. MAIN OUTCOME MEASURES: Employment status (employed vs. not employed) at 1 to 5 years postinjury. Logistic regression analyses were performed to determine the extent to which selected variables predicted employment status at years 1 to 5 postinjury. RESULTS: At year 1 postinjury, preinjury productivity, age, education, and rehabilitation length of stay were all significantly associated with postinjury employment. Preinjury employment and productivity and age significantly predicted employment at postinjury year 2. At year 3 postinjury, preinjury productivity, age, and FIMtrade mark instrument discharge score significantly predicted employment status. Age was significantly associated with employment status at year 4 postinjury. Preinjury employment and productivity and Disability Rating Scale discharge score were found to be significant predictors of postinjury employment at year 5 follow-up. CONCLUSIONS: The relationship between certain acute injury and patient variables (e.g., age, preinjury productivity, education, discharge FIM) and subsequent return to work may provide rehabilitation professionals with useful information regarding the intensity and types of services needed for individuals in the vocational rehabilitation planning process.

Kiernan, W. E., Schalock, R. L., Butterworth, J., & Sailor, W. (1993). Enhancing the Use of Natural Supports for People with Severe Disabilities.

This guide promotes the use of natural supports to assist individuals with severe disabilities. The first two sections review the development of natural supports in the workplace, including changes in perspectives on the role of persons with disabilities, utilization issues, and the definition of natural supports. A seven-step process reflecting the development of natural supports is presented that calls for identification of need, establishing the life activity areas affected, identifying the extant networks of support, examining the natural support resources available within those networks, enabling a decision to be made as to whether existing resources will resolve the need, putting a support plan into place, and evaluating the outcomes of the support activities. The next section proposes a five-step supports and outcomes design that involves: (1) developing the person's whole life goals; (2) completing an ecological inventory of supports; (3) conducting a discrepancy analysis between the person's needed and available natural support networks and resources; (4) accessing needed supports; and (5) evaluating the outcomes from the natural support. The last two sections examine the implications of using natural supports and review how natural supports are used in the United States, Italy, Denmark, and Australia. (Contains 96 references.) (CR)

Kilsby, M., & Beyer, S. (1996). Engagement and interaction: a comparison between supported employment and day service provision. *J Intellect Disabil Res*, 40 ( Pt 4), 348-357.

Work and non-work experiences of 16 adults with learning disabilities were compared. The results indicated that people spent significantly more of their time engaged in task-related activities during paid work than in non-work situations, where high levels of disengagement were observed. Interaction patterns varied considerably across conditions, people spending more of their time interacting with others in the non-work condition, possibly as a result of high levels of supervisory support from service staff. Differences were also observed in the direction of interaction, with clients more likely to initiate interactions in the non-work condition. A breakdown of who interactions occurred with revealed that clients tended to talk with supervisors

more often than anyone else in the non-work condition. During work, clients tended to interact more often with their non-disabled co-workers, and a significant proportion of time was spent interacting with the public. The findings are discussed in relation to the relative success of the employment movement and suggestions for further research are made.

Kirby, N. (1997). Employment and mental retardation. In N. W. Bray (Ed.), *International review of research in mental retardation*, Vol. 20. (pp. 191-249): Academic Press, San Diego, CA, US.

(From the chapter) Reviews research on vocational habilitation and employment of those with mental retardation (MR) in the US. Issues discussed include the goals of vocational habilitation, the availability of work, work and quality of life, traditional employment options (sheltered, competitive), improving vocational habilitation outcomes (supported employment), improving transition from school to employment (secondary and tertiary education), assistance with transition from industry, legislation, research, assessment, and training. It is concluded that there is much to be done to achieve widespread use of employment alternatives and habilitation procedures, since the majority of those with MR remain underemployed in sheltered workshops or, particularly those with severe MR, with no employment. (PsycINFO Database Record (c) 2005 APA)

Kregel, J. (1995). Personal and functional characteristics of supported employment participants with severe mental retardation. *Journal of Vocational Rehabilitation*, 5, 221-231.

Kregel, J. (1997). Perspective: Supported Employment. *Remedial and Special Education*, 18(4), 194-197.

Summarizes the present status of supported employment for people with disabilities, discusses major accomplishments of the initiative (such as positive results in benefit-cost analyses) and identifies challenges, including continuing high numbers of individuals in segregated programs, lack of supported employment services for individuals with significant support needs, and need for strategies to foster economic independence in participants. (DB)

Kregel, J., & Wehman, P. (1996). Supported Employment Research: Impacting the Work Outcomes of Individuals with Disabilities. *RRTC*.

Major ongoing supported employment studies conducted at the Rehabilitation Research Training Center at Virginia Commonwealth University are profiled in this newsletter. The training center involves individuals with disabilities in the design, implementation, and interpretation of the research. The first research study examined the opinions of 110 individuals with disabilities who were working in supported employment. Results showed that 90 percent of these consumers liked their jobs and 96 percent were satisfied with supported employment and believed they would not be working without its assistance. The second research project was a vocational integration study of 390 consumers of supported employment services. Findings indicated a significant difference between the level of integration experienced by the consumers and the type of job they held. Consumers employed in clerical jobs were more integrated than in other job types. The third study was a national survey of 365 agencies which found that 98.9 percent of respondents reported that their agencies were continually converting facility-based resources to community-based employment. These participants were also asked questions on the use of Plans for Achieving Self-Support (PASS). Results showed that supported employment participants were major users of PASS plans. (CR)



Lancioni, G. E., O'Reilly, M. F., Brouwer-Visser, G., Groeneweg, J., Bikker, B., Flaming, T., et al. (2001). Frequent versus non-frequent prompts and task performance in persons with severe intellectual disability. *Scandinavian Journal of Behaviour Therapy*, 30(3), 134-139.

This study extended the evaluation of frequent vs. non-frequent prompts to support task performance with people with severe intellectual disability. Three participants, aged 16-17 and 47 yrs, were involved in the study. The data indicated that the frequent prompts strategy promoted higher levels of on-task behaviour and correct responding for 2 participants and on-task behaviour for 1 participant. The relation of these data with previous findings and their implications for daily occupation programmes for persons with severe developmental disabilities are discussed. (PsycINFO Database Record (c) 2005 APA)

Latimer, E. (2005). Community-based care for people with severe mental illness in Canada. *Int J Law Psychiatry*, 28(5), 561-573.

The development of mental health services for people with severe mental illness has in many ways paralleled that in other countries, particularly the United States. As reliance on inpatient psychiatric care has been sharply reduced, a wide range of community supports have been developed. Several distinct institutional and legal features have contributed to shaping the nature of these community supports, which are described herein. At present, the result is a highly fragmented system of care. Key evidence-based practices, notably assertive community treatment, supported employment, and integrated treatment for concurrent severe mental illness and substance use disorder, achieve considerable integration at the clinical level, but remain relatively unavailable in most provinces. The policy of regionalization of services risks inhibiting the development of such practices, which require more centralized technical assistance and monitoring. An evolutionary approach of gradually introducing integrated, evidence-based programs may provide the most feasible strategy for improving the system.

Latimer, E. (2005). Economic considerations associated with assertive community treatment and supported employment for people with severe mental illness. *J Psychiatry Neurosci*, 30(5), 355-359.

This article discusses economic considerations associated with evidence-based practices for people with severe mental illness that involve grouping treatment and rehabilitation staff into a single team. The article includes a brief review of the evidence and arguments that both assertive community treatment and supported employment are effective in promoting recovery, as well as having other favourable outcomes. In terms of cost, assertive community treatment appears to allow flexible deployment of resources such that the number of days in hospital is reduced, which means that in many cases this form of treatment pays for itself. Evidence for a similar cost offset with supported employment is much more limited. Even when such practices increase overall costs, they appear to be more cost-effective than the alternatives with which they have been compared. Consideration of these findings together suggests that improved synthesis and use of individual-level clinical information, which are more easily achieved by a team, are key to more cost-effective service delivery for people who need the expertise of different kinds of professionals.

Latimer, E. A. (2001). Economic impacts of supported employment for persons with severe mental illness. *Can J Psychiatry*, 46(6), 496-505.

**BACKGROUND:** Most persons with severe mental illness prefer competitive to sheltered vocational settings. Supported employment (SE) has become a clearly defined model for helping

people with severe mental illness to find and maintain competitive jobs. It involves individualized and rapid placement, ongoing support and assessment, and integration of vocational and mental health staff within a single clinical team. Previous studies show that SE secures competitive employment much more effectively than do other approaches. This review focuses on its economic impacts. **METHODS:** Studies reporting some service use or monetary outcomes of adding SE programs were identified. These outcomes were tabulated and are discussed in narrative form. **RESULTS:** Five nonrandomized and 3 randomized studies compare SE programs with day treatment or transitional employment programs. The introduction of SE services can result in anything from an increase to a decrease in vocational service costs, depending on the extent to which they substitute for previous vocational or day treatment services. Overall service costs tend to be lower, but differences are not significant. Earnings increase only slightly on average. **CONCLUSIONS:** Converting day treatment or other less effective vocational programs into SE programs can be cost-saving or cost-neutral from the hospital, community centre, and government points of view. Investments of new money into SE programs are unlikely to be materially offset by reductions in other health care costs, by reductions in government benefit payments, or by increased tax revenues. Such investments must be motivated by the value of increasing the community integration of persons with severe mental illness.

Latimer, E. A., Bush, P. W., Becker, D. R., Drake, R. E., & Bond, G. R. (2004). The cost of high-fidelity supported employment programs for people with severe mental illness. *Psychiatr Serv, 55*(4), 401-406.

**OBJECTIVE:** This study determined the costs of evidence-based supported employment programs in real-world settings. **METHODS:** A convenience sample of 12 supported employment programs known to follow closely the principles of evidence-based supported employment was asked to provide detailed information on program costs, use, and staffing. Program fidelity was assessed by using the Supported Employment Fidelity Scale. Cost and utilization data were analyzed in a comparable manner to yield direct and total costs per client served, per full-year-equivalent client, and per employment specialist. **RESULTS:** Usable data were obtained from seven programs in rural and urban locations in seven states: Indiana, Kansas, Massachusetts, New Hampshire, Oregon, Rhode Island, and Vermont. All programs received high fidelity ratings, ranging from 70 to the maximum value of 75. Annual direct costs per client served varied from dollars 860 in New Hampshire to dollars 2723 in Oregon, and direct costs per full-year-equivalent client varied from dollars 1423 in Massachusetts to dollars 6793 in Indiana. Direct costs per employment specialist did not show as much variation, ranging from dollars 37339 in Rhode Island to dollars 49603 in Massachusetts, with a mean of dollars 44082. Differences in cost per client arose in part from differences in rules for determining who is or is not considered to be on a program's caseload. By assuming a typical caseload of about 18 clients, it was estimated that the cost per full-year-equivalent client averaged dollars 2449 per year, ranging from dollars 2074 to dollars 2756. **CONCLUSIONS:** The results point to the need for greater uniformity in caseload measurement and help specify the costs of high-fidelity supported employment programs in real-world settings.

Lee, M., Storey, K., Anderson, J. L., Goetz, L., & Zivolich, S. (1997). The Effect of Mentoring versus Job Coach Instruction on Integration in Supported Employment Settings. *Journal of the Association for Persons with Severe Handicaps, 22*(3), 151-158.

A study of individuals with severe mental retardation who were trained using the traditional job coach model (n=10), or using a mentoring model (n=10), found individuals with severe mental retardation who were trained using the mentor model had more interactions with typical coworkers than those trained using the job coach model. (Author/CR)

Lee, R. K., & Chan, C. C. (2005). Factors affecting vocational outcomes of people with chronic illness participating in a supported competitive open employment program in Hong Kong. *Work*, 25(4), 359-368.

**OBJECTIVES:** This study aimed to analyze the ability of the Patient Retraining and Vocational Resettlement (PRAVR) program to enhance the vocational outcomes of individuals with chronic illness, and to study the socio-demographic factors associated with successful vocational outcome. **STUDY DESIGN:** A retrospective study of 548 individuals with various types of chronic illness who enrolled in the program between 1995 and 2003. Their socio-demographic data and their employment outcome after a six-month job skills retraining and job settlement service were collected for analysis. **RESULTS:** The program was found to enhance the vocational outcomes of patients who completed the program. Logistic regression identified significant factors predicting successful vocational outcomes. For the male patients, the chances of employment were higher if the onset of illness had occurred at least 10 years before (odd ratios = 0.326). For the female patients, the chances of employment were higher if they had been unemployed for less than 1 year (odd ratio = 3.8). **CONCLUSIONS:** The PRAVR program is able to enhance the vocational outcomes of people with chronic illness in Hong Kong. The factors which were found to relate to successful employment were unique to the local situation. Further studies should explore these factors in a more in-depth manner.

Lehman, A. F., Kreyenbuhl, J., Buchanan, R. W., Dickerson, F. B., Dixon, L. B., Goldberg, R., et al. (2004). The Schizophrenia Patient Outcomes Research Team (PORT): updated treatment recommendations 2003. *Schizophr Bull*, 30(2), 193-217.

Since publication of the original Schizophrenia Patient Outcomes Research Team (PORT) treatment recommendations in 1998, considerable scientific advances have occurred in our knowledge about how to help persons with schizophrenia. Today an even stronger body of research supports the scientific basis of treatment. This evidence, taken in its entirety, points to the value of treatment approaches combining medications with psychosocial treatments, including psychological interventions, family interventions, supported employment, assertive community treatment, and skills training. The most significant advances lie in the increased options for pharmacotherapy, with the introduction of second generation antipsychotic medications, and greater confidence and specificity in the application of psychosocial interventions. Currently available treatment technologies, when appropriately applied and accessible, should provide most patients with significant relief from psychotic symptoms and improved opportunities to lead more fulfilling lives in the community. Nonetheless, major challenges remain, including the need for (1) better knowledge about the underlying etiologies of the neurocognitive impairments and deficit symptoms that account for much of the disability still associated with schizophrenia; (2) treatments that more directly address functional impairments and that promote recovery; and (3) approaches that facilitate access to scientifically based treatments for patients, the vast majority of whom currently do not have such access.

Levack, W., McPherson, K., & McNaughton, H. (2004). Success in the workplace following traumatic brain injury: Are we evaluating what is most important? *Disability and Rehabilitation: An International Multidisciplinary Journal*, 26(5), 290-298.

**Purpose:** Vocational outcome, and in particular full-time paid work, is considered an important indicator of successful rehabilitation following traumatic brain injury (TBI). However it has not been established that these outcomes adequately or accurately represent the values of the people with TBI. This paper describes a study exploring the experiences of individuals who attempted

returning to work following TBI, with emphasis on factors that related to perceptions of 'success' or 'failure'. Method: A phenomenological study, interviewing seven people with moderate to severe TBI was conducted. The interview data were analysed for themes relating to experiences of success or failure in the workplace. Community consultation provided additional perspectives in the interpretation and validation of results. Results: The results of this study support in part the assumption that paid employment is indicative of success following TBI. Equally prevalent were findings that challenged this assumption, including situations where: (1) return to employment contributed to catastrophic personal events, (2) feelings of success were achieved even though paid employment was not, and (3) success in the workplace was associated with factors other than hours worked or pay earned. Conclusions: This research suggests that the use of work placement as a measure of successful rehabilitation might misrepresent the perspective of individuals with TBI. A multifactorial approach to evaluating vocational rehabilitation is recommended, which incorporates the subjective experience of work. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Levy, J. M., & et al. (1995). Employers' Attitudes towards Persons with Disabilities: A Comparison of National and New York State Data. *International Journal of Rehabilitation Research*, 18(2), 103-114.

Comparison of 2 studies of employers' attitudes toward the employability of persons with severe disabilities (one of Fortune 500 corporations and one of New York State employers) found that both groups were favorable toward employability. Executives from large companies and individuals with prior positive experience with the disabled were the most positive. (Author/DB)

Luecking, R. G., & Certo, N. J. (2002). Integrating service systems at the point of transition for youth with significant support needs: A model that works. *Information Brief*, 1(4), 1-4.

Machamer, J., Temkin, N., Fraser, R., Doctor, J. N., & Dikmen, S. (2005). Stability of employment after traumatic brain injury. *Journal of the International Neuropsychological Society*, 11(7), 807-816.

Although substantial information exists about factors related to who returns to work and time taken to return to work after traumatic brain injury (TBI), less is known about the stability of the work experience after the injury. One hundred sixty-five workers with complicated mild to severe traumatic brain injury were followed for 3 to 5 years postinjury. Work stability definitions included amount of time worked (amount of time worked divided by time observed postinjury) and maintenance of uninterrupted employment once a person returned to work. Amount of time worked was significantly and systematically related to brain injury severity, neuropsychological functioning at 1-month postinjury, and preinjury characteristics such as prior work stability and earnings. However, once persons returned to work, the ability to maintain uninterrupted employment was largely related to premorbid characteristics such as being older, higher income before the injury, or a preinjury job with benefits. It was also related to higher neuropsychological functioning at 1-month postinjury (reflecting the combined effects of premorbid functioning and traumatic brain injury severity), but not related to neurologic indices of severity. (PsycINFO Database Record (c) 2006 APA) (journal abstract)

Mangili, E., Ponteri, M., Buizza, C., & Rossi, G. (2004). Attitudes toward disabilities and mental illness in work settings: A review/Atteggiamenti nei confronti della malattia mentale e delle disabilità nei luoghi di lavoro: Una rassegna. *Epidemiologia e Psichiatria Sociale*, 13(1), 29-46.

Aims: The aim of the present work is to analyze employers' and employees' attitudes towards the job integration of people with mental illness or disability and to highlight the socio-demographic

and organizational characteristic that are more significantly associated with such attitudes. Method: We performed PsycINFO, AskERIC and Medline searches for studies published from 1961 to 2002, with key words such as attitudes, stigma, schizophrenia, mental illness, disability, employers, employees, co-workers and supported employment. Results: Our review of the literature showed that the possibility for people with severe mental illness or disability to enter job market is limited by the discriminating attitudes of employers. The socio-demographic and organizational characteristics, which are more significantly associated with employers' more positive attitudes, are: dimension of the company, previous positive contact with people with disability and employers' high educational level. Conclusions: Such information could be useful to identify and, perhaps, select those companies, which can be predicted as more likely to accept people with mental disorders as part of their work force; they could also be used to train job applicants to improve their social skills. Finally such information could be used to plan specific programs to modify attitudes of employees and employers. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Mank, D. (1996). Natural Support in Employment for People with Disabilities: What Do We Know and When Did We Know It? *Journal of the Association for Persons with Severe Handicaps*, 21(4), 174-177.

This commentary on "Natural Supports in the Workplace: The Jury Is Still Out" (Test and Wood), argues that the differing definitions of natural supports are constructive because of the evolving nature of the research, and that progressive policy is often ahead of documented knowledge, but concurs that additional research is needed. (CR)

Mank, D., Buckley, J., Cioffi, A., & Dean, J. (1996). Do Social Systems Really Change? Retrospective Interviews with State-Supported Employment Systems-Change Projectors. *Focus on Autism and Other Developmental Disabilities*, 11(4), 243-250.

Describes the results of telephone interviews with 10 former directors of state systems-change projects focused on supported employment in the context of the rapid growth of supported-employment programs for people with severe disabilities. Results are discussed in terms of the ongoing nature of dynamic change in social systems. (Author/DB)

Mank, D., Cioffi, A., & Yovanoff, P. (1997). Patterns of Support for Employees with Severe Disabilities. *Mental Retardation*, 35(6), 433-447.

This study investigated the use of "natural supports" in the workplace in tandem with supported employment services for employees with severe disabilities. Analysis of data from 462 people in eight states on how "typical" the individual's employment setting was found that incorporating "typical" employment features in workplaces was associated with better wage and integration outcomes. (Author/DB)

Mank, D., Cioffi, A., & Yovanoff, P. (1998). Employment Outcomes for People with Severe Disabilities: Opportunities for Improvement. *Mental Retardation*, 36(3), 205-216.

A survey of 13 vocational programs that used natural supports as one of their strategies for securing and supporting people with disabilities in community jobs found that people with more severe disabilities had fewer wage- and integration-outcomes and fewer typical features of employment compared to those with less severe disabilities. (CR)

Mank, D., O'Neill, C. T., & Jensen, R. (1998). Quality in Supported Employment: A New Demonstration of the Capabilities of People with Severe Disabilities. *Journal of Vocational Rehabilitation*, 11(1), 83-95.

In King County (Washington) government agencies, jobs were developed for 55 people with severe disabilities through leadership by county officials and developmental disabilities staff. The program was cost effective and also resulted in improved wages for the workers with disabilities. (SK)

Marrone, J., & Golowka, E. (2005). If Work Makes People with Mental Illness Sick, What Do Unemployment, Poverty, and Social Isolation Cause? In L. Davidson, C. Harding & L. Spaniol (Eds.), *Recovery from severe mental illnesses: Research evidence and implications for practice, Vol 1*. (pp. 451-463): Center for Psychiatric Rehabilitation/Boston U, Boston, MA.

(Created by APA) This reprinted article originally appeared in (*Psychiatric Rehabilitation Journal*, 1999, 23[2], 187-193). The authors espouse the view that working is both a right and a responsibility for citizens with disabilities. Adults with disabilities are the only group in this country for whom not working has been considered an acceptable lifestyle. These arguments are not meant (1) to negate the real barriers or financial tradeoffs people with all disabilities face in leaving Social Security or Public Assistance rolls; nor is it meant (2) to imply that an acceptable strategy is for professional helpers to adopt a get tough approach with people with mental illness who are scared or reluctant to attempt employment. The authors feel that finding the solutions to #1 and avoiding the inappropriate tactics of #2 are closely connected. The authors propose that ultimately people with disabilities do, in fact, have to accept personal responsibility to choose employment as part of the social contract of citizenship. People should work because unemployment is much worse for your mental health than the stresses of employment. Work is a way to meet people and expand social networks. To work, helps make daily life more interesting plus leisure time that has more meaning. Working also provides a distraction from disability. (PsycINFO Database Record (c) 2006 APA)

Marshall, C. A., Longie, B. J., Miller, J. F., Cerveney, L. K., & Monongye, D. (1994). A National Survey of Indian Health Service Employees and the Development of a Model Job Training Demonstration Project: Identifying Work Opportunities for American Indians and Alaska Natives with Disabilities. Executive Summary.

This project involved a national survey of Indian Health Service (IHS) agencies to assess the working environment, the extent to which IHS agencies employ and provide support services for persons with disabilities, and the need for program and consumer services to enhance the employability of American Indians with disabilities. A total of 676 interviews with IHS employees (62 percent American Indian) with disabilities, supervisors, co-workers of employees with disabilities, and other employees was conducted. The survey found that employees believed their work sites were accessible but needed to learn more about disability issues. Employees with disabilities believed that IHS needs to take specific steps to recruit persons with disabilities. The project also developed and pilot tested a supported employment job training model to demonstrate effective practices in hiring and providing support services to American Indians with disabilities. Supervisors and a job coach worked with nine trainees (six of whom had severe disabilities) to provide on-the-job training and solve work-related issues. An unanticipated outcome of the pilot project was the amount of emotional support the trainees needed to sustain their involvement. Recommendations focus on training costs, provision of psychological counseling to trainees, and staff requirements. (DB)

Marwaha, S., & Johnson, S. (2004). Schizophrenia and employment - a review. *Soc Psychiatry Psychiatr Epidemiol*, 39(5), 337-349.

**BACKGROUND:** Little is known about the extent to which work contributes to the recovery of people with schizophrenia. There is increasing interest in the subject because of new service models and the economic cost of unemployment in people with severe mental illness.

**METHODS:** A literature search was carried out with the aim of investigating: a). employment rates in schizophrenia and first-episode psychosis and the extent to which they have changed over time; b). the barriers to work; c). the factors associated with being employed among people with schizophrenia; and d). whether employment influences other outcomes in schizophrenia.

**RESULTS:** There are wide variations in reported employment rates in schizophrenia. Most recent European studies report rates between 10 % and 20%, while the rate in the US is less clear. There is a higher level of employment among first-episode patients. The employment rate in schizophrenia appears to have declined over the last 50 years in the UK. Barriers to getting employment include stigma, discrimination, fear of loss of benefits and a lack of appropriate professional help. The most consistent predictor of employment is previous work history. Working is correlated with positive outcomes in social functioning, symptom levels, quality of life and self esteem, but a clear causal relationship has not been established. **CONCLUSIONS:** Very low employment rates are not intrinsic to schizophrenia, but appear to reflect an interplay between the social and economic pressures that patients face, the labour market and psychological and social barriers to working.

Mast, M., & West, M. (2001). Are individuals with severe physical impairments undeserved in supported employment? *Journal of Vocational Rehabilitation. Special Issue: Employment and Physical Disability*, 16(1), 3-7.

Used 2 data sources, the National Supported Employment Policy Survey and the UCP National Employment Survey, to examine the extent to which individuals with severe physical impairments are served in supported employment. Results show that although members of this group constitute a small fraction of supported employment participants nationwide, growth in raw numbers has been in evidence. It is also shown that supported employment is increasingly being utilized within UCP affiliates, and these affiliates are emerging as a primary point of access for members of this population. (PsycINFO Database Record (c) 2005 APA)

Mautz, D., Storey, K., & Certo, N. (2001). Increasing Integrated Workplace Social Interactions: The Effects of Job Modification, Natural Supports, Adaptive Communication Instruction, and Job Coach Training. *Journal of the Association for Persons with Severe Handicaps (JASH)*, 26(4), 257-269.

A study involving an adult with severe mental retardation and other disabilities found that the addition of a communication device, job coach social facilitation training, and eliciting co-worker support for social integration increased the social interactions of the employee in a supported employment setting. (Contains references.) (CR)

McCabe, P. P., & Smergut, P. C. (1994). Supported Employment for Youth with Disabilities: A Successful Community-Referenced Employment Training Program. *Journal for Vocational Special Needs Education*, 17(1), 25-29.

The Manhattan Transition Center provides supported employment for youth with mild to severe disabilities. Local enclave worksites staffed by teacher/paraprofessional teams place participants

in jobs. Under the zero-reject policy, employers and service providers are responsible for participants' personal and work-related growth. (SK)

McConnell, L. R. E. (2001). *Emerging Workforce Issues: W.I.A., Ticket To Work, and Partnerships*. A Report on the Mary E. Switzer Memorial Seminar (22nd, Lansing, Michigan, September 2000). Switzer Seminar Series.

This monograph presents information on the Mary E. Switzer Seminars, five major papers concerned with vocational rehabilitation of people with disabilities, two shorter papers, and four invited guest reaction papers. The following major papers are presented: (1) "Toward Researching a National Employment Policy for Persons with Disabilities" (Peter David Blanck and Helen A. Schartz); (2) "Workforce Development Program Consolidation and Service Integration: Ensuring Consistent Service Quality and High Professional Standards for Persons with Disabilities" (John Dorrer); (3) "Special Issues and Trends in Integrated Employment: Factors Affecting Individuals with Developmental Disabilities or Significant Mental Illness" (William E. Kiernan); (4) "One-Stops and Partnerships: Implementation and Policy Considerations" (James D. Van Erden); and (5) "Push and Pull: Navigating Employment and SSI Policies for Young Persons with Disabilities" (Hugh G. Berry). Each paper is followed by several brief reaction papers and a list of recommendations. The two additional papers are: "The Political Implications of TWWIIA" (Bruce S. Growick) and "Consumer Coalition History: Consumer-Driven Principles in California" (Bryon R. MacDonald). The following invited guest reaction papers complete the monograph: (1) "Comments on Blanck and Schartz" (Monroe Berkowitz); (2) "Emerging Workforce Initiatives: The Promise, the Potential, the Prospects--Possibly Too Many 'Moving Parts?'" (Donald E. Galvin); (3) "Comments on Berry" (William Halloran); (4) "Understanding the New Policy Environment" (H. Allan Hunt); and (5) "Disability and Employment: Alternative Approaches to Traditional Empirical Research" (Michael Ashley Stein). (Individual papers contain references.) (DB)

McDonnell, J., Mathot-Buckner, C., & Ferguson, B. (1996). *Transition programs for students with moderate/severe disabilities*. Pacific Grove, Calif.: Brooks/Cole Pub. Co.

McGaughey, M. J., Kiernan, W. E., & McNally, L. C. (1995). A peaceful coexistence? State MR/DD agency trends in integrated employment and facility-based services. *Mental Retardation*, 33, 170-180.

National survey data reported by state MR/DD agencies for integrated and segregated employment and facility-based nonwork services provided during FYs 1988 and 1990 were examined. The percentage and total number of individuals in integrated employment grew significantly across the 2 years. However, there were no significant changes in the percentage or number served in facility-based settings. State MR/DD agencies continue to fund a dual service system, with the vast percentage of total resources allocated to segregated programs. Policy and funding incentives need to be developed to stimulate conversion of segregated services to integrated employment. Reprinted by permission of the publisher.

McGrew, J. H., & Griss, M. E. (2005). Concurrent and predictive validity of two scales to assess the fidelity of implementation of supported employment. *Psychiatr Rehabil J*, 29(1), 41-47.

The ability of the Individual Placement and Support (IPS) and the Quality of Supported Employment Implementation Scale (QSEIS) fidelity scales to predict independently rated SE adherence and percentage of clients closed by the Office of Vocational Rehabilitation (OVR) was tested at 23 SE sites. QSEIS Total score ( $r = .47$ ), Integration subscale ( $r = .53$ ), and Support



subscales ( $r = .61$ ) correlated with SE adherence. Total QSEIS score also predicted OVR closure rate ( $r = .42$ ). Correlations between IPS (sub)scale scores and the criterion measures were non-significant. The results support QSEIS validity and provide evidence that fidelity to the SE model is associated with better employment outcomes.

McGrew, J. H., Johannesen, J. K., Griss, M. E., Born, D. L., & Katuin, C. (2005). Performance-based funding of supported employment: A multi-site controlled trial. *Journal of Vocational Rehabilitation. Special Issue: Funding consumer directed employment outcomes*, 23(2), 81-99.

**Background:** To help mitigate empirically-identified shortcomings in Supported Employment (SE) outcomes for consumers with severe mental illness in Indiana (e.g., few long-term placements), Vocational Rehabilitation Services (VRS) and the Indiana Division of Mental Health and Addictions (DMHA) proposed the implementation of a results-based funding (RBF) system, in which providers received payment only when clients successfully attained each of 5 employment milestones. The current study presents the results of a multi-site controlled trial of RBF vs. a traditional fee-for-service (FFS) model. **Method:** The sample included 122 (RBF = 81, FFS = 41) consumers of SE (52% schizophrenia, 35% mood disorder). Assessments of clinical and life outcomes were conducted quarterly across 12 months. **Results:** Those served in RBF were more likely to attain all milestones collectively, and to have a completed person-centered plan and attain 9-months of employment, specifically. There were few differences between those in RBF and FFS on non-milestone employment variables (e.g., job match, wages) or clinical measures (e.g., quality of life, functioning). **Conclusions:** RBF produces better overall vocational outcomes, specifically, higher rates of completion of a person-centered plan and retention of employment for 9 months. However, improvements with RBF were limited to those specified and did not generalize to vocational areas not targeted by the milestones (e.g., wages, benefits) or to changes in other life domains typically valued by psychiatric rehabilitation. (PsycINFO Database Record (c) 2006 APA) (journal abstract)

McGurk, S. R., & Mueser, K. T. (2004). Cognitive functioning, symptoms, and work in supported employment: a review and heuristic model. *Schizophr Res*, 70(2-3), 147-173.

**OBJECTIVE:** Supported employment has been shown to improve the employment outcomes of clients with severe mental illness (SMI), but many clients who receive this service still fail to achieve their vocational goals. There is a need to better understand how illness-related impairments interfere with work, and how supported employment services deal with those impairments in order to improve the employment outcomes of clients with SMI. **METHOD:** We conducted a review of research on the relationship between cognitive functioning, symptoms, and competitive employment in clients with SMI. Based on this review, we developed a heuristic model of supported employment that proposes specific interactions between cognitive factors, symptoms, vocational services, and employment outcomes. **RESULTS:** The review indicated that cognitive functioning and symptoms were strongly related to work in studies of general psychiatric samples. In studies of clients participating in vocational rehabilitation programs, associations between cognitive functioning, symptoms, and work were also present, but were attenuated, suggesting that vocational rehabilitation compensates for the effects of some cognitive impairments and symptoms on work. We describe a heuristic model of supported employment that posits specific and testable effects of cognitive domains and symptoms on vocational services and employment outcomes. **CONCLUSIONS:** Supported employment appears to work by compensating for the effects of cognitive impairment and symptoms on work. The model may serve as a guide for research aimed at understanding how supported employment works, and for developing supplementary strategies designed to improve the effectiveness and cost-effectiveness of supported employment services.

McGurk, S. R., Mueser, K. T., & Pascaris, A. (2005). Cognitive training and supported employment for persons with severe mental illness: one-year results from a randomized controlled trial. *Schizophrenia Bull*, 31(4), 898-909.

This study examined the effectiveness of cognitive training (the Thinking Skills for Work Program) for improving competitive employment outcomes in persons with severe mental illness who have a history of job failure. Forty-four clients receiving services at 2 inner-city community mental health agencies were randomly assigned (within each site) to receive either cognitive training and supported employment (CT + SE) or supported employment only (SE Only). Retention in the CT + SE program was high (91%). Baseline to 3-month assessments showed significantly greater improvements in neurocognitive functioning, depression, and autistic preoccupation on the Positive and Negative Syndrome Scale for the CT + SE set compared to the SE Only group. Employment outcomes over 1 year showed that clients who received CT + SE were significantly more likely to work (69.6 versus 4.8%, respectively), worked more jobs, worked more hours, and earned more wages than clients with SE Only. The findings provide support for the feasibility of implementing the Thinking Skills for Work Program in the context of supported employment and its beneficial effects on cognitive functioning and competitive employment in persons with severe mental illness.

McKay, C. E., Johnsen, M., Banks, S., & Stein, R. (2006). Employment transitions for clubhouse members. *Work*, 26(1), 67-74.

Using a longitudinal dataset which followed 2195 individuals employed in 3379 separate job placements over a four-year period, this paper explores movement between the employment supports, [Transitional (TE), Supported (SE), and Independent Employment (IE)], offered by clubhouses. Sixty-four percent of employed members held only one job (N=1395) and 36% held multiple jobs during the study (N=791). Patterns of movement were consistent for transitions between the first and second job and subsequent transitions. Forty-six percent of individuals holding multiple jobs moved from one employment type to another. When movement occurred clubhouse members were significantly more likely to move from employment types offering more supports to those that offer less supports.

McLaughlin, P. J. E., & Wehman, P. E. (1996). *Mental Retardation and Developmental Disabilities*. Second Edition.

This book presents 19 chapters on life span perspectives and service issues for people with mental retardation and developmental disabilities. The book presents best practices and provides a view of the range of services necessary to work with people who have those disabilities. It is intended to provide a core reference for providers in the helping disciplines and makes extensive use of case studies to demonstrate key concepts. Chapter titles and authors are: (1) "Service Delivery" (Pamela Wolfe and others); (2) "Early Intervention" (Rebecca Anderson Weissman and David C. Littman); (3) "Going to School" (Kathryn A. Blake and others); (4) "Transition from School to Adulthood" (Katherine Inge and others); (5) "Growing Older" (Michael Malone and Nancy Kropf); (6) "Mild Mental Retardation" (John Langone); (7) "Severe Mental Retardation" (William R. Sharpton and Michael D. West); (8) "Cerebral Palsy" (Katherine Inge); (9) "Seizure Disorders" (Elizabeth Perry-Varner); (10) "Behavioral Disabilities" (Elaine Clark); (11) "Autistic Disorder" (Ronald C. Eaves); (12) "Self-Injurious Behavior" (David Pitonyak); (13) "Deaf-Blind" (JoAnn M. Marchant); (14) "Learning Disabilities" (William N. Bender); (15) "Case Management" (Susan Neal and Beth Gilson); (16) "Community-Based Vocational Training" (Katherine Inge and others); (17) "Supported Employment" (Paul Wehman and Wendy Parent);

(18) "Supported Living and Collaborative Transition" (Tom J. Clees); and (19) "Social Security" (Susan O'Mara and John Kregel). (Individual chapters contain references.) (DB)

McLoughlin, C. S. (2002). Barriers to hiring students with disabilities in the workforce. *International Education Journal*, 3(1), 13-23.

To determine factors that influence hiring, 120 employers and potential employers of workers with disabilities in NorthEastern Ohio, USA, were interviewed by psychologists to identify the characteristics of individuals with disabilities that influence hiring decisions. Significant differences exist between those employers with and those without experiences in hiring workers with disabilities in their respective assessments of workers' dependability, performance levels, and fellow workers' likely reactions. Employers with and those without experience in hiring workers' with disabilities expressed a strong desire for additional information regarding incentives for hiring and information that might ease their task in employing persons with disabilities. Implications for workforce readiness and transition into independent adulthood supported by employment are discussed.

McNair, J. E., & Legutki, G. E. (1993). *Issues in Transition. Volume Two.*

Six papers address issues in the transition of students with disabilities into the adult world of work. The first paper by Richard Ashcroft and titled "Attachment and Transition for Troubled Youth," reviews the literature on attachment, transition, social skills, and troubled youth and school, and offers a transition strategy which focuses on increasing school attachment and social bonding. The second paper titled, "The Local Church as an Agent of Natural Supports to Individuals with Developmental Disabilities" by Jeff McNair, considers involvement of local churches in providing transition supports to this population, including rules for participation, areas in which the church can provide assistance, and the church as an agent in softening social environments. Next, Joseph O. Turpin, in "Holistic Approach to Transitioning," uses a holistic approach to consider the interaction of factors of personal change, traits of the individual/family, and traits of the environment. The fourth paper, "Job Coach Site Visit Card" by Jeff McNair and others, describes a card used to both assist agencies in collecting information on supported employment programs and to help job coaches monitor their own performance in the provision of support. The next paper, by Joseph L. English, is titled "An Update on the Carl D. Perkins Legislation" with emphasis on the development of quality special focus programs. The final paper "Transition Follow Up" by Carolee A. Monroe examines follow-up of both educational programs and students with severe disabilities. Individual papers contain references. (DB)

Michon, H. W. C., van Weeghel, J., Kroon, H., & Schene, A. H. (2005). Person-related predictors of employment outcomes after participation in psychiatric vocational rehabilitation programmes: A systematic review. *Social Psychiatry and Psychiatric Epidemiology*, 40(5), 408-416.

Background: There is increasing recognition of the importance of psychiatric vocational rehabilitation (PVR) programmes in helping individuals with severe mental illnesses to find and secure jobs. However, little is known concerning the factors related to PVR outcomes. Objective: This review identifies those person-related factors which most strongly influence employment outcomes after participation in PVR programmes. Method: Medline, Psychinfo, Pubmed and CINAHL were searched for studies using multivariate analysis of longitudinal data, which analysed employment outcomes after at least 6 months of programme participation, and which analysed at least three predictor domains. Results: Eight studies presented in 16 publications met all the criteria. Better employment outcomes were most strongly related to better work performance measured during PVR participation and to higher work-related self-efficacy. Better

social functioning during PVR participation was also significantly related to positive employment outcomes, but this relationship was generally weaker than those of the two aforementioned factors. In most studies, employment outcomes after PVR were not related to past functioning, including work history and diagnosis. Findings on the severity of psychiatric symptoms measured during PVR were mixed. In terms of contribution to outcome, severity of symptoms usually ranked below work performance, when measured concurrently. Conclusion: Contrary to previous reviews, this study suggests that the influence of past functioning, including work history, diagnosis and psychiatric history, is outweighed by work performance in PVR. Further prospective and controlled studies are needed to reach more definite conclusions about the individual contributions of person-related factors. (PsycINFO Database Record (c) 2005 APA) (journal abstract)

Moll, S., Huff, J., & Detwiler, L. (2003). Supported employment: evidence for a best practice model in psychosocial rehabilitation. *Can J Occup Ther*, 70(5), 298-310.

**BACKGROUND:** Traditional approaches to vocational rehabilitation in mental health settings have had only limited effectiveness in enabling clients to meet their employment goals. Within the last decade the individual Placement and Support Model (IPS) has emerged as an alternate, evidence-based approach to providing vocational services with individuals who have severe and persistent mental illness. **METHOD AND SCOPE:** This review of the literature critically examines research regarding the IPS model of supported employment then discusses implications of this research for occupational therapists. **PRACTICE IMPLICATIONS:** In order to enable clients to achieve their competitive employment goals, it is imperative that occupational therapists incorporate best practice models of supported employment. IPS is one model that appears to hold significant promise for occupational therapists and their clients.

Moore, C. L., Harley, D. A., & Gamble, D. (2004). Ex-post-facto analysis of competitive employment outcomes for individuals with mental retardation: national perspective. *Ment Retard*, 42(4), 253-262.

Disparities in proportions of competitive job placements and provision of vocational rehabilitation services by level of mental retardation were identified for 28,565 individuals. Chi-square results reveal that consumers with mild mental retardation are significantly more likely to achieve competitive jobs compared to those with more severe levels. Logistic regression indicated that the odds of achieving a competitive job for consumers receiving job placement services, business/vocational training, and counseling were nearly two times that of individuals not receiving such services. Findings suggest that a significantly lower proportion of these services were provided to consumers with severe/profound mental retardation. Implications of findings for service, research, and policy are discussed.

Moore, T. J., & Crimando, W. (1995). Attitudes toward Title I of the Americans with Disabilities Act. *Rehabilitation Counseling Bulletin*, 38(3), 232-247.

Investigated attitudes of rehabilitation service providers, private sector representatives, and people with disabilities toward the employment provisions of the Americans with Disabilities Act. Found significant differences among the groups, especially in areas of cost, effectiveness, and attitude toward federal legislation. Most differences simply reflected varying levels of agreement or disagreement. (RJM)

Morton, M. V., & Wehman, P. (1995). Psychosocial and emotional sequelae of individuals with traumatic brain injury: a literature review and recommendations. *Brain Inj*, 9(1), 81-92.

The psychosocial problems of decreased social contact, depression, and loneliness that occur for many with traumatic brain injury (TBI) create a major challenge for enhancing efforts at community re-entry. Despite dramatic physical progress within the first six months after injury, these psychosocial problems remain a persistent long-term problem for the majority of individuals with severe TBI. Researchers have consistently suggested that the psychosocial problems associated with TBI may actually be the major challenge facing rehabilitation. The majority of individuals who sustain TBI are young males between the ages of 19 and 25, who are in the early stages of establishing their independence in areas including friendships, leisure activities, intimate relationships, residence, and employment. The problem of social isolation and decreased leisure activities create a renewed dependence of the survivor on his/her family to meet these needs. In this article we review a large number of papers which examine the psychosocial and emotional sequelae for TBI patients. The results of those studies demonstrate four primary themes. The first theme depicts that individuals who experience severe TBI are at high risk for a significant decrease in their friendships and social support. The second theme relates to the lack of opportunity for establishing new social contacts and friends. The third theme relates to the decrease in leisure activities for individuals with severe TBI. Finally, anxiety and depression are found at high levels for prolonged periods of time following severe TBI. Several clinical recommendations are drawn from this literature review. They are: (1) Clinicians such as psychiatric social workers, psychologists, or psychiatrists may need to be called upon more quickly for intervention. The treating psychiatrist cannot be expected to provide the insight and frequency of psychological services that may be necessary for many of these patients. (2) Since the literature seems to suggest that the presence of one psychosocial deficit, e.g., anxiety, will often be followed by other similar types of problems, e.g. depression, the treatment team needs to be sensitive to how rapidly these problems can cascade into a very dangerous situation. (3) Perhaps the most compelling recommendation we can make is for community rehabilitation specialists to focus significantly more energies and resources upon the psychological health of clients with TBI. Staff need to be trained to detect these signals that clients with TBI are often sending. It is apparent that psychosocial factors contribute to a rising obstacle level to community adjustment.

Mowbray, C. T., Bybee, D., & Shriner, W. (1996). Characteristics of participants in a supported education program for adults with psychiatric disabilities. *Psychiatr Serv, 47*(12), 1371-1377.

**OBJECTIVE:** Supported education programs provide assistance, preparation, and support to individuals with psychiatric disabilities who desire to pursue postsecondary education. To determine the extent to which "typical" clients with severe mental illness can participate in a supported education program, the study examined characteristics of participants in a large supported education program. **METHODS:** Baseline interviews with participants in a supported education program in the metropolitan Detroit area gathered demographic data, as well as information about school, work, and psychiatric history; social adjustment and support; psychiatric symptoms; and self-perceptions in the areas of school efficacy and self-esteem. Cluster analysis used five variables (sex, age, educational attainment, work background, and symptoms) to produce a client typology. **RESULTS:** Five clusters emerged: well-functioning young men, young aspiring women, young dependent men, well-functioning but unemployed participants, and distressed unemployed participants. The clusters also differed on a large number of variables not used in the cluster analysis. However, members of all clusters had similar rates of program participation and first-semester attendance. Overall, the supported education participants were younger, better educated, and higher functioning than subjects in general samples of persons with severe mental illness. Although many participants had significant problems with symptoms, social adjustment, and substance abuse, they were able to remain active program participants.

**CONCLUSIONS:** The results indicate that supported education is a feasible alternative for many individuals to meet goals for educational advancement, personal development, and better jobs.

Mueser, K. T., Aalto, S., Becker, D. R., Ogden, J. S., Wolfe, R. S., Schiavo, D., et al. (2005). The effectiveness of skills training for improving outcomes in supported employment. *Psychiatr Serv*, 56(10), 1254-1260.

**OBJECTIVE:** This study evaluated whether a supplementary skills training program improved work outcomes for clients enrolled in supported employment programs. **METHODS:** Thirty-five recently employed clients with severe mental illness who were receiving supported employment services at a free-standing agency were randomly assigned to participate in either the workplace fundamentals program, a skills training program designed to make work more "successful and satisfying," or treatment as usual. Knowledge of workplace fundamentals (for example, identifying workplace stressors, problem solving, and improving job performance) was assessed at baseline and at nine months; employment outcomes and use of additional vocational services were tracked for 18 months. **RESULTS:** Clients in the workplace fundamentals group (N=17) improved more in knowledge of workplace fundamentals than those in the control group (N=18) at the nine-month follow-up, but the two groups did not differ in the number of hours or days worked, salary earned, or receipt of additional vocational services over the 18-month period. In general, clients in this study had higher educational levels and better employment outcomes than clients in most previous studies of supported employment, making it difficult to detect possible effects of the skills training intervention on work. **CONCLUSIONS:** Supplementary skills training did not improve work outcomes for clients who were receiving supported employment.

Mueser, K. T., Becker, D. R., & Wolfe, R. (2001). Supported employment, job preferences, job tenure and satisfaction. *Journal of Mental Health (UK)*, 10(4), 411-417.

The relationships between job preferences, job satisfaction and job tenure were examined in a sample of 204 unemployed clients with severe mental illness randomly assigned to 1 of 3 vocational rehabilitation programs and followed for 2 yrs. These were the Individual Placement and Support (IPS) model of supported employment, a psychiatric rehabilitation program (PSR) and standard services (Standard). For clients in the IPS program, those who obtained jobs that matched their preemployment preferences for type of work desired reported higher levels of job satisfaction and had longer job tenures than clients who obtained jobs that did not match their preferences. For clients in the PSR or Standard programs, job preferences were not related to job tenure or satisfaction. The findings replicate previous research in this area, and suggest that helping clients obtain work that matches their job preferences is an important ingredient of success in supported employment programs. (PsycINFO Database Record (c) 2005 APA)

Mueser, K. T., Clark, R. E., Haines, M., Drake, R. E., McHugo, G. J., Bond, G. R., et al. (2004). The Hartford study of supported employment for persons with severe mental illness. *J Consult Clin Psychol*, 72(3), 479-490.

The authors compared 3 approaches to vocational rehabilitation for severe mental illness (SMI): the individual placement and support (IPS) model of supported employment, a psychosocial rehabilitation (PSR) program, and standard services. Two hundred four unemployed clients (46% African American, 30% Latino) with SMI were randomly assigned to IPS, PSR, or standard services and followed for 2 years. Clients in IPS had significantly better employment outcomes than clients in PSR and standard services, including more competitive work (73.9% vs. 18.2% vs. 27.5%, respectively) and any paid work (73.9% vs. 34.8% vs. 53.6%, respectively). There were few differences in nonvocational outcomes between programs. IPS is a more effective model than

PSR or standard brokered vocational services for improving employment outcomes in clients with SMI.

Mueser, K. T., Essock, S. M., Haines, M., Wolfe, R., & Xie, H. (2004). Posttraumatic stress disorder, supported employment, and outcomes in people with severe mental illness. *CNS Spectr*, 9(12), 913-925.

**OBJECTIVE:** To evaluate whether posttraumatic stress disorder (PTSD) is related to outcomes in persons with severe mental illness (SMI) participating in a study of vocational rehabilitation programs. **BACKGROUND:** PTSD is a common comorbid disorder in people with SMI, but it is unknown whether PTSD interferes with the ability to benefit from rehabilitation programs such as supported employment. **METHODS:** The relationships between PTSD and symptoms, health, quality of life, and work outcomes was examined in 176 clients with SMI participating in a 2-year randomized controlled trial of three vocational rehabilitation programs: supported employment based on the Individual Placement and Support model, a psychosocial rehabilitation program based on transitional employment, and standard services. **RESULTS:** The overall rate of current PTSD in the sample was 16 percent. Compared with clients without PTSD, clients with PTSD had more severe psychiatric symptoms, worse reported health, lower self-esteem, and lower subjective quality of life. Clients with PTSD who participated in the Individual Placement and Support model (the most effective vocational model of the three studied) also had worse employment outcomes over the 2-year study period than clients without PTSD, with lower rates of competitive work, fewer hours worked, and fewer wages earned. Employment outcomes did not differ between clients with PTSD versus without PTSD in the other two vocational rehabilitation approaches. **CONCLUSION:** The findings suggest that PTSD may contribute to worse work outcomes in clients participating in supported employment programs. Effective treatment of these clients with PTSD may improve their ability to benefit from supported employment.

Murphy, S., & et al. (1993). *Developing Natural Supports in the Workplace: A Manual for Practitioners*.

The Pioneer-Syracuse University Project was designed to help people with severe disabilities find community jobs and become integral participants in their work places, using on-site and off-site resources and supports from job personnel and other community members. Specifically, project staff who had directly trained and supported people with disabilities began instead to find and develop the natural sources of training and support that exist within and around individuals and work places. This manual presents ideas, strategies, and experiences about this modified approach to supported employment which uses natural supports in the work place. The manual covers: (1) natural support characteristics in the chapter titled "Introduction and Definitions"; (2) getting to know the person and his/her support network as well as developing job leads and contacting employers in "Finding Jobs Using a Natural Supports Framework"; (3) "Job Creation, Job Modification, and Individual Adaptations"; (4) "On-Site Training and Natural Support Strategies"; and (5) "Ongoing Supports" such as participant evaluations, ancillary supports, and work incentive programs. The manual concludes that supported employees must be involved to the maximum extent possible in all aspects of support planning and provision, that the role of the employment consultant (formerly titled the job coach or job specialist) be clearly understood by all involved parties; and that a good job match does not necessarily produce good natural supports. Appendixes provide a checklist for evaluating natural work place supports and an example of a plan for achieving self-support. (JDD)

Nathanson, J. H. E. (1994). Independent Living. *OSERS*, 6(2).

This issue of "OSERS" addresses the subject of independent living of individuals with disabilities. The issue includes a message from Judith E. Heumann, the Assistant Secretary of the Office of Special Education and Rehabilitative Services (OSERS), and 10 papers. Papers have the following titles and authors: "Changes in the Rehabilitation Act of 1973 and Federal Regulations" (John Nelson); "Title VII: A Major Step Forward" (Robert E. Michaels); "Perspectives on Personal Assistance Services" (Bob Kafka); "Consumer-Driven Supported Employment: Consolidating Services for People with Significant Disabilities" (John D. Westbrook); "The Effects of Insurance Benefits Coverage: Does It Affect Persons with Spinal Cord Injury?" (Denise Tate and Julie Daugherty); "Learning from the Experts: Best Practices in Rural Independent Living" (R. Mark Mathews); "Improving Management Effectiveness in Independent Living Centers through Research and Training" (Quentin Smith and others); "Independent Living: Driven by Principles of Democracy" (Duane French); "How Parent Networks Are Working with Independent Living Centers" (Martha Ziegler); and "Independent Living and Personal Assistance Services: The Research, Training, and Technical Assistance Programs at the World Institute on Disability" (Jae Kennedy and others). (References accompany most papers.) (JDD)

National Institute on Disability and Rehabilitation Research (U.S.). (1994). *Supported employment for people with severe mental retardation*. Washington, D.C. (400 Maryland Ave. S.W., Washington 20202-2646): National Institute on Disability and Rehabilitation Research.

Nelson, B. (2005). Creating Positive Outcomes for Deafblind Youth and Young Adults: A Personal Futures Planning Transition Model. *Review*, 36(4), 173-180.

Transition planning to assist students with severe disabilities to move from school to a positive adult future is of great concern for the young people and their families and friends. For more than a decade, the Office of Special Education Programs (OSEP) within the U.S. Department of Education has researched quality of life issues in transition planning. Traditionally, teachers who are trained in multi-impairments, hearing impairments, or visual impairments have filled the gap between the number of teachers needed in the field of deafblindness and the number of teachers trained specifically in the field. Personal futures planning is a person-centered creative planning process used by both HKNC and PATHfinders of Alabama to provide a framework of information about the background, abilities, preferences, and visions for the future of the individuals with whom they are working. The first federal grant evaluation team to review PATHfinders of Alabama labeled it a project of national significance. Since then, PATHfinders experiences have provided an opportunity for systems change. Alabama has extended services to include high-functioning deafblind individuals and individuals who are visually impaired. (PsycINFO Database Record (c) 2005 APA)

Newton, P. E. (2000). TASH Newsletter, 1999-2000. *TASH Newsletter*, 25-26(1/2-12/1).

This document comprises the nine issues of the 1999-2000 TASH Newsletter. Each issue includes news items, conference information, and articles. Major articles include the following: "1998 TASH Annual Conference: Inclusion Roundtable"; "1998 TASH Conference Keynote Address (Zuhy Sayeed); "Do Not Resuscitate - Whose Choice Is It?" (Nancy Noble); "The Utter Vulnerability of Persons with Mental Disabilities in Police Interrogation Rooms" (Robert Perske); "Closing Brandon Training School: A Vermont Story" (Bonnie Shoultz and others); "Pulling the Plug on the ADA?" (Jonathan D. Ezekiel); "A 'New' Dr. Death at Princeton" (Mary Jane Owen); "The Importance of Arts Education for All Students" (Florence Aversa); "The Promise and Pitfalls of the Workforce Investment Act" (Michael Callahan); "National Efforts To Promote Conversion: Day Programs to Supported Employment"; "Empowering Communication Aid



Users" (Rosemary Crossley); "Inclusion Is Happening ...WHERE?" (Rich Villa); "International Human Rights Abuses against People with Mental Disabilities" (Eric Rosenthal); "What Is Culturally Appropriate? Finding a Middle Way" (Alexandra Enders); "Reflections about Positive Behavioral Supports" (Jacki Anderson); "Effective School Practice in Educating Students with Challenging Behavior" (Tim Knoster and Don Kincaid); "The Professionalization of Teaching and Learning for Children with Severe Disabilities: The Creation of TASH" (Ed Sontag); and "An Introduction to Disability Studies" (Perri Harris and Lori Lewin). (Some articles contain references.) (DB)

Newton, P. E. (2000). TASH Newsletter, 2000-2001. *TASH Newsletter*.

Nine year 2000 issues of the newsletter of TASH, formerly The Association for Persons with Severe Handicaps, comprise this document. Each issue typically contains news items, a column by the organization's executive director, reports from special interest groups, legislative testimony, conference information, and several major articles relating to equity, quality and social justice for people with disabilities. The February/March 2000 through December 2000/January 2001 issues address: (1) 1999 TASH conference highlights, including excerpts from keynote addresses by Rich Villa and Kyle Glozier, and Inclusion and Universal Cooperation (Rosangela Berman Bieler); (2) inclusive schooling, with articles such as Including Students with Disabilities in Standards Based Education Reform (Kathy Boundy), Collaboration at Whittier High School (Mary Falvey and others), Whole Schooling: Linking Inclusive Education to School Renewal (Michael Peterson), The Inclusion of a Youth with Significant Disabilities in a Community Environment (Teri Jasman and others), and Reinventing Community in the Age of Globalization (Wayne Sailor); (3) embracing sexuality, which includes articles such as Moving beyond Denial, Suppression and Fear to Embracing the Sexuality of People with Disabilities (Pamela S. Wolfe and Wanda J. Blanchett), But I Thought Sexuality and Teens with Developmental Disabilities (Dave Hingsburger and others), Absence of Evidence: Myths about Autism and Mental Retardation (Anne Donnellan); (4) issues in supported employment, which includes Are We There Yet? Trends in Employment Opportunities and Supports (John Butterworth and Dana Gilmore), The Ticket-to-Work and Supported Employment: How Will It Work? (Dan O'Brien), and "Systems Change and Supported Employment: Is There Empirical Evidence of Change? (David Mank); (5) the victimization of people with developmental disabilities in the criminal justice system, which includes Doing Justice: Criminal Offenders with Developmental Disabilities (Joan Petersilia), Serious Issues Facing Today's Offender with Mental Retardation (Leigh Ann Davis), and Violence against Women with Developmental Disabilities: The Hidden Violence (Catriona Johnson); (6) the agenda and workshop descriptions for the 2000 TASH conference; (7) international perspectives, which includes Providing AAC Systems for Children in a Guatemalan Orphanage: How Do We Help Others in Culturally Responsive Ways? (Janet M. Duncan), Mental Health, Mental Retardation and Protection of Rights under International Law (Mental Disability Rights International), and New Voices in Iceland: Growing Up with a Disability (Dora S. Bjarnason); (8) early childhood, which includes Variables that Contribute to Self-Determination in Early Childhood (Elizabeth J. Erwin and Fredda Brown), What Children and Families Need in Health Care from Birth through Adulthood: One Parents Experiences and Advice (Kris Schoeller), Re-thinking Guardianship (Dohn Hoyle and Kathleen Harris), and Increasing Childrens Learning Opportunities in the Context of Family and Community Life (Carl J. Dunst and Mary Beth Bruder); and (9) highlights from the 2000 TASH conference. (CR)

Nietupski, J. A. E., & Chappelle, S. A. E. (1993). A Dispersed Heterogeneous Placement Supported Employment Model: An Innovative Alternative for Transitioning Students with Mental Retardation from School To Work. Year 2 Report.

The Dispersed Heterogeneous Placement (DHP) supported employment project involved dispersal of three to five consumers across several departments/areas in a larger business or across several businesses in close proximity. The individuals placed had a wide range of talents and disability severity levels. Typically, a four-person site might have one person with mild retardation, two with moderate retardation, and one with severe or profound retardation. A combination of a single job coach and natural coworker support was provided to foster successful employment and social integration. Six sites were established over the 2 project years, offering nontraditional job opportunities in leading community firms. The job retention rate was lower than desired, and strategies for improving the success rate are suggested. Following the project description, four papers are presented, with the following titles and authors: "Dispersed Heterogeneous Placement: A Model for Transitioning Students with a Wide Range of Abilities to Supported Employment" (John Nietupski and others); "Incorporating Sales and Business Practices into Job Development in Supported Employment" (John Nietupski and others); "Leveraging Community Support in Approaching Employers: The Referral Model of Job Development" (John Nietupski and others); and "Job Retention within the DHP Project" (Sandra Chappelle and John Nietupski). (Some papers contain references.) (JDD)

Nisbet, J. (2004). Commentary: "Caught in the Continuum". *Research and Practice for Persons with Severe Disabilities*, 29(4), 231-236.

Comments on the article by Steve Taylor (see record 1989-09860-001). When Steve Taylor wrote Caught in the Continuum in 1988, he described the flawed thinking associated with the "least restrictive environment" (LRE) principle and the related continuum model of human services that linked severity of disability with segregation, and required improvements in skills as a prerequisite for moving from congregation to integration. He asked the fundamental questions: Why should an individual have to earn his or her way to the community? Why should people with the most significant disabilities be relegated to segregated settings? Why should one of the foundation principles of our field continue to legitimize segregation? Furthermore, he argued that the flawed thinking that established educational, residential, and employment continuums carried over into community based services. Steve Taylor prophesied that once you accept "continuum thinking," schools and communities cannot be fully inclusive. Taylor's analysis is still a powerful tool that prompts us to ask: To what extent have we underestimated human potential? What role can communities play in supporting all of their members to have affordable, accessible housing, transportation, education, and gainful employment? (PsycINFO Database Record (c) 2005 APA)

O'Brien, J., & O'Brien, C. L. (2002). Beating the Odds: People with Severe and Profound Disabilities as a Resource in the Development of Supported Employment.

This paper suggests that supported employment programs should view themselves as learning organizations for whom people with severe or profound disabilities are a prized resource, since they encourage the organization to invent new ways to develop jobs, foster administrative flexibility, review assumptions about potential, and take responsibility for organizational values. Discussion of strategic decisions notes that organizational learning requires partners, not clients or customers. System level reforms are seen as opening the space for organizational learning that must address three questions: Is it possible for people with severe and profound disabilities to work? Is it relevant to the agency to learn with them? Is it worth the effort? Data and discussion provide positive answers to each of these questions. Also noted are common false assumptions such as the false positive assumption that people have high quality alternatives to work and the false negative assumption that employment is impossible. The paper suggests that the best safeguard against false assumptions is for the agency to partner with a few people with severe and

profound disabilities to improve the accessibility of local workplaces. (Contains 16 references.) (DB)

Ohtake, Y., & Chadsey, J. G. (2001). Continuing to describe the natural support process. *Journal of the Association for Persons with Severe Handicaps*, 26(2), 87-95.

This study extends previous research by continuing to describe the natural support process. Specifically, the authors focus on the roles that co-workers and job coaches assume in supporting a worker with a disability. First, they discuss research related to co-worker involvement in work settings and provide a rationale for considering various roles for co-workers and job coaches. Second, they propose a framework for a continuum of six support strategies for co-workers and job coaches and show how prior research supports these strategies. Third, they offer suggestions for selecting an appropriate support strategy in a particular work setting. Finally, they discuss research areas that are still needed to clarify the natural support process. (PsycINFO Database Record (c) 2005 APA)

Oldman, J., Thomson, L., Calsafferri, K., Luke, A., & Bond, G. R. (2005). A case report of the conversion of sheltered employment to evidence-based supported employment in Canada. *Psychiatr Serv*, 56(11), 1436-1440.

This case report describes the transformation of a sheltered workshop program to a program that provides evidence-based supported employment services in partnership with five community treatment teams. Over a 15-year period, a Canadian nonprofit agency that provides employment services for persons with severe mental illness made a series of programmatic changes to increase the effectiveness of the services. The agency initially modified its facility-based sheltered workshop to include a prevocationally oriented work preparation program, later added brokered supported employment services, and finally completely transformed its organization by relocating its vocational rehabilitation counselors to five community mental health teams, in order to implement an evidence-based supported employment program that is based on the individual placement and support model. During the initial period in which the sheltered employment program was utilized, less than 5 percent of clients who were unemployed when they entered the workshop achieved competitive employment annually. The annual competitive employment rate did not increase during the prevocational phase; it increased during the brokered supported employment phase but did not exceed 25 percent. By contrast, after shifting to evidence-based supported employment, 84 (50 percent) of 168 unemployed clients who received between six and 27 months of individual placement and support services achieved competitive employment. This article also documents the role of agency planning and commitment quality improvement in implementing change.

Parent, W., Kregel, J., & Johnson, A. (1996). Consumer Satisfaction: A Survey of Individuals with Severe Disabilities Who Receive Supported Employment Services. *Focus on Autism and Other Developmental Disabilities*, 11(4), 207-221.

A Consumer Satisfaction Survey was administered to 110 persons with severe disabilities involved in a supported employment program. Results indicated most consumers liked their jobs, were happy with supported employment services, and would use them again. However, most also felt their current job was not the career they would like to have permanently. Results support increased consumer involvement. (Author/DB)

Parsons, M. B., Reid, D. H., Green, C. W., & Browning, L. B. (2001). Reducing Job Coach Assistance for Supported Workers with Severe Multiple Disabilities: An Alternative Off-Site/On-Site Model. *Research in Developmental Disabilities, 22*(2), 151-164.

A study evaluated an off-site/on-site program for reducing job coach assistance provided for three adults with severe multiple disabilities in a part-time community job. On-the-job assistance was reduced, while the individuals received more traditional day services when not at work. No adverse effects on productivity were observed. (Contains references.) (Author/CR)

Peterson, P., Ellsworth, J. A., & Penny, D. (2003). The Continental Project: A Model Program for School to Work Transition for Students with Disabilities.

The Continental Project is a school-to-work transition program for students with disabilities. The 6-year old program, which is located at a country club and golf course, serves more than 20 students per year and has successfully transitioned 45 young adults with moderate to severe handicaps into the workforce. The program is a cooperative effort of the Continental Country Club, Flagstaff Public Schools, Flagstaff Chamber of Commerce Education Committee, and Mountain Linen Company. Students receive on-the-job training in paid positions. The program's paid work experiences integrate training in work skills, social competence, and life skills. The program also includes job coaches who provide continued support for students once they have been placed in competitive employment and a van to transport students to the job site. Participating students rotate through various assignments, including food and beverage preparation, handling reservations, assembling mailings of newsletters, landscaping, general maintenance, working in the laundry area, and repairing linens. Students work at their job site 4 hours each morning and spend their afternoons in a classroom on the clubhouse's second floor. Students stay in the program until they acquire the skills needed to succeed in competitive employment or until they turn 22. The program serves a mix of Native American, Mexican American, White, and African American students. (Contains 10 references.) (MN)

Petty, D. M., & Fussell, E. M. (1997). Employer Attitudes and Satisfaction with Supported Employment. *Focus on Autism and Other Developmental Disabilities, 12*(1), 15-22.

The attitudes of employers toward workers with severe mental and physical disabilities and supported employment programs were examined through structured interviews with 47 employers who had hired or supervised workers participating in supported employment programs. Results indicated the employers generally held favorable attitudes regarding the employment potential of workers with disabilities and the supported program services provided. (Author/CR)

Punch, R., Hyde, M., & Creed, P. A. (2004). Issues in the school-to-work transition of hard of hearing adolescents. *Am Ann Deaf, 149*(1), 28-38.

Career theorists emphasize the importance of the development of career maturity in adolescents if they are to successfully negotiate the school-to-work transition. Transitions of deaf and hard of hearing adolescents may be especially problematic. The authors examine the implications of current labor market trends for young people, in particular those with hearing loss, and review data on employment outcomes for deaf and hard of hearing people. They discuss the environmental and attitudinal barriers that can influence the career outcomes of this population, consider the impact of hearing loss on adolescents' career maturity, and review the studies on this topic in the literature. The article focuses on the experiences of students with significant hearing loss who are educated in regular classes with the support of itinerant teachers, who communicate

orally, and who may be defined as hard of hearing. Recommendations for research and practice are provided.

Racino, J. A. (1993). *Community Integration and Deinstitutionalization: Characteristics, Practices, and Comparative Roles in the Change Process.*

This qualitative research study aimed to examine the nature of systems change and to identify practices and strategies that states, specifically New Hampshire, use to promote community integration and deinstitutionalization of people with developmental disabilities. The study describes the New Hampshire system, including state practices, characteristics, issues and problems, and historical and thematic areas. Thematic areas include the role of the courts, the role of state institutions, structural factors in community services development, family support, and self advocacy and guardianship. Community integration service practices have focused on family support, supported employment, community living and home ownership, self advocacy, case management, guardianship, and aging and developmental disabilities. The study highlights comparative roles of groups in the change process, including families, external advocates, state and community administrators, media, litigators, and legislators and policymakers. A framework for thinking about systems change is presented, which views community integration as a slowly evolving process with key "events" occurring along the way which significantly altered or shaped others that followed. Selected research areas and hypotheses are outlined. (Contains 95 references.) (JDD)

Razzano, L. A., Cook, J. A., Burke-Miller, J. K., Mueser, K. T., Pickett-Schenk, S. A., Grey, D. D., et al. (2005). Clinical factors associated with employment among people with severe mental illness: findings from the employment intervention demonstration program. *J Nerv Ment Dis, 193*(11), 705-713.

Research has shown that supported employment programs are effective in helping psychiatric outpatients achieve vocational outcomes, yet not all program participants are able to realize their employment goals. This study used 24 months of longitudinal data from a multisite study of supported employment interventions to examine the relationship of patient clinical factors to employment outcomes. Multivariate random regression analysis indicated that, even when controlling for an extensive series of demographic, study condition (experimental versus control), and work history covariates, clinical factors were associated with individuals' ability to achieve competitive jobs and to work 40 or more hours per month. Poor self-rated functioning, negative psychiatric symptoms, and recent hospitalizations were most consistently associated with failure to achieve these employment outcomes. These findings suggest ways that providers can tailor supported employment programs to achieve success with a diverse array of clinical subpopulations.

Reid, D. H., Green, C. W., & Parsons, M. B. (1998). A Comparison of Supported Work versus Center-Based Program Services on Selected Outcomes for Individuals with Multiple Severe Disabilities. *Journal of the Association for Persons with Severe Handicaps, 23*(1), 69-76.

Effects of supported work versus center-based program services were evaluated with four adults with multiple severe disabilities. Results found most participants displayed more alert and active behavior and were involved in more purposeful activity in supported work than in center-based programs. Differences in expectations and staff competence between delivery systems are examined. (Author/PB)

Reid, D. H., Parsons, M. B., & Green, C. W. (1998). Identifying work preferences among individuals with severe multiple disabilities prior to beginning supported work. *J Appl Behav Anal*, 31(2), 281-285.

We evaluated a prework assessment for predicting work-task preferences among workers with severe multiple disabilities prior to beginning supported work. The assessment involved comparing worker selections from pairs of work tasks drawn from their future job duties. Results of workers' choices once they began their jobs in a publishing company indicated that the assessment predicted tasks that the workers preferred to work on during their job routines. Results are discussed regarding other possible means of determining preferred types of supported work.

Reid, D. H., Parsons, M. B., Green, C. W., & Browning, L. B. (2001). Increasing one aspect of self-determination among adults with severe multiple disabilities in supported work. *J Appl Behav Anal*, 34(3), 341-344.

We attempted to increase one aspect of self-determination among 3 supported workers with multiple disabilities. Following Baer's (1998) self-determination conceptualization, the workers were exposed to two conditions that involved working more versus less independently based on availability of assistive devices. Next, their condition preferences were assessed and honored. All participants consistently chose the more independent condition. Results reflect how self-determination may be enhanced by giving workers increased control over work situations.

Revell, G., Inge, K. J., Mank, D., & Wehman, P. (1999). *The impact of supported employment for people with significant disabilities: preliminary findings from the National Supported Employment Consortium*. Richmond, Vir.: Virginia Commonwealth University Rehabilitation Research & Training Center on Workplace Supports.

This handbook includes many relevant articles on (1) current trends and future directions for supported employment, (2) improving state level implementation of SE, (3) evaluating policy initiatives influencing supported employment, (4) improving supported employment services and outcomes

Revell, W. G., & et al. (1994). Supported Employment for Persons with Severe Disabilities: Positive Trends in Wages, Models and Funding. *Education and Training in Mental Retardation and Developmental Disabilities*, 29(4), 256-264.

A national survey in which 42 state/territorial systems responded found that a total of 74,960 individuals participated in supported employment in 1991 with 62.8% of participants classified as mentally retarded of which 30.4% were moderately retarded and 8.7% severely or profoundly retarded. The individual placement model was most common. A weighted mean hourly wage of \$4.45 was reported. (Author/DB)

Riemer-Reiss, M. L. (1999). *Assisting People with Mental Illnesses in the Pursuit of Employment*.

This paper reviews the literature concerned with vocational placement and rehabilitation for individuals with severe mental disorders (SMD), and offers recommendations for rehabilitation counselors. It notes that about 85 percent of this population is unemployed, and the rate of job placement for people with SMD is about half that of other people with disabilities. The paper identifies barriers to job placement and rehabilitation counseling including societal discrimination, lack of marketable skills, and negative social skills. Strategies to combat these barriers are described, such as vocational counseling, disclosure counseling, marketing, self-

advocacy promotion, skills training, and supported employment. Additionally, the use of reasonable accommodations for individuals with SMD are suggested, such as substitute workers, shortened work schedules, and shared jobs. A supported employment design is proposed which uses an integrated service approach combining both vocational and mental health services to address such on-the-job problems as forming and maintaining relationships, giving and receiving feedback, responding to social cues, and integrating work maintenance skills. (Contains 29 references.) (DB)

Rizzo, D. C. (2002). With a little help from my friends: Supported self-employment for people with severe disabilities. *Journal of Vocational Rehabilitation, 17*(2), 97-105.

Discusses issues surrounding the fact that people with disabilities are utilizing self-employment as a work option in greater numbers than ever before. However, there has not been a concerted look at methods or practices which may open the option of self-employment for those with severe disabilities or severe support needs. While the unemployment rate for people with severe disabilities remains at around 70%, little has been done to expand opportunities for non-traditional work. The option of self-directed employment does exist and, according to a review of both social supports and business supports, can be practically applied. Employment efforts that intelligently combine business support systems (business advisory councils, non-profit parent corporations, and cooperatives) with personal social support systems more typical for people with severe disabilities can open the option of self-employment and self-directed employment for this group. Key elements and issues in supported self-employment are addressed, including supported decision-making, maintaining a locus of control by the owner(s), building supports for the long-term, fading artificial supports whenever and wherever possible, and focusing on the business as a sustainable activity. (PsycINFO Database Record (c) 2005 APA)

Rogan, P. (1996). Natural Supports in the Workplace: No Need for a Trial. *Journal of the Association for Persons with Severe Handicaps, 21*(4), 178-180.

This commentary on "Natural Supports in the Workplace: The Jury Is Still Out" (Test and Wood), discusses existing research on the effectiveness of natural supports. Describes job development and training approaches that facilitate natural supports and how supports can be responsive to the changing needs of supported employees and employers. (CR)

Rogan, P., & et al. (1993). Natural Supports: Reconceptualizing Job Coach Roles. *Journal of the Association for Persons with Severe Handicaps (JASH), 18*(4), 275-281.

This article presents case examples that illustrate strategies for promoting natural job supports for employees with disabilities. Strategies include, among others, collaborating with work-site personnel to develop modifications and providing general consultation on person-environment factors that promote the success of the supported employee and the business. (Author/JDD)

Rose, J., Saunders, K., Hensel, E., & Kroese, B. S. (2005). Factors affecting the likelihood that people with intellectual disabilities will gain employment. *J Intellect Disabil, 9*(1), 9-23.

The study aimed to identify factors that may affect the likelihood that people with intellectual disabilities will find employment through a supported employment agency. A retrospective analysis of the files of the last 200 individuals to use such an agency was carried out. Variables were identified that may influence outcome, such as demographic factors, job preferences and identified support needs. A specific rating of staff assessed client motivation was developed from written comments made by staff. Staff assessed motivation after two weeks on the scheme was

found to be the only significant predictor of employment outcome. Motivation levels decreased for all groups of participants while at the agency, irrespective of work outcome. This study highlights that a greater emphasis on motivation within employment agencies may increase the chances of people with intellectual disability finding work.

Rose, V., & Perz, J. (2005). Is CBT useful in vocational rehabilitation for people with a psychiatric disability? *Psychiatr Rehabil J*, 29(1), 56-58.

People with a psychiatric disability can experience difficulty in gaining and maintaining employment. Some of these difficulties are related to problems in managing employment-related stress. The aim of this study was to pilot a vocationally-oriented cognitive behavioral therapy (CBT) training program for people receiving public mental health services in Australia. Thirteen participants completed the program and reported significant improvements in general mental health, optimism and attitudes to work following training. The utility of CBT approaches to vocational rehabilitation for people with a psychiatric disability requires rigorous testing. It is likely that this approach may best be used in conjunction with other programs such as supported employment.

Rose, V. K., & Harris, E. (2005). What employment programs should health services invest in for people with a psychiatric disability? *Aust Health Rev*, 29(2), 185-188.

Employment has significant health benefits for people with a psychiatric disability, including improved mental health and wellbeing and a reduction in symptoms and rates of relapse. Systematic reviews show that supported employment is more effective than prevocational training in achieving open employment for this group. Health services should invest in developing partnerships and structures to ensure access to evidence-based supported employment programs for people with a psychiatric disability. We draw on exploratory research in south-west Sydney to discuss some of the challenges that a focus on employment presents for mental health services.

Rubin, S. S. (1993). Job Matching in Supported Employment: Variables Related to Transitional Planning for Students with Moderate and Severe Disabilities.

This literature review discusses supported employment as one aspect of the transitional linkage between school and work that can augment the quality of life for individuals with moderate and severe disabilities. It then focuses on job matching, one aspect of supported employment training programs within public school settings, with an emphasis on related variables that should serve as a foundation for future transitional planning. Active variables, which are those variables supported in the literature as either being research-based or nonresearch-based, include a detailed job analysis, worker productivity, assessment of specific social skills, placement specialist support, employer/supervisor support, positive high school experiences, and client assessment. Implied variables, which refer to factors that have not been specifically mentioned but are implied in the literature as being related to successful employment outcomes, include transportation, support services, and factors that promote job satisfaction. (Contains 30 references.) (JDD)

Rudrud, E., Markve, R., Buehner, D., & Morris, R. (1998). Co-Worker Mentoring: Facilitating Natural Supports [in Supported Employment].

This report discusses the outcomes of a South Dakota project designed to develop and validate a natural support system involving typical co-workers providing on the job training and support to individuals with disabilities. The Co-Worker Mentoring in Supported Employment (CMSE)



project had the following outcomes: (1) job development activities resulted in 34 individuals with severe disabilities placed in community-based jobs; (2) 32 co-worker mentors from local businesses provided training and follow-along services to individuals served in the project; (3) CMSE and participating agency staff were instrumental in the development of transition plans which formalized job development, job placements, and follow-along responsibilities for student services in the project; (4) CMSE staff increased the number of community based vocational placements for students and adults with disabilities, the number of businesses where placements occurred, and the types of job placements; (5) CMSE staff provided training and technical assistance to co-worker mentors on an as needed basis to assist with individual participation needs; and (6) information regarding the CMSE model was disseminated. Results from the project indicate the program was effective in increasing community-based vocational placements for students and adults with disabilities. The report outlines project objectives and accomplishments. (CR)

Ruesch, P., Graf, J., Meyer, P. C., Rossler, W., & Hell, D. (2004). Occupation, social support and quality of life in persons with schizophrenic or affective disorders. *Soc Psychiatry Psychiatr Epidemiol*, 39(9), 686-694.

**BACKGROUND:** Most people suffering from severe mental illness (SMI) lack paid employment. This study investigates the relationship between work status and objective as well as subjective quality of life (QoL) in people with SMI. **METHODS:** The sample consists of 261 subjects (102 women, 159 men) aged 35 (men) and 38 (women) years on average, of whom 158 suffer from a schizophrenic disorder (ICD-10: F2) and 103 were diagnosed as having an affective disorder (ICD-10: F3). Subjective QoL was assessed with the WHOQOL-BREF scale. **RESULTS:** Subjects with an occupation in general have a larger social network at their disposal and receive more social support. With regard to income, few (12%) of the subjects with a job on the open labour market live below the poverty level, but many (28-38%) of those engaged in sheltered or other work-like activities do. Occupation ameliorates satisfaction with life domains referring to social integration (social relationships, environment), whereas the individual's well-being (psychological, physical) is hardly affected. Social support is an important mediator of the relationship between occupation and subjective QoL. Income is weakly and negatively related to subjective QoL. **CONCLUSIONS:** Supportive relationships to colleagues at the workplace mainly explain the better subjective QoL of SMI people with an occupation. When designing specific employment possibilities for people with SMI, we should take notice of the social support dimension at the workplace. Mentally ill people have a substantial poverty risk, even when they are working. In particular, payment for sheltered work should be ameliorated.

Rumrill, J., P.D., Roessler, R. T., Burkhauser, R. V., & Stapleton, D. C. (2004). The decline in the employment rate for people with disabilities: Bad data, bad health, or bad policy? *Journal of Vocational Rehabilitation*, 20(3), 185-192.

A major debate has begun over reports of an unprecedented decline in the employment of working age people with disabilities over the 1990s business cycle. Here we review the literature on what can and cannot be said with current data on this subject and conclude that this decline is not an artifact of the data. We then review the various explanations and evidence for this decline and conclude that it was caused by changes in social policy rather than increases in the severity of the underlying health conditions and impairments of this population. The implication is that significant changes in public policy are needed to more effectively integrate working age people with disabilities into employment. We identify and discuss the most promising directions for public policy in this area.

Rusch, F. R., & Braddock, D. (2004). Adult day programs versus supported employment (1988-2002): Spending and service practices of mental retardation and developmental disabilities state agencies. *Research and Practice for Persons with Severe Disabilities*, 29(4), 237-243.

While supported employment has made significant gains since its format introduction in 1984 (P.L. 9H-527), segregated services continue to outpace the growth of supported employment. We discuss these and other important trends in this article, and conclude with recommendations that include (1) ensuring that all young adults leave high school competitively used or admitted to postsecondary education by age 18 and (2) that high schools coordinate post-placement follow-up for 3 years following employment or enrollment in postsecondary education. These recommendations are made because although current research suggests practices exist to employ persons with severe disabilities outside sheltered workshops and adult day care centers, these programs continue to grow at an alarming rate. In fact, the growth of supported employment has all but stalled since 2000. Diverting people and resources at the juncture between high school preparation and assuming adult roles such as employment appears to be a more realistic plan to promote integrated services over the foreseeable future. [ABSTRACT FROM AUTHOR]

Rusch, F. R., & Hughes, C. (1996). Natural Supports: Who Benefits--"We" or "They?" *Journal of the Association for Persons with Severe Handicaps*, 21(4), 185-188.

This commentary on "Natural Supports in the Workplace: The Jury Is Still Out" (Test and Wood), criticizes natural supports as a concept that is premised on the notion that people with disabilities are the only ones who need "support" and perpetuates the notion of control over persons with disabilities. (CR)

Salyers, M. P., Becker, D. R., Drake, R. E., Torrey, W. C., & Wyzik, P. F. (2004). A ten-year follow-up of a supported employment program. *Psychiatr Serv*, 55(3), 302-308.

**OBJECTIVE:** Supported employment has steadily increased in prominence as an evidence-based mental health practice, and research shows that the service significantly improves employment outcomes over one to two years. The objective of this study was to examine the outcomes of supported employment ten years after an initial demonstration project. **METHODS:** The study group consisted of 36 clients who had participated in a supported employment program at one of two mental health centers in 1990 or 1992. Clients were interviewed ten years after program completion about their employment history, facilitators to their employment, and their perceptions of how working affected areas of their lives. **RESULTS:** Seventy-five percent of the participants worked beyond the initial study period, with 33 percent who worked at least five years during the ten-year period. Current and recent jobs tended to be competitive and long term; the average job tenure was 32 months. However, few clients made the transition to full-time employment with health benefits. Clients reported that employment led to substantial benefits in diverse areas, such as improvements in self-esteem, hope, relationships, and control of substance abuse. **CONCLUSIONS:** On the basis of this small sample, supported employment seems to be more effective over the long term, with benefits lasting beyond the first one to two years.

Seekins, T., & Arnold, N. (1999). Self-employment and economic leadership as two promising perspectives on rural disability and work. *Work*, 12(3), 213-222.

A defining difference between rural and urban circumstances for people with disabilities involves opportunities for work. One of the most significant elements of the rural context is that economic conditions in rural communities consistently trail the national economy. This paper presents an overview of disability in rural America and outlines an ecological model for guiding the

development of rural solutions to rehabilitation problems. Two promising examples of such solutions, self-employment as a rural vocational rehabilitation employment option and rural economic leadership by people with disabilities, are outlined.

Shearn, J., Beyer, S., & Felce, D. (2000). The cost-effectiveness of supported employment for people with severe intellectual disabilities and high support needs: A pilot study. *Journal of Applied Research in Intellectual Disabilities, 13*(1), 29-37.

Compares the costs of supporting people with severe intellectual disabilities and high support needs in part-time employment with those of a Special Needs Unit (SNU) of a day center. Observation of the employment activities and representative SNU activities; Association of SNU activities with greater receipt of social contact; Cost-effectiveness ratios of producing assistance and engagement in activities.

Siporin, S., & Lysack, C. (2004). Quality of life and supported employment: a case study of three women with developmental disabilities. *Am J Occup Ther, 58*(4), 455-465.

This paper presents the findings of a qualitative case study of the quality of life of three women with developmental disabilities. In-depth interview data were collected from the women who had previously worked in a sheltered workshop environment and were, at the time of study, working in supported employment in the community. Interviews were also conducted with each woman's job coach and a family member or close friend. On-site observations of the women in their supported employment environments were also undertaken. Results show that the women's own perceptions about their quality of life were not always as family members and job coaches expected, and that the purported benefits of supported employment for the three women with developmental disabilities were not always realized. Occupational therapists have an opportunity to facilitate the occupational performance of adults with developmental disabilities but they must be willing to engage in wider health and social policy change if they are to make significant gains.

Stapleton, D. C., Nowak, M., & Livermore, G. (2001). *The role of supports in successful labor force entry for youth with disabilities*: U.S. Department of Health and Human Services.

The goal of the study is to gain a better understanding of the role supports play in the employment of people with disabilities. In particular, the study aims to identify the role(s) supports play in two key areas: providing assistance to people with significant disabilities to participate successfully in competitive employment, and improving employment outcomes for people with disabilities.

Steere, D. E., Ellerd, D., Sampson, M., & Barry, M. (1997). Enhancing and Expanding Supported Employment in a Large Rural State: Montana's Projects with Industry. *Rural Special Education Quarterly, 16*(3), 3-10.

During five years of operation, the Montana Projects with Industry program assisted 65 people with severe disabilities to obtain and maintain community employment. Strategies that contribute to positive employment opportunities are described, and continuing challenges in enhancing and expanding supported employment services in rural areas are addressed. (Author/SAS)

Stephens, D. L., Collins, M. D., & Dodder, R. A. (2005). A longitudinal study of employment and skill acquisition among individuals with developmental disabilities. *Res Dev Disabil, 26*(5), 469-486.

Recent legislation, especially the Americans with Disabilities Act in 1990, generated the closure of institutions for people with disabilities and inclusion into community residences and employment. It has been well documented that individuals with developmental disabilities often experience difficulties with employment including both obtaining and maintaining jobs, and many researchers have looked for ways to make employment more successful [McConkey, R. & Mezza F. (2001). Employment aspirations of people with learning disabilities attending day centers. *Journal of Learning Disabilities*, 5(4), 309-318; Stevens, G. (2002). Employers' perceptions and practice in the employability of disabled people: a survey of companies in south east UK. *Disability and Society*, 17(7), 779-796; Capella, M., Roessler, R., & Hemmeria, K. (2002). Work-related skills awareness in high-school students with disabilities. *Journal of Applied Rehabilitation Counseling*, 33(2), 17-23; Ingraham, K., Rahimi, M., Tsang, H., Chan, F., & Oulvey, E. (2001). Work support groups in state vocational rehabilitation agency settings: a case study. *Psychiatric Rehabilitation Skills*, 5(1), 6-21; Gosling, V. & Cotterill, L. (2000). An employment project as a route to social inclusion for people with learning difficulties? *Disability and Society*, 15(7), 1001-1018; Neitupski, J. & Hamre-Nietupski, S. (2000). A systematic process for carving supported employment positions for people with severe disabilities. *Journal of Developmental and Physical Disabilities*, 12(2), 103-119]. While research has accumulated that has examined predictors of successful employment, this research assessed longitudinal outcomes of employment. Data were obtained from an existing data set of all known persons receiving services from the Developmental Disabilities Division of the Oklahoma Department of Human Services (N=2760). Results indicated that as people moved to employment, scores on adaptive skills increased, that as people moved from employment, adaptive skills decreased, and that as employment status remained constant, adaptive skills also remained unchanged. No consistent impact was found on challenging behaviors. Type of employment (sheltered, supported, and competitive) was then examined, and the same pattern of changes in adaptive skills was found; i.e., changes in employment to more/less competitive was accompanied by more/less adaptive skills. This suggests that employment itself, especially work in the competitive workforce, may be a significant source of enhancing adaptive skills for people with developmental disabilities and, thus, greatly adding to the success of community living.

Storey, K. (1997). *The Use of Natural Supports To Increase Integration in Supported Employment Settings for Youth in Transition*. Final Report.

This final report briefly describes activities of a project which developed and evaluated specific natural support intervention procedures to increase the social integration of employees with severe disabilities using single-subject, clique analysis, and social validation methodologies. The project resulted in the publication of 6 journal articles and 12 presentations at local, state, and national conference. Included are the full texts of the six articles, which are: (1) "The Use of Self-Management Strategies for Increasing the Appropriate Hygiene of Persons with Disabilities in Supported Employment Settings" (Jennifer Traviss Garff and Keith Storey); (2) "Natural Supports for Increasing Integration in the Workplace for People with Disabilities: A Review of the Literature and Guidelines for Implementation" (Keith Storey and Nicholas J. Certo); (3) "Quality of Life Issues in Social Skills Assessment of Persons with Disabilities" (Keith Storey); (4) "The Cumulative Effect of Natural Support Strategies and Social Skills Instruction on the Integration of a Worker in Supported Employment" (Keith Storey and Jennifer T. Garff); (5) "The Effects of Co-Worker Instruction on the Integration of Youth in Transition in Competitive Employment" (Keith Storey and Jennifer T. Garff); and (6) "The Effect of Co-Worker Versus Job Coach Instruction on Integration in Supported Employment Settings" (Mellanie Lee, Keith Storey, Jacki L. Anderson, Lori Goetz, and Steve Zivolich). (Individual papers contain references.) (DB)

Storey, K., Lengyel, L., & Pruszynski, B. (1997). Assessing the Effectiveness and Measuring the Complexity of Two Conversational Instructional Procedures in Supported Employment Contexts. *Journal of Vocational Rehabilitation*, 8(1), 21-33.

Examines the effectiveness of conversational skills instruction in increasing the integration of workers with severe disabilities in supported employment settings. Results demonstrate that conversation script instruction and questioning asking instruction both increased workers' social interactions. (Author/JOW)

Storey, K., & Provost, N. (1996). The Use of Clique Analysis to Assess Integration Changes in a Supported Employment Setting. *Exceptionality*, 6(2), 111-123.

This study assessed the effectiveness of clique analysis methodologies in detecting changes in integration levels for a worker with severe mental retardation in a supported employment setting. The analysis suggested that communication instruction resulted in the worker becoming more integrated during break or lunch times. (Author/DB)

Storey, K., & Provost, O. N. (1996). The Effect of Communication Skills Instruction on the Integration of Workers with Severe Disabilities in Supported Employment Settings. *Education and Training in Mental Retardation and Developmental Disabilities*, 31(2), 123-141.

This study evaluated the use of communication books (containing pictures to help a nonverbal individual initiate conversation or respond to questions) by two minimally verbal employees with severe disabilities in a supported employment setting. Results indicated that training in use of the books increased the social interactions of the workers. Generalization and maintenance data are also reported. (DB)

Taanila, A., Rantakallio, P., Koironen, M., von Wendt, L., & Jarvelin, M. R. (2005). How do persons with intellectual disability manage in the open labour markets? A follow-up of the Northern Finland 1966 Birth Cohort. *J Intellect Disabil Res*, 49(Pt 3), 218-227.

**BACKGROUND:** The aim was to study how many of the individuals with intellectual disability (ID; IQ < or = 70) in an age cohort were not receiving a disability pension by the age of 34 years and what their life situation was like in terms of employment, education and morbidity. In 2000, the Northern Finland 1966 Birth Cohort (n=12,058 live-born) included 129 individuals with ID. **METHOD:** The outcome data on employment, education, pensions and morbidity were obtained from national registers. **RESULTS:** A total of 85.3% (n=110) of all the individuals with ID were on pension, and 66 of them had severe ID (IQ <50) and 44 had mild ID (IQ 50-70). Altogether 99 were drawing a pension because of ID, and 11 had a main diagnosis other than ID in the register of Social Insurance Institution. Nineteen individuals with mild ID were not on disability pension. The educational level of those without pension was low, and all whose occupation was known worked in low-level manual trades in the open labour market. During the past 8 years (1993-2000), their employment rate had been lower and unemployment rate correspondingly higher and unemployment periods longer than those of the reference group (IQ >85 or not measured). As to the morbidity, they had been hospitalized twice more often than those in the reference group and the mean of their hospitalization days was over fourfold. **CONCLUSION:** More attention should be paid to the vocational education and supported employment services of individuals with ID to help them to manage as independently as possible.

Target, P., Wehman, P., Petersen, R., & Gorton, S. (1998). Enhancing work outcome for three persons with traumatic brain injury. *Int J Rehabil Res*, 21(1), 41-50.

A case study approach is used to illustrate how three survivors of severe traumatic brain injury were able to gain and maintain employment with the assistance of a supported employment programme. Emphasis on the different types of accommodations, including the design and implementation of compensatory strategies, is provided for each case. Finally, an overview of steps that can be taken to enhance the use of such strategies on the job is presented.

Test, D. W. (1994). Supported Employment and Social Validity. *Journal of the Association for Persons with Severe Handicaps (JASH)*, 19(2), 116-129.

Thirty studies on supported employment for people with disabilities were evaluated using a proposed Social Validity Matrix. Results suggested further research should investigate alternative strategies for assessing social validity, develop systematic procedures for collecting and using social validity data, and establish functional variables within supported employment. (Author/DB)

Test, D. W., & Wood, W. M. (1996). Natural Supports in the Workplace: The Jury Is Still Out. *Journal of the Association for Persons with Severe Handicaps*, 21(4), 155-173.

Fifteen studies were reviewed and compared to document the contribution of strategies based on the concept of natural supports to supported employment and consumer outcomes. Results indicate that strategies based on the concept of natural supports are improving supported employment procedures or outcomes. (CR)

Test, D. W., & Wood, W. M. (1996). Some Additional Thoughts about Supported Employment Using Natural Supports. *Journal of the Association for Persons with Severe Handicaps*, 21(4), 189-193.

This article responds to critiques of "Natural Supports in the Workplace: The Jury Is Still Out" (Test and Wood) by focusing on what was on trial, the need to define natural supports, the interaction between policy and practice, and implications of natural supports on personnel preparation. (CR)

Trach, J. S. (1998). Research in Rehabilitation Counselor Training on Supported Employment and Transition.

This monograph contains eight studies on supported employment and transition conducted by graduate students in rehabilitation counselor training programs. Chapter 1, "Income Allowance Policies of State Medicaid Agencies as Work Incentives or Disincentives for ICR/MR Residents" (James A. Mayer and others), found in a survey of six Midwestern states that although some state Medicaid agencies have had work incentive policies for ICF/MR residents for some time, others continue to utilize policies that are a disincentive to work. Chapter 2, "Special Education Preservice Training: Competencies Related to Vocational Rehabilitation" (Debra L. Shelden and John S. Trach), found in a survey of 61 special education personnel preparation programs that fewer performance competencies were required than knowledge competencies. Chapter 3, "Analysis of the Types of Natural Supports Utilized during Job Placement and Development" (John S. Trach and Camille D. Mayhall), analyzed placements of individuals with severe disabilities in integrated work settings and found that supported employment professionals implemented primarily natural supports. Chapter 4, "Perceptions of the Supported Employment Job Search Process: Who Makes the Choices" (Amy E. Dwyre and John S. Trach), explores the issues relating to choice in the job selection process for individuals with cognitive impairments. Chapter 5, "Employers' and Service Providers' Perspectives Regarding Natural Supports in the

Work Environment" (John S. Trach and others), found that employers who have used natural supports did not provide any natural supports to supported employees beyond those they would offer to other employees. Chapter 6, "Secondary Transitional Experience Program: A Descriptive Analysis of Outcomes of High School Exiters" (Jennifer R. Horn and others), found most exiters (n=18) were employed, living with parents, and involved in the community. (Individual papers include references.) (CR)

Tuckerman, P., Smith, R., & Borland, J. (1999). The relative cost of employment for people with a significant intellectual disability: The Australian experience. *Journal of Vocational Rehabilitation, 13*(2), 109-117.

In Australia, adults with a moderate to severe intellectual disability receive a Commonwealth Government Disability Support Pension and may enter Commonwealth Government funded employment programs or State Government funded community activity programs. This paper compares the cost to government of Jobsupport (an open employment program) and the available alternatives. Background data about Jobsupport, including satisfaction surveys of employers and people with disabilities supported by Jobsupport, is included. Comparisons with other options show Jobsupport to be a cost effective option for government and almost revenue neutral per client for the Commonwealth Government compared to the pension after 12 months. This result has been relatively robust over time; as government funding has increased and the program has grown in size, cost per client has remained steady in real terms. In evaluating the cost of the Jobsupport program, displacement effects have proved to be less important than had been previously believed and smaller for Jobsupport than in general labor market programs. Even when displacement differences are included, there are significant savings, including reductions in pension payments, from programs such as Jobsupport. When these savings are considered, a Jobsupport open employment program is much less expensive than State-funded Post School Options activity programs.

Turton, N. (2001). Welfare benefits and work disincentives. *Journal of Mental Health, 10*(3), 285-301.

Unemployment among people with mental health problems is disproportionately high. Despite this many wish to work. The welfare benefits system presents one of the most significant barriers to employment, training and study. This paper examines the financial implications of moving from welfare to work. Five case studies are presented and measures of welfare dependency are compared. The findings show that people with mental health problems face greater unemployment and poverty traps than the general population. It appears that there are few circumstances that would make a move into paid work financially viable. The recently introduced Disabled Persons' Tax Credit does little to improve this situation. Disincentives are created by complex, inflexible and arbitrary rules for disability and housing benefits. Further measures are required to promote the inclusion of people with mental health problems in the labour market.

U.S. Department of Education. (1994). *Supported employment projects for individuals with the most severe disabilities.*

Unger, D. D. (1999). Workplace Supports: A View from Employers Who Have Hired Supported Employees. *Focus on Autism and Other Developmental Disabilities, 14*(3), 167-179.

A survey of 53 employers found they were quite capable of providing workplace accommodations for workers with significant disabilities, drawing on existing employer resources. Employers are going beyond compliance with federal law and responding to needs in

areas such as career advancement, changing something about a job, and social integration.  
(Author/CR)

- Unger, D. D., Parent, W., Gibson, K., Kane-Johnston, K., & Kregel, J. (1998). An Analysis of the Activities of Employment Specialists in a Natural Support Approach to Supported Employment. *Focus on Autism and Other Developmental Disabilities, 13*(1), 27-38.

This study examined the activities of employment specialists and nontraditional support providers in a supported employment program for transition-age youth with significant disabilities. Results are detailed for employment characteristics, types of supports needed or desired, identifying and arranging sources of support, support providers, and the role of employment specialists using a natural supports strategy. (DB)

- Vandiver, V. L., Johnson, J., & Christofero-Snider, C. (2003). Supporting employment for adults with acquired brain injury: a conceptual model. *J Head Trauma Rehabil, 18*(5), 457-463.

Employment, or return-to-work, is a common goal for adults who have experienced brain injury. Unfortunately, many individuals suffer significant psychosocial, cognitive, and physical deficits as a result of the injury that negatively affect their ability to seek or maintain employment. Research points to the importance of addressing these deficits using a supportive vocational rehabilitation team approach that focuses on assessing a wide range of cognitive, physical, and functional variables. The purpose of this article is to describe the Brain Injury Assessment Model (BIAM) for use as a vocational assessment tool for clients diagnosed with acquired brain injury and who are seeking employment or are returning to work.

- Vogel, J. J., & Keating, C. F. (2005). Employment of deaf people as influenced by potential employers' perceptions: pathological compared with sociocultural perspectives. *Int J Rehabil Res, 28*(2), 181-183.

Two basic perspectives contrast how people perceive deafness: the pathological and sociocultural perspectives. The pathological perspective focuses on the medical issues related to hearing impairment. The sociocultural perspective views deafness as a cultural difference. This study investigated whether these perspectives influenced assessments of deaf job candidates in a mock hiring scenario. Undergraduates were given information supporting either the pathological or sociocultural perspectives. They later rated deaf and hearing job candidates who were presented as having identical qualifications. The hypothesis was not supported in this study; the experiment did not significantly alter the views of future prospective employers. Also, education about the deaf culture did not appear to have an impact on deaf and hearing relations.

- Walsh, P. N., Lynch, C., & deLacey, E. (1994). Supported employment for Irish adults with intellectual disability: the OPEN ROAD experience. *Int J Rehabil Res, 17*(1), 15-24.

Supported employment is an approach to ensuring the vocational and social integration of persons with intellectual and other disabilities by placing and then training them to carry out real jobs in the regular workplace, supported by staff members or co-workers. This article focuses on the actual employment outcomes for participants in OPEN ROAD, a three-year innovative project which introduced adults with moderate and severe levels of intellectual disability in Dublin, Ireland to ordinary jobs. Supported workers (n = 24) were men and women aged between 19 and 49 years who obtained part-time jobs chiefly within the financial and food service and retail sectors of an economy marked by high rates of long-term unemployment. Effective job-finding and support strategies as well as individual outcomes are described. Priorities for those at national



and agency levels planning for meaningful, sustainable employment for persons in this population are suggested.

Wehman, P., Gibson, K., Brooke, V., & Unger, D. (1998). Transition from School to Competitive Employment: Illustrations of Competence for Two Young Women with Severe Mental Retardation. *Focus on Autism and Other Developmental Disabilities*, 13(3), 130-143.

Provides an in-depth look at two young women (ages 18 and 22) with severe mental retardation who obtained competitive employment with support from their families, employment specialist, and coworkers while attending public school. The process and design of such employment supports are described. (Author/CR)

Wehman, P., & Kregel, J. (1995). At the Crossroads: Supported Employment a Decade Later. *Journal of the Association for Persons with Severe Handicaps*, 20(4), 286-299.

Challenges to supported employment programs for people with disabilities include conversion of day programs to integrated work options, expansion of program capacity, the need to ensure consumer choice and self-determination, and the achievement of meaningful employment outcomes. Specific recommendations are offered for each challenge. (Author/DB)

Wehman, P., Kregel, J., Sherron, P., Nguyen, S., Kreutzer, J., Fry, R., et al. (1993). Critical factors associated with the successful supported employment placement of patients with severe traumatic brain injury. *Brain Inj*, 7(1), 31-44.

A number of investigations have recently demonstrated the effectiveness of supported employment programmes in improving the vocational status of clients with traumatic brain injuries. The present study investigated a sample of 39 individuals participating in a return to work programme emphasizing a supported employment approach to identify key functional characteristics which differentiated successful and unsuccessful clients. Clinical ratings of employment specialists were used to identify two groups of individuals rated least and most difficult to place and maintain. Results indicated that the two groups differed markedly on key employment outcomes. Individuals rated most difficult tended to be younger, possess functional limitations such as visual and fine motor impairments, and display significant deficits in numerous work-related skills. Recommendations are made for applying these findings to assessment, placement, and training activities within vocational rehabilitation programmes for persons with traumatic brain injuries.

Wehman, P., Kregel, J., & West, M. (1997). *Supported employment research: expanding competitive employment opportunities for persons with significant disabilities*. Richmond, Va.: Virginia Commonwealth University Rehabilitation Research & Training Center on Supported Employment.

Wehman, P., & Revell, W. G. (1996). Supported Employment from 1986 to 1993: A National Program that Works. *Focus on Autism and Other Developmental Disabilities*, 11(4), 235.

Summarizes the major achievements of the supported employment initiative for individuals with mental retardation and other significant disabilities from 1986 through 1993. Focus is on the number of program participants, consumer characteristics, reduced dependence on Social Security income maintenance, participant earnings, and program expenditures. (DB)

Wehman, P., & Revell, W. G. (1997). Transition into supported employment for young adults with severe disabilities: Current practices and future directions. *Journal of Vocational Rehabilitation*, 8(1), 65-74.

Each year thousands of young people with disabilities in secondary level education programs face questions around how best to prepare for living and working in the community. Given that research studies indicate a high level of unemployment among young adults who have recently transitioned from secondary level education programs, this article reviews the education, transition, and employment service strategies that have demonstrated effectiveness in helping transitioning youth be successful in employment in the adult community. The transition process from youth to adulthood is overviewed with particular emphasis on supported employment as a proven means for providing services and supports in the community. Educational models are described that have demonstrated effectiveness in helping youth with disabilities achieve community integrated employment outcomes. These include functional curriculum, integrated school environments, and community-based experiences. Strategies for strengthening implementation of the Individuals with Disabilities Education Act (IDEA) are described, and a series of recommendations are provided for improving the success of transition efforts. (PsycINFO Database Record (c) 2005 APA)

Wehman, P., & Targett, P. (2002). Supported Employment: The Challenges of New Staff Recruitment, Selection and Retention. *Education and Training in Mental Retardation and Developmental Disabilities*, 37(4), 434-446.

This article discusses the role of supported employment specialists, professionals who help identify, coordinate, and/or provide individualized employment and related services to person with the most significant disabilities. Recruitment of employment specialists, hiring considerations, and selection criteria are discussed. Sample interview questions are provided, along with sample exit interview questions. (Contains references.) (CR)

Wehman, P. E., & et al. (1997). Supported Employment Research: Expanding Competitive Employment Opportunities for Persons with Significant Disabilities.

This manual includes articles that address many of the major issues affecting supported employment programs for individuals with severe disabilities. Articles discuss current trends in service delivery, the experiences of local community employment agencies, issues involved in funding supported employment, natural support implementation strategies, and transition from school to work. Specific issues and programs reviewed include: (1) results of the 1995 National Survey of Supported Employment Implementation; (2) conversion of segregated, facility-based programs to supported employment; (3) use of Social Security work incentives; (4) the Social Security Return to Work Initiative; (5) time limited and extended services funding; (6) the role of employment specialists within natural support programs; and (7) the results of consumer satisfaction interviews with supported employment participants. In the last section, articles on transition include a description of a comprehensive transition model designed to enhance employment opportunities for individuals with disabilities as they graduate from post-secondary settings; the importance of transition teams that actively work with students with disabilities to promote their success in postsecondary education; and the results of an analysis of transition plans for student with disabilities that was conducted across 24 school divisions in Virginia. (Each article contains references.) (CR)

Weiner-Zivolich, J., & Zivolich, S. (1995). In not now, when?: The case against waiting for sheltered workshop changeover. *The Journal of the Association for Persons with Severe Handicaps*, 20, 311-312.

The writers call for the development of new integrated employment opportunities and strategies as immediate alternatives to segregated services. They favor an approach that would focus on changing the behavior of employers in the for-profit sector and suggest that the equivalent of a full year's minimum wage salary might be given to these employers to encourage them to employ, train, and integrate unemployed people with severe disabilities. Such a strategy would have a beneficial effect on the economy by increasing the country's labor force and would help to resolve the unemployment problem among people with severe disabilities.

West, M., Revell, G., Kregel, J., & Bricout, J. (1999). The Medicaid Home and Community-Based Waiver and supported employment. *Am J Ment Retard*, 104(1), 78-87.

The Medicaid Home and Community-Based (HCB) Waiver is the primary funding source for long-term care for individuals with developmental disabilities. Findings from a national survey of 48 state coordinators regarding waiver-funded supported employment services are presented. Very low utilization for this service was found, primarily due to limits on eligibility. However, respondents in 18 states reported large numbers of waiver participants receiving employment services under other service categories. Eleven states had waiting lists for waiver-funded supported employment, totalling three times those actually receiving services. Low reimbursement rates to provider agencies and disinterest of providers in using waiver funds were significant barriers to expansion of service capacity.

West, M. D. (1995). Aspects of the workplace and return to work for persons with brain injury in supported employment. *Brain Inj*, 9(3), 301-313.

This prospective study examined the effect of work environments on return to work for persons with brain injuries. Participants (n = 37) were individuals placed into supported employment by six placement agencies. All were assessed using the Vocational Integration Index (VII), an observational instrument for rating the opportunities for integration (Job Scale) and the extent to which an employee benefits from those opportunities (Consumer Scale). Individuals who retained their jobs for 6 months (n = 19) had been rated higher on all subscales and total scores for the VII, with seven of eight subscales statistically significant. Findings are discussed in regard to improving employment outcomes for persons with severe brain injuries.

West, M. D. (1995). Choice, Self-Determination and VR Services: Systemic Barriers for Consumers with Severe Disabilities. *Journal of Vocational Rehabilitation*, 5(4), 281-290.

This article describes amendments of the 1992 Rehabilitation Act Amendments which address choice and self-determination for people with disabilities. It also considers barriers within the vocational rehabilitation service system that prevent many individuals with severe disabilities from choosing integrated employment. (Author/DB)

Wong, K., Chiu, L. P., Tang, S. W., Kan, H. K., Kong, C. L., Chu, H. W., et al. (2000). Vocational outcomes of individuals with psychiatric disabilities participating in a supported competitive employment program. *Work*, 14(3), 247-255.

The objective of this paper is to report on the vocational outcomes of individuals with psychiatric disabilities participating in a supported competitive employment (SCE) program. A total of 458

subjects enrolled in the present SCE program which was developed on the basis of the Supported Employment Model developed by Wehman [23] and the principles of the Individual Placement and Support (IPS) developed by Becker and Drake [5]. Of the 458 subjects, 308 (67.3%) obtained competitive employment. The mean job tenure was 134 days. The mean salary was \$4,740 for full-time jobs and was \$2,321 for part-time jobs. The majority of subjects (59.4%) could sustain their job placement for more than 30 days, 74 (24.0%) subjects could work for more than six months, and 38 (12.3%) could maintain the job for more than one year. Subjects who became employed were compared to those who did not gain employment on a variety of demographic variables. Significant differences were found between two groups in terms of sex and source of referral. The rate of employment in the current study was slightly higher, but the job retention rate was lower than in earlier studies. Recommendations for future research on evaluation of the effectiveness of SCE program are suggested.

Zivolich, S., Shueman, S. A., & Weiner, J. S. (1997). An Exploratory Cost-Benefit Analysis of Natural Support Strategies in the Employment of People with Severe Disabilities. *Journal of Vocational Rehabilitation*, 8(3), 211-221.

Presents a cost-benefit analysis of a supported-employment program using natural support strategies to assist 59 workers with severe disabilities in integrated employment settings. Results suggest substantial benefits to participants, the taxpayer, and society resulting from the choice of a natural support approach over the sheltered workshop model. (Author/PB)

## Supported Employment Websites

<http://www.onestops.info/>

The **National Center on Workforce and Disability/Adult (NCWD)** includes information on customers with disabilities, links on how to help customers find jobs, and information on customized employment. It also provides training, technical assistance, and policy analysis.

<http://www.ncwd-youth.info/index.html>

The **National Collaborative on Workforce and Disability for Youth** includes links to many resources and publications, which may be useful to administrators, employers, youth service practitioners, policymakers, youth, or families. They also produce a newsletter called Intersection.

<http://www.ncset.org/default.asp>

The **National Center on Secondary Education and Transition** aims to create opportunities for youth with disabilities so they can have successful futures. The site offers information on a variety of topics, publications, links to other useful sites, a search function, and a calendar of upcoming events.

<http://www.apse.org/index.html>

**APSE... “Formerly the Association for Persons in Supported Employment”** includes information on upcoming conferences and presentations, as well as a list of publications, and information about local chapters and members.

<http://www.pacer.org/swift/supportEmp.htm>

The **Parent Advocacy Coalition for Educational Rights** includes information on supported employment and provides a number of quality links to other supported employment resources. There are also links to several projects related to school-to-work transition. There is also a list of publications available for purchase.

<http://www.worksupport.com/Main/seres.asp>

The **VCU Rehabilitation Research and Training Center on Workplace Supports and Job Retention** site includes information on a number of topics, resources, and research about work and disability articles. The site includes related news links and the center hosts training events. Several excellent guides and articles are available online for free.

<http://www.trninc.com/>

**Training Resource Network, Inc** includes resources on the full inclusion of people with disabilities in community settings. This includes areas of person-centered planning, rehab management, supported employment, job development, and natural supports, among others. An online store includes publications and a newsletter on the employment of people with disabilities. Online training is also available.

<http://www.al-apse.org/>

The **Alabama Association for Persons in Supported Employment** site includes information on upcoming conferences and scholarships. A lending library is available, as well as agencies and information on organizations related to supported employment.

<http://www.bus.vcu.edu/esi/>

The **Employment Support Institute** site aims to provide supports for enhanced decision-making about employment options and policies affecting people with disabilities. It offers training options for organizations and communities. There is also information on WorkWORLD, a software program which simulates the financial effects of earnings on net income for SSDI and SSI, housing, and food stamps.

<http://janweb.icdi.wvu.edu/>

The **Job Accommodation Network** site is a free service of the Office of Disability Employment Policy in the US Department of Labor. It includes information on upcoming conferences and training sessions. It is a free consulting service designed to increase the employability of people with disabilities by providing individualized worksite accommodations solutions, providing technical assistance with ADA and other disability-related legislation, and educating callers about self-employment options. Portals for different audiences provide tailored information.

<http://www.nish.org/>

The **NISH** site attempts to create employment opportunities for people with severe disabilities. There are four portals for different audiences. Information includes publications, upcoming conferences, links to related organizations, current news, and programs that are currently underway.

<http://www.workinc.org/index2.htm>

**WORK Inc.** is a non-profit provider of rehabilitation services. The site lists services and assistance available to residents of Massachusetts but also includes links to other resources on disabilities.

<http://www.workopportunities.org/>

The **Work Opportunities** site emphasizes the right to make self-determining choices. The site includes work opportunities news, success stories, press releases, a list of resources, and other related information.

<http://aucd.org>

The **Association of University Centers on Disabilities** is a network of interdisciplinary centers advancing policy and practice for and with individuals with developmental and other disabilities, their families, and communities. A search feature allows for easy access to related articles and web resources.

<http://www.marccgold.com/index.html>

The **Marc Gold Associates** webpage offers information on current projects, a limited number of publications, and information on Employment for All, a new non-profit organization dedicated to employment accessibility for all.

<http://www.communityinclusion.org/>

The **Institute for Community Inclusion** is affiliated with University of Massachusetts Boston. It includes information on upcoming programs and conferences, publications, and an extensive list of internet resources.