

Reality Bites: Living in an Adult World

Cindi Pichler, MS, CRC, ATP
Independence First
Milwaukee, Wisconsin
cpichler@independencefirst.org

Laura E. Plummer, MA, CRC, ATP
Stout Vocational Rehabilitation Institute
Menomonie, WI 54751
plummerl@uwstout.edu

How to Grow and Adult

do
gooder



"You busy?"

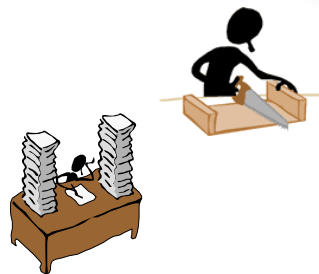


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Done with School? Which Path?

- Unskilled or semi-skilled competitive employment
- Post Secondary Education or training, then skilled competitive employment



- Supported or Sheltered Employment

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Reality Bites

- The world of work does not operate under the same rules and regulations as the educational system.
- Don't try to prepare the road for the child. Prepare the child for the road
- Students need to be prepared for the expectations of the real world

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Legal Differences - Laws

PK-12

- IDEA – Individuals with Disabilities Education Act
- Section 504 of the Rehabilitation Act

Post-Secondary

- American’s with Disabilities Act as Amended (ADAAA)
- Section 504 of the Rehabilitation Act

<http://www2.ed.gov/print/about/offices/list/ocr/transition.html>
<http://ds.oregonstate.edu/family/secondary.php>

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Legal Differences - Purpose

PK-12

- To ensure all students with disabilities receive a Free and Appropriate Public Education (FAPE)

Post-Secondary

- To ensure no otherwise qualified student will be denied access or be discriminated against

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Legal Differences - Eligibility

PK-12 Education

- Serves ages 3-21 or until regular HS diploma requirements met
- School is responsible for identification

Post-Secondary

- Meets requirements to attend the school and has a documented disability
- Student is responsible for disclosing and providing documentation

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Mission of Disability Services

The University of Wisconsin-Stout recognizes disability as an aspect of diversity. We are committed to creating equal access and opportunity to all campus programs and services for persons with disabilities.

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Models of Disability

Medical Model

- Disability is a deficiency or abnormality.
- Being disabled is negative.
- Disability resides in the individual.
- The remedy for disability-related problems is cure or normalization of the individual.
- The agent of remedy is the professional.
- *Carol J. Gill, Chicago Institute of Disability Research*

Social Model

- Disability is a difference.
- Being disabled, in itself, is neutral.
- Disability derives from interaction between the individual and society.
- The remedy for disability-related problems is a change in the interaction between the individual and society.
- The agent of remedy can be the individual, an advocate, or anyone who affects the arrangements between the individual and society.

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Reasonable and Equal

- Reasonable accommodation is a modification or adjustment to a course, program, service, job, activity, or facility that enables a qualified student with a disability to have an equal opportunity
- Equal opportunity means an opportunity to attain the same level of performance or to enjoy equal benefits and privileges as are available to a similarly situated student without a disability

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Reasonable Accommodation...

- Do not have to provide the specific requested accommodation – can choose among options
- Do not have to provide accommodations that create undue hardship
- Do not have to provide personal use items
- Do not have to provide accommodations for someone who is not qualified (entrance req.)
- Do not have to remove or lower education standards

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Academic Accommodations

- Academic accommodations are adjustments to the environment provided to "level the playing field" with respect to the current functional limitations of an enrolled student. Academic accommodations are not remedial in nature, nor do they change or reduce academic standards of a course or degree program.

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Common Means of Equal Access

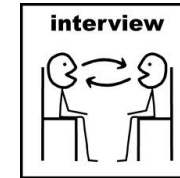
- Alternative Testing (quiet/minimal distraction environment, extended time, audio, scribe, etc.)
- Audio Textbooks
- Note Taking (peer note taker and Smart Pen)
- Interpreting
- Scheduling/Priority Registration
- Orientation and Mobility

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Disability Services – Intake Process

- *Interactive Process*
- Intake Interview
- Plan Development
- Discuss Rights and Responsibilities
- Notification to Instructors



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Choosing a Disability Services Office / School

- What documentation is required?
- How are decisions made regarding accommodations?
- Is the student a part of the decision making process?
- How are instructors notified of means of equal access?

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Documentation of Disability

- Student is responsible
- Current and comprehensive
- Diagnostic Info
- Functional Limitations in an educational setting
- Severity and / or longevity
- Student pays for documentation
- Will vary depending on disability and institution

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AHEAD Documentation Guidelines

- Primary – Student Self Report
- Secondary – Observation and Interaction
- Tertiary – Information from External/Third Parties

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The Team

▪ STUDENT

- Disability Services Office
- Parents, Spouse or other Natural Support
 - Professors / Instructors



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What Can Students Do To Ensure Equal Access

- Connect Early and Often
- Stay Connected
- Ask Questions
- Communicate with Disability Services Office Regarding Barriers in Learning Environment
- Ask About Signing Releases of Information
- **Have a Back Up Plan**

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The World of Work

ADA

- Prohibits discrimination in recruitment, hiring, promotions, training, pay, social activities, and other privileges of employment
- Requires that employers make reasonable accommodation to the **known** physical or **otherwise qualified** individuals with disabilities
- Does not grant preferential treatment or establish hiring quotas.
- The burden for identifying the disability and accommodations is on the person with the disability

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Employment

- We work for any number of reasons... including money, fulfillment, enjoyment
- Employers hire people to generate a profit or create a product or service

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The Three Deadly Accommodations

- Frequently offered in educational settings, may be appropriate, and have no **competitive** workplace equivalent
- Remember, if a child grows up receiving an accommodation, they will not know how to do without it.

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Extended Time

In School

- Extra time or unlimited time for tests
- Flexible timelines or due dates for assignments

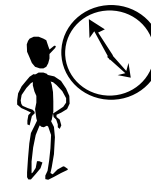
In the Real World

- Extended “probably”; extra time to learn the job
- Working outside of established hours; coming in early or staying late (examples)



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Extended Time



- Can be an option for workers who are commissioned or salaried
- Not an option for people who are paid hourly or piece rate. These workers are often prohibited from taking work home or working outside of established schedule

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Human Assistance

In School

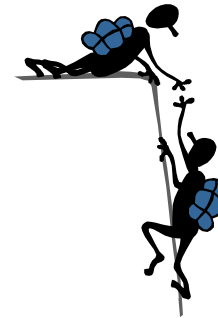
- Independent use of Assistive Technology
- Time limited use of a job coach
- Must be able to do the job

In the Real World

- Note Taker, Reader, etc.
- Teacher's Aid
- Assistive Technology

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Human Assistance



Not an employer provided option within competitive employment

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Modified Curriculum

In School

- You are expected to do the job your employer hired you to do
- You are expected to do the job your employer hired you to do

In the Real World

- Reduced workload
- Shorter assignments or tests
- Flexible requirements
- Different expectations than others

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Modified "Curriculum"

- Job restructuring MAY be an option in some work environments
- Ex: An employee with a speech disorder who is responsible for answering email and voicemail may swap duties with a co-worker and handle all emails

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Reality Bites

- The ADA does not require employers to remove essential functions of a job
- The ADA does not require employers to lower standards
- The ADA does not require employers to provide personal use items (such as AAC devices)

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Remember

Disability Services and Employers cannot provide accommodations for something it does not know about.



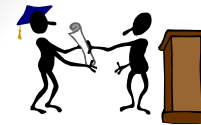
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What Can You Do?

- Understand school and employer expectations
- Understand the types of tasks that will be done in school or the competitive work setting
- Understand and facilitate the development of the skills necessary to use job accommodations
- Access the resources needed



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Use Transition Years:

- Make sure student understands and can identify needs
- Learn to “self accommodate”
- Reduce or eliminate the use of the “Three Deadly Accommodations”
- Learn “coping” skills, eg: study & work strategies, schedule management
- Identify and learn to use Assistive Technology

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Skills Everyone Needs:

- Solidify work related skills
- Time management
- Learning to organize
- Hygiene
- Self advocacy
- Transportation
- Interpersonal skills
- Digital Literacy
- Digital Citizenry

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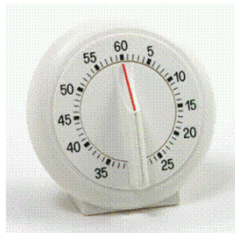
Self Accommodation



- Figuring out barriers and solutions
- Examples: Could include checklists, smartphones/elec. organizers, recorders, calendars, voice mail, email, using built in features of traditional computer software, etc

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The Grocer and the Timer



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Assistive Technology...

Any product or piece of equipment used to maintain or improve the functional capabilities of people with disabilities is an assistive technology (AT) device

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Assistive Technology Services...

Assistive technology services include: evaluation, funding, design, customization, modification, maintenance, repair, training and technical assistance. People of all ages can benefit from services that will help them with the assistive technology they want to use at home, in school or at work

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AT Providers...

- Assistive Technology Professional (ATP)
- An assistive technology professional is a service provider who analyzes the needs of individuals with disabilities, assists in the selection of the appropriate equipment, and trains the consumer on how to properly use the specific equipment
- www.resna.org

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AT Services in WI...

- Wistech / AT Resource Center
- Stout Vocational Rehab Institute
- Independent Living Centers
- Online Resources
- Funding Resources
- AT Vendors

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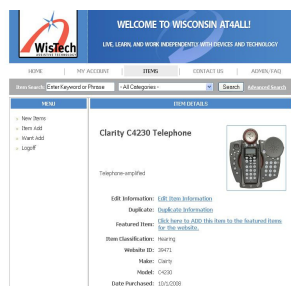
AT4ALL...

www.wisconsinat4all.com

WISCONSIN AT4ALL is brought to you by WisTech. There are a number of state agencies, private businesses, and lending programs along with individuals that are listing items for sale, giveaway, demonstration, or loan. Please keep in mind that each agency, business, or program will have their own criteria for selling or lending their equipment. If you have any questions, please contact the specified person for that item. [List of Participating Agencies](#)

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AT4ALL...

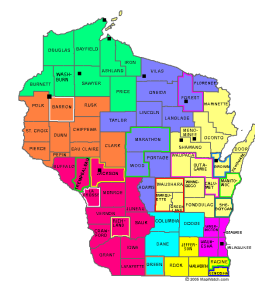


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Device Loan and Demos...

- Compare features and benefits of a particular AT device for an individual to make an informed choice.
- Provide individual assistance regarding selecting, trying-out many AT devices
- Direct consumers to manufacturers and funding sources



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Equipment Reutilization...

<http://ifmobility.mcservices.com/>

- Part of Wistech – Federal AT Act
- Devices are donated, repaired, refurbished and then offered for sale
- Provided by Wheelchair Recycling Program
- Wheelchairs, hospital beds, lifts, bath equipment



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Alternative Financing...

WisLoan

- Allow people with disabilities to purchase assistive technology (AT)
- IndependenceFirst provides statewide administration of program
- Applications are taken at ILCs, reviewed by WisLoan Board monthly

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REALITY CHECK



- Transition is a safe place to practice adult skills
- Knowing yourself
- Making phone calls
- Scheduling appointments
- Asking for help
- Using directories/info resources
- Organizing/storing information
- Identifying and learning to use accommodations
- Transportation/Driving
- Selective Service Registration

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Questions??



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