Cross-Agency Employment Services (and other frequently used) Terms

A Glossary Tool for Families, Providers, and Multi-Agency Employment Teams

This project would not have been possible

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Clackamas County Employment First Team

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Lane County Employment First Team

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Employment First Work Streams

Introduction

Oregon formally adopted its "Employment First" policy in 2008, and was one of the first states in the country to do so. Under its Employment First policy, Oregon presumes that, with the right training and support, each individual who experiences an intellectual or developmental disability (I/DD) can succeed in an individual integrated job that pays competitive wages and benefits. Recognizing the pivotal role integrated employment plays in the lives of individuals who experience intellectual or developmental disabilities, employment in fully integrated settings is the highest priority over unemployment, segregated employment, facility-based employment, or day habilitation.

The teams who support these individuals in achieving their employment goals include state and county agencies, organizations, schools, professionals, families, individuals, and advocates. Our goal is to help facilitate meaningful interactions in team meetings by removal of a common communication barrier by providing this tool as a reference.

One of the most frequently identified barriers to teaming and collaboration is communication!

Words can get in the way! Teams consistently identify poor communication as a barrier to collaboration and successful support planning among multi-agency teams. Agency words and terms can lead to misunderstanding, limit discussions, and prevent collaboration.

Common terminology is needed!

Agencies, organizations, professionals, and the public often speak different languages. From agency to agency the same words can have different meanings. Or different words can have the same meaning. Awareness, clarity and creating a "common language" is a priority in I/DD support planning where many agencies and individuals cross paths and share responsibilities. While agencies may not be able to adopt a new vocabulary or create a new language, a collaborative team should be aware of the potential for misunderstanding and proactively explain "agency" vocabulary terms or jargon.

Using this Tool

This guide is a reference tool, not to be read like a book, but instead to be consulted to clarify confusing vocabulary.

The terms listed in this document may have similar or diverse meaning based on who is using the term and the agency represented. To provide the team with a broader understanding of what the words may mean, associated vocabulary and information for each agency is provided. This information also helps explain the context in which particular agency personnel might understand the term or the perspective the agency may have when hearing a term.

Preparing for a Meeting

Before distributing this tool to team members, the services coordinator or personal agent may wish to review the information and highlight important terms for an upcoming team discussion. Individual team members should then review the table in an effort to become better aware of their agency's guide terms that may be confusing to others on the team. Each

person may wish to scan the left column for terms that are unfamiliar and review the definitions and information before coming together for support planning.

During a Meeting

This tool can be useful during a meeting as well. As words or terms included in this tool surface in discussion, take a moment to assure that each member understands the intent of the words or message by using this tool as a point of reference. Be aware of team members that are scanning the table during a discussion and take time to explain what is being suggested or reviewed.

Team members can also identify additional terms, phrases, or other associated language that would help others to understand the context of the information, service, or plan being discussed. Additional terms found to be confusing or that require explanation when working in cross agency groups can be added to the table for future reference. *If you have suggestions on how to make this tool more user-friendly, please email* *Stephanie.roncal@state.or.us*.

Education: *Words, phrases or definitions that educational teams in educational environments might use.*	**Vocational Rehabilitation:** *Words, phrases or definitions that Vocational Rehabilitation (VR) agencies might use.*	**Developmental Disabilities (DD) Services including Community Developmental Disabilities Programs (CDDPs) and Brokerages:** *Words, phrases or definitions that DD agencies might use.*
Defines a context in which educators may understand the term.	*Defines a context in which VR counselors and providers may understand the term.*	*Defines a context in which DD agencies and providers may understand the term.*

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Assessment and Evaluation	**Assessments** in the educational environment can be: • Formal, informal, summative or formative; • Curriculum based or standardized; • Used to assess progress, determine eligibility, or establish need; • Done by a number of different professionals including teachers, psychologists, behavioral specialists, speech and language specialists etc.	**Comprehensive assessments** and evaluation are conducted by Vocational Rehabilitation that explore a person's unique strengths, resources, priorities, concerns, interests, capabilities, and the potential need for supported employment. Examples include: • Targeted Vocational Assessment (TVA)*, • Community Based Work Activity (CBWA)*. *Described further in 'Career Assessments'	**Functional Needs Assessment (FNA)** is the comprehensive assessment or re-assessment that documents physical, mental, and social functioning; identifies risk factors and support needs; and determines a person's level of service. Examples include: • Adult Needs Assessment (ANA), • Child Needs Assessment (CNA), • Support Needs Assessment Profile (SNAP), or • Supports Intensity Scale (SIS).

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	Evaluation is the process by which eligibility is established or reestablished within the school system. Evaluations use assessment data along with professional and personal judgment to establish eligibility for services. The evaluation process includes parents, teachers and specialists.		
Benefits Planning	**Benefits Planning** helps a person understand how his or her Social Security or other benefits could be affected by earning an income from work. A person may be eligible to take advantage of **Work Incentives**, which are special rules that help people work, earn money and still keep their public benefits. The goal of Benefits Planning is to help individuals make informed decisions about working and the possible outcomes of the decisions they make. Since some of the earning thresholds that affect benefits change each year, it's also a good idea to touch base with a Benefits Planner annually. Oregon has two statewide benefits planning programs provided at no cost to eligible participants. Plan for Work is funded by the Social Security Administration (SSA) and is located at Disability Rights Oregon. The Work Incentives Network is funded by Vocational Rehabilitation and is housed at various Independent Living Centers throughout Oregon. In either program, a Benefit Planner will work one-on-one with a person to: • Provide information about how wages will affect each type of benefit • Identify Work Incentives that fit each unique situation • Provide tools and assistance in reporting income and requesting Work Incentives • Help individuals earn more money		

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Career Assessment	**Career assessments** help students understand how a variety of personal attributes (i.e., interests, values, preferences, motivations, aptitudes and skills), impact their potential success and satisfaction with different career options and work environments. These may include interviews, job shadows, classroom activities, work experiences, volunteer experiences, adaptive scales, standardized testing, aptitude tests, structured observations, anecdotal notes and person centered planning. Some career assessments measure key personal characteristics believed to influence a student's potential success and satisfaction with a career. Other career assessments are designed to help students clarify their goals and preferences in order to make informed career decisions.	A **Comprehensive Vocational Assessment** is administered for participants eligible for employment services from VR or transition services from local educational agencies under the Individuals with Disabilities Education Act (IDEA) to provide employment-related information for the development of, or revision of, a participant's employment-related planning document, such as the Individual Plan for Employment (IPE) or Individual Education Program (IEP). **Targeted Vocational Assessment (TVA)** aimed at providing a work experience informed by client's interest that provides opportunity for them to show work readiness which may result in a hire. **Community Based Work Activity (CBWA),** a work assessment for an individual with limited experience to determine their abilities, desires, and preferences for work. This approach assesses both work	**Vocational Assessments** is a generic term for an assessment that provides employment related information essential to the development of, or revision of, the Career Development Plan (CDP) or other employment related planning documents. DD agencies do not perform these types of assessments. A Person completes the **Career Development Plan (CDP)** with his or her Service Coordinator or Personal Agent to identify employment goals and steps to reach those goals. The CDP is part of an Individual Support Plan (ISP). **Person Centered Plan**: Person Centered Planning emphasizes the needs and choices of the individual when developing a service plan.

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		personality and skills in a competitive work environment through observation in real life situations.	
Career Exploration	Students complete career exploration activities according to individualized **Employment Related Transition Services** included in the student's IEP. Career exploration may include: job shadows, on and off campus work experiences, volunteer activities, guest speakers, elective classes and other classroom activities that broaden the individual's knowledge base of career options as related to personal interests and strengths. Transition Technical Assistance is the substance of the work of the Statewide **Transition Technical Assistance Network (TTAN)** and includes development of competencies for teachers, administrators, and other educational service providers.	**Career Exploration** is a service to assist a participant in selecting an employment goal amongst several options to produce a specific vocational outcome. Vocational Exploration Activities include job shadows, informational interviews, involvement of a participant's personal network, engaging in activities of interest, volunteer positions, and time spent with job developers pursuing these activities. These services may be provided by partner agencies to fully explore the participant's vocational interest, so when they come to VR they may have already experienced many activities and their personal network may be able to provide valuable information about the participant. VR is required to use existing information as much as possible.	**Discovery** is a service that helps identify and allow an individual to explore job interests, abilities and challenges to best identify the ideal job placement towards gainful employment. It is a comprehensive and person-centered employment planning support service to better inform an individual seeking an individualized job in a competitive integrated employment setting and create a Discovery Profile. It includes a series of work or volunteer related activities to inform the individual and the job developer about the strengths, interests, abilities, skills, experiences, and support needs of the individual, as well as identify the conditions and settings in which the individual will be successful. Discovery is also an opportunity for the individual to begin active pursuit of competitive integrated employment.

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	Work Study positions provide students opportunities to obtain paid or unpaid community employment while earning credit. In most schools, these positions are arranged through the counseling center.		An **Employment-Focused Person Centered Plan** describes: • A person's gifts and strengths; • What works and doesn't work • What is important to and for the person; • His or her interests, connections and dreams; • Next steps to implement the plan; • The people, programs and agencies that can help the person reach his or her employment goal. The plan is developed by a trained facilitator with the person and his or her network of friends, family and paid supports.
Case Management	The **case manager** is the person within the school system (qualified professional i.e., Teacher, School Counselor, Speech and Language Specialist) who is the go-to person and advocate for individuals being protected under disability laws (Section 504 of the Rehabilitation Act, and IDEA 2004). They also	A **VR Counselor (VRC)** is the immediate case manager for a client with VR. VR counselors develop individual plans for employment, authorize services, manage the budget for services delivered to Clients, review medical information for Eligibility, coordinate needed assessments, and	**Case Management** within the DD system includes the functions performed by a services coordinator (SC) or personal agent (PA). Case management includes, but is not limited to, determining service eligibility, developing a plan of authorized services, and monitoring the effectiveness of services and

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	insure implementation of the IEP or 504 plan though may not be the sole service provider. Case Managers also coordinate implementation of a student's Individual Education Program (IEP) or 504 plan. Collaborating with agency case managers- the one who oversees individuals' access to services. This includes DD Service Coordinators (CDDP) or Personal Agents (Brokerage). The **special education teacher** is often the case manager of individuals who have an IEP. For those with a 504 plan of support, the **school counselor** is often the case manager, but not always.	coordinate the participant's employment team to develop the Individual Plan for Employment (IPE).	supports. Service Coordinators and Personal Agents perform the same functions of case management. Case managers are an employee of a CDDP or Brokerage that contracts with the county or the Department to provide case management services including, but not limited to, planning, procuring, coordinating, and monitoring services. They can identify, gain access, and coordinate supports needed by individuals – they do assessment and person centered planning to determine individual's needs, desires, dreams and hopes, and who works with an individual to facilitate supports to ensure their needs and wants are met. **Service Coordinators (SC)** work for local Community Developmental Disability Programs (CDDP). **Personal Agents (PA)** work for a Brokerage Agency.

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Community Experience or Community Work Experience	**Community Experiences** are activities occurring outside of the school setting, supported with in-class instruction, where students apply academic, social, and/or general work behaviors and skills. Community experiences may be referred to as: • Work Experience • Job Try-Outs • Job Shadows • Internships In schools students often engage in several types of community experiences to develop recreational and life skills and work related activities such as job shadows, volunteer and work activities that also serve as assessments.	**Job Shadow**: A Job Shadow is a form of vocational assessment whereby a participant learns by observing work in process and following someone who is working. **Summer Youth Work Experience** is utilized to help teach transitional youth vocational skills and appropriate work behaviors. Should be provided in a competitive integrated setting but may be provided as a non-competitive environment.	**Employment Path Services** - services to provide learning and work experiences, including volunteer opportunities, to help a person develop general, non-job-task-specific strengths and skills that contribute to employability in competitive integrated employment settings. **Discovery** is a method used to discover an individual's strengths and interest for their career. Examples include informational interviews, volunteering, job shadowing and job preparation activities. **Community/ Work Experience** can be through Discovery, including volunteer or Job Shadow opportunities, or Employment Path Services. **Job Shadow** can be through Discovery and includes one on one support observing work in process and following someone who is working.

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Competitive Integrated Employment	Competitive Integrated Employment - work that is performed on a full-time or part-time basis (including self-employment): (a) For which an individual: ❖ Is compensated at a rate that: • Is not less than the higher of the rate specified in section 6(a)(1) of the Fair Labor Standards Act of 1938 (29 U.S.C.206(a)(1)) or the rate specified in the applicable state or local minimum wage law; and • Is not less than the customary rate paid by the employer for the same or similar work performed by other employees who are not individuals with disabilities, and who are similarly situated in similar occupations by the same employer and who have similar training, experience, and skills; or • In the case of an individual who is self-employed, yields an income that is comparable to the income received by other individuals who are not individuals with disabilities, and who are self-employed in similar occupations or on similar tasks and who have similar training, experience, and skills; and ❖ Is eligible for the level of benefits provided to other employees. (b) That is at a location where an employee interacts with other persons who are not individuals with disabilities (not including supervisory personnel or individuals who are providing services to such employee) to the same extent that individuals who are not individuals with disabilities and who are in comparable positions interact with other persons and that, as appropriate, presents opportunities for advancement that are similar to those for other employees who are not individuals with disabilities and who have similar positions; and(c) That, as appropriate, presents opportunities for advancement that are similar to those for other employees who are not individuals with disabilities and who have similar positions.		
Customized Employment	**Customized Employment (CE)** is integrated employment that is customized or carved for the student, as it pertains to transition	**Customized Employment or Job Carving** is a process by which a customized position is developed specifically for the participant to	Although **Customized Employment** is not a service delivered by ODDS, when used in discussions with DD professionals,

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	programs. In education, the term, "customized employment" may be used as a generic term that defines employment procedures that are individualized or personalized, rather than a specifically defined process to develop employment for an individual. CE might also be referred to as a well-matched post-secondary employment outcome that is specific to the student's preferences, interests, needs, and skills.	match their skill set and to match the specific need of the employer. Customized Employment is a unique job placement service that focuses on identifying the unique characteristics and interests of the job seeker and identifying or creating a position that would best meet employer need while suiting the job seeker's profile.	customized employment can mean competitive integrated employment for an individual with a disability that is based on an individualized determination of the strengths, needs, and interests of the individual, is designed to meet the specific abilities of the individual and the business needs of the employer. Employment that has been formed or "customized" to fit the individuals needs prior to being hired to allow them to be employed competitively. Customized employment is conducted by the Job Developer within VR.
Eligibility	Students are eligible for special education services if the student qualifies for services under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act. The **eligibility** categories described in the Individuals with Disabilities Education Act (IDEA) include:	**Eligibility** assessments are performed by Vocational Rehabilitation Counselors (VRCs) when there is not sufficient medical documentation. Eligibility determination for VR services includes review of: • Documented Disability/ significant impairment	**Community Developmental Disability Program (CDDP)** (through the county) decides eligibility. An individual's county Service Coordinator facilitates the **eligibility** information needed. All CDDP's use the same application for Developmental Disability services.

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	• Autism Spectrum Disorder, • Intellectual Disability, • Communication Disorder, • Orthopedic Impairment, • Deaf-Blind, • Other Health Impairment, • Developmental Delay, • Specific Learning Disability, • Emotional Disturbance, • Traumatic Brain Injury, • Hearing Impairment, and • Visual Impairment. Under Section 504 of the Rehabilitation Act, eligibility is established by clinical professionals (i.e., physician, psychiatrist). Once a disability has been established through a clinical professional, the team (similar to the IEP team) must determine that there is a need for accommodations in order for the student to access a Free Appropriate Public Education (FAPE).	• The documented disability is a substantial barrier to employment • The applicant has the ability to benefit from VR services-presumptive • The individual requires VR assistance to become employed • Barriers to employment are based on a documented disability. If the applicant receives Supplemental Security Income (SSI), Social Security Disability Insurance (SSDI) or Social Security for Disabled Adult Child (SSDAC), they are presumed to be eligible for VR services.	An individual may be found eligible either as a person with intellectual disability or as a person with other developmental disabilities. To be found eligible either as a person with intellectual disability or with other developmental disabilities, the individual must have impaired adaptive behaviors. **Adaptive behaviors** are everyday living skills such as getting around town, talking, getting dressed or taking a shower, preparing a meal, learning, working, etc. A professional can test an individual's adaptive behaviors. If an individual is trying to become eligible as a person with intellectual disability, their IQ scores will also be important. The county or state can help obtain the evaluations needed. Sometimes evaluations are paid for by the Oregon Health Plan.

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	When a student is eligible for special education, it is the IEP that determines the resources and services needed to make educational progress while receiving their FAPE.		
Employment Providers	**Employment Providers** through education <u>could</u> be school transition staff, YTP transition specialists, and/or local VR vendors that provide services such as job development, job coaching, and other services to engage in employment in the community.	**Employment Providers** through Vocational Rehabilitation are job developers and job coaches who have completed required VR Training and/or other requirements, and have successfully contracted with VR through the established application process. Often referred to as **Vendors**.	**Employment Professional** is an employee of an agency service provider, an independent provider, or an employee of an independent provider who has specific qualifications and training to provide employment services under OAR 411-345, including supported employment - individual employment support (job coaching and job development), supported employment - small group employment support, discovery, and employment path services.
Functional Skills	In the education environment, **Functional Skills** are skills or activities that are not considered academic or related to a child's academic achievement. They may be referred to as Daily Living Skills, life skills or independent		**Functional Skills** are skills that are transferable between all kinds of work settings such as Communication, Organization Management, Research & Investigation, Information Management, Human Service,

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	living skills. They include basic skills needed to manage everyday life, such as dressing, money management, transportation, household management, etc.		Design & Planning, and Physical. They are skills that contribute to the successful, independent functioning of an individual in adulthood (Life Skills or Independent Living Skills).
Individual Planning	In schools individual planning is done though the IEP or 504 processes. Generally an IEP team includes parents, special education teacher (case manager), general education teacher, district representative, and other specialists. **IEP: Individualized Education Program** A written document that includes the special educational services a child identified with a disability will receive as part of his/her Free and Appropriate Public Education (FAPE). The student, their family, school staff and invited professional will participate in the writing of the IEP. Beginning at age 14, the IEP will include a	**IPE: Individualized Plan for Employment** Plan to reach the agreed upon work goal. The IPE outlines the vocational rehabilitation services needed to achieve the employment outcome. Each person is unique and therefore requires an individualized approach to reach their employment goals. Individuals, their VR counselor, with assistance from their SC/PA, will work together to establish their goal and identify the services that are necessary for the participant to achieve and maintain their goal. At the meeting, the participant, their team and guests will talk about	**ISP: Individual Support Plan** The ISP outlines when individuals need support services, what kind of paid or natural supports are needed, and where those supports are to be given. There are many people who may be involved in helping to create the ISP, including family, close friends, Personal Agents, Service Coordinators, teachers and others that the individual may choose. A **Career Development Plan** is part of an ISP or Annual Plan regarding DD Services. It identifies the individual's employment goals and objectives, the services and supports needed to achieve those goals and objectives, the persons, agencies, and providers assigned to

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postsecondary community employment goal and create a transition plan to achieve the identified adult goals. A **504 team** generally includes the school counselor (case manager), general education teachers, and other specialists. The development of the IEP or 504 is a person centered planning process in that it includes formal and informal information gathered about the student's academic and functional performance. This information is then used to develop a plan of service that includes instructional goals, accommodations, modifications, specialized support services, transportation, and where the student will be served throughout the day including the percentage of time spent in the general education environment.	things like: • Experiences they've had that have given them skills to use at work • Their strengths, gifts, capacities and abilities • Specific information on what they need to be successful at work • Challenges and support strategies • Resources • What work settings fit them • Names of people who can assist with the employment process	assist the person to attain those goals, the obstacles to the individual working in Competitive Integrated Employment, and the services and supports necessary to overcome those obstacles. **Person Centered Planning**: Throughout individual's participation in the DD system, staff will spend time getting to know the individual by guiding them through a process called "Person-Centered Planning". Person-centered Planning is: A timely and formal or informal process that is directed by the individual with I/DD in which the participants gather and organize information to help the individual: • Determine and describe choices about personal employment goals, activities, services, providers, and lifestyle preferences; and • Design strategies and networks of support to achieve goals and a preferred lifestyle using

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			individual strengths, relationships, and resources; and • Identify, use, and strengthen naturally occurring opportunities for support at home and in the community. The methods for gathering information vary, but all are consistent with the individual's cultural considerations, needs, and preferences. **Self-determination** refers to a characteristic of a person that leads them to make choices and decisions based on their own preferences and interests, to monitor and regulate their own actions, and to be goal-oriented and self-directing.
Integrated Employment Setting	An **Integrated Employment Setting** is: • An employment setting that satisfies the requirements for Competitive Integrated Employment; or • An employment setting that provides opportunities for an individual to have interaction with non-disabled persons. The setting must allow an individual to interact with non-disabled persons in a manner typical to the employment setting. Such settings may include Small Group Employment. Employment in an Integrated Employment Setting cannot be facility-based work in a Sheltered Workshop, and cannot be non-work activities such as day support activities.		

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Intellectual or Developmental Disabilities	**Intellectual Disability (ID)** is categorized within special education as a person who experiences a disability. Children with disabilities or students with disabilities means children or students who require special education because of: • autism; • communication disorders; • deafblindness; • emotional disturbances; • hearing impairments, including deafness; • intellectual disability; • orthopedic impairments; • other health impairments; • specific learning disabilities; • traumatic brain injuries; or • visual impairments, including blindness. An individual identified with an Intellectual Disability has significantly sub average general intellectual functioning, and has intelligence test scores that are	**Intellectual Disability** often creates an impediment to employment. VR considers people with severe to mild intellectual disability eligible for services, and often people with borderline intellectual functioning are considered eligible depending on specific functional limitations.	**Developmental Disability (DD)** Developmental Disability - a neurological condition (as described in OAR 411-320) that: • Originates before an individual is 22 years of age or 18 years of age for an intellectual disability; • Originates in and directly affects the brain and has continued, or is expected to continue, indefinitely; • Constitutes significant impairment in adaptive behavior as diagnosed and measured by a qualified professional; • Is not primarily attributed to other conditions including, but not limited to, a mental or emotional disorder, sensory impairment, motor impairment, substance abuse, personality disorder, learning disability, or Attention Deficit Hyperactivity Disorder (ADHD); and • Requires training and support similar to an individual with an intellectual disability.

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	two or more standard deviations below the norm on a standardized individual intelligence test. The student also has deficits in adaptive behavior that manifested during the developmental period, and that adversely affects their educational performance.		**Intellectual Disability (ID)** - significantly sub average general intellectual functioning defined as full scale intelligence quotients (IQs) 70 and under as measured by a qualified professional and existing concurrently with significant impairment in adaptive behavior directly related to an intellectual disability that is manifested during the developmental period prior to 18 years of age. Individuals with a valid full scale IQ of 71-75 may be considered to have an intellectual disability if there is also significant impairment in adaptive behavior as diagnosed and measured by a licensed clinical or school psychologist.
Service Provider	**Service Providers** in the Education System generally include the Special Education Teacher, General Education Teachers, or other specialists such as the Speech and Language Pathologist, School Nurse, Physical Therapist, Occupational Therapist, or	The **Service Provider** through Vocational Rehabilitation is the entity contracted by VR to provide service to client, this includes many agencies, individuals, and business given the variety of services offered.	A DD **Service Provider** is any agency or individual paid for by Medicaid dollars to provide Title XIX services. There are three types of providers to choose from: • Independent Providers (Often referred to as a **PSW,** or

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	Behavioral Specialist.		**Personal Support Worker**) are individuals who personally provide the individual's services. They can be either the individual's employee or an independent contractor. • A Provider Organization is an agency primarily in business to serve individuals with intellectual and developmental disabilities. It uses employees, volunteers, and/or contractors. • A General Business Provider is an organization or entity that provides services to the general public, such as a taxi service, bus company, or general contractor.
Services	**Services offered to individuals under IDEA** may include but are not limited to: transportation, behavioral support, advocacy for the student, specially designed instruction, modified or adapted instruction and materials, provision of community experiences, provision of	**Vocational Rehabilitation (VR) provides short-term services** to participants with disabilities to get and keep a job that matches their skills, interests and abilities. VR staff work in partnership with the community and businesses to develop employment opportunities for people with disabilities. The	**Employment services** provided or funded by ODDS are services that are intended to assist a person with I/DD to choose, get, learn, and keep work in an Integrated Employment Setting. Employment Services shall be individually planned, based on person-centered planning principles and evidence-based practices,

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	accommodations necessary to access Free Appropriate Public Education (FAPE), feeding, nursing, proctor or administer state assessments, physical therapy, occupational therapy, and communication support. **Services provided under Section 504** can be very similar to those provided under IDEA though they generally focus on accommodations so as to support access to the education environment and experiences.	services are individualized, to help each eligible person receive services that are essential to their employment success. The Oregon Commission for the Blind (OCB) provides vocational rehabilitation services for persons who are blind or who have visual impairments. OCB and VR frequently collaborate to provide services to individual participants. **Services** can include some or all of the following: the development of an Individualized Plan for Employment, assessments, job development, job coaching, assistive technology, school (college or technical school), work clothes, worksite accommodations, tools and more.	where applicable. Employment Services may include post-secondary education and/or training to the extent they are reinforced in an individual's ISP. Employment services include: • Supported Employment - Individual Employment Support (Job Coaching), • Supported Employment - Small Group Employment Support, • Discovery, and • Employment Path services.
Support Services	**Support Services** are any service that provides the student with the ability to access and benefit from their Free Appropriate Public Education (FAPE). Could include but not limited to: transportation, behavioral support,	**Support Services** include Job Development (also known as Job Placement) and Job Coaching services provided until stabilization is reached, and extended, long-term services are also available.	**Support Services** mean the services of a Brokerage or CDDP, as well as the uniquely determined activities and purchases arranged through the Brokerage or CDDP that: • Complement the existing formal and informal supports that exist

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	advocacy for the student, specially designed instruction, modified or adapted instruction and materials, provision of community experiences, provision of accommodations necessary to access Free Appropriate Public Education (FAPE), feeding, nursing, proctor or administer state assessments, and communication support.		for an individual living in her or her own home or the family home; • Are designed, selected, and managed by an individual; • Are provided in accordance with the ISP for an individual; and • May include purchase of supports as a social benefit required for an individual to live in his or her own home or the family home.
Supported Employment	Supported Employment is not a service currently offered within education; however, there are several activities done within school and transition that may complement potential future employment services. They may include internships (paid/nonpaid) that are community based and supported by a job coach, volunteer opportunities and summer work experiences.	Within VR, includes both Mental Health and IDD clients who receive ongoing support on the job in order to maintain long-term stability and employment. **Supported Employment** is competitive integrated employment where the job matches the participant's interests and abilities, and they require long term support to be successful on the job. In supported employment, agencies become part of an employment team with participants to help them	Individuals with disabilities can go to work for real wages in a community job. Making this successful transition requires decisions, planning, and cooperation between the individual and their team. ODDS offers Supported Employment-Small Group Employment Support, and Supported Employment-Individual Employment Support. **Supported Employment-Small Group Employment Support** includes services and training activities provided in regular business, industry, and community

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		get, learn and keep a job. If they are CDDP/Brokerage customers, individuals, Personal Agent/Service Coordinators, school staff, and VR counselors become partners to achieve and retain employment. VR supports are short term and time-limited, while other employment supports are long term to help participants keep a job. Some individuals may need no assistance in getting and keeping a job, or they may require more help like: • Learning about the responsibilities of having a job; • Needing a coworker or coach to teach them about their job so they can ultimately do it themselves; • Requiring devices to assist individuals in performing some work duties; • Having tasks adapted or modified so individuals can complete them; • Asking an employer to take	settings for groups of two to eight individuals with disabilities. Supported employment - small group employment support is provided in a manner that promotes integration into the workplace and interaction between participants and people without disabilities in those workplaces. **Supported Employment- Individual Employment Support** includes job coaching or job development services to obtain or maintain an individual job in a competitive integrated employment setting in the general workforce, including customized employment or self-employment.

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		duties from one or more employee to create or "carve" a job that meets the individual's particular skills and abilities; or • Getting some planned regular "extra support" from a coworker or coach to help make sure the individual can keep doing their job.	
Transition Services	**Transition services** means a coordinated set of activities for a student with a disability that is designed to be within a results-oriented process. It is focused on improving the academic and functional achievement of the student to facilitate the student's movement from school to post school activities. These may include postsecondary education, vocational education, integrated employment, continuing and adult education, adult services, independent living, or community participation. **Transition** is a process that helps individuals to define goals that will	The school district should invite a representative from VR or the Commission for the Blind to the IEP at least once in the transition student's senior year or before if the team feels it would be helpful. The school district, VR, and the CDDP/Brokerage will work together with the student to envision how resources will be used to get and keep a job that matches their interests and skills, either before or after graduation. The school, VR and the CDDP/Brokerage have the responsibility to coordinate the transition planning and provide the individual with information on how this interagency collaboration	The Developmental Disability program does not have services specifically called "transition services"; however, an individual may be eligible to enter a CDDP/Brokerage before leaving school. If that happens, the SC/PA will want to make sure all of the services are coordinated person centered and support the goals of the person to move from school to adulthood, including supports and services needed to meet life skills, community integration, and employment goals. The SC/PA's attendance at IEP meetings or VR meetings during the transition years can be a helpful

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	take them from high school to adulthood. It includes planning through the Individualized Education Program (IEP) and should document all the supports and services they need to make a smooth and productive transition out of school. The transition plan should address the goals or vision of what the individual will be doing after graduation based on their preferences and interests in the following areas: • Employment; • Community participation and mobility; • Recreation and leisure; • Post-secondary training and other learning opportunities; • Independent living.	works.	way to make sure coordination of services and planning is occurring. The CDDP/Brokerage may authorize payment for things that *complement* the Transition plan but are not the school's responsibility. The CDDP/Brokerage ISP might include community activities (beyond school goals or hours), supports at home to keep individuals safe, or support to keep a community job.

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