

Vocational Rehabilitation Job Coaching for Maintaining Competitive Integrated Employment

A Comprehensive Guide for Empowering Individuals with Intellectual and Developmental Disabilities (IDD)

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Introduction to Vocational Rehabilitation Job Coaching for Maintaining Competitive Integrated Employment

This guide builds on the **AMSI EVI1** standard—*Supported Employment Services: Final Eligibility Verification and Inclusive Orientation* (2024)—and focuses on strategies for **maintaining competitive integrated employment** for individuals with intellectual and developmental disabilities (IDD). It outlines best practices used by **Vocational Rehabilitation Job Coaches (SOC 21-1015)** to support **long-term employment success**.

Vocational rehabilitation job coaching is essential in empowering individuals with IDD to achieve and sustain meaningful employment. This guide provides **practical tools and insights** for job coaches, emphasizing **person-centered coaching, tailored guidance, and a clear understanding of regulatory frameworks**. By bridging the gap between vocational aspirations and sustained employment, job coaches play a crucial role in fostering **independence and workplace inclusion**.

This phase of **supported employment** follows the **orientation process** outlined in the **AMSI EVI1** standard. For details on this foundational stage, refer to the AMSI website: amsi-inc.org (Section: **Standards & Resources**).

To ensure **quality and sustainability** in employment services, this guide aligns with the **AMSI Work (Service) Quality (WSQ) and Person-Centered Quality (PSQ) standards**, which define the **key concepts of service quality and person-centered support in maintaining competitive integrated employment**:

- **AMSI WSQ1** (*Work/Service Quality Standard*) provides a **structured approach** for **defining, measuring, and improving employment support services**, emphasizing **clear quality factors, indicators, and continuous improvement strategies**.
- **AMSI WSQ3** (*Work/Service Quality for Vocational Rehabilitation Job Coaches*) establishes **specific quality expectations for job coaching**, including **performance-based standards, employer support, and compliance requirements**.
- **AMSI PSQ1** (*Quality Framework for Person-Centered Job Coaching*) aligns with **CQL Basic Assurances®** to ensure that job coaching services **uphold dignity, promote independence, and enhance personal security**.

All mentioned AMSI standards can be found on the AMSI website: amsi-inc.org in the **Standards & Resources** section.

The guide takes a **holistic approach**, balancing the needs of **individuals with IDD, employers, and other stakeholders** to ensure **sustainable, inclusive, and dignified employment**. It is designed for **vocational rehabilitation professionals at all levels**—including entry-level, intermediate, and senior job coaches, as well as their supervisors. By maintaining **service quality and fostering professional growth**, this framework enhances both **individual and organizational outcomes**.

By implementing the **standards and strategies** outlined in this guide, organizations and professionals can create **inclusive work environments** where all individuals—**regardless of ability—are empowered to thrive**.

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Summary

This comprehensive guidebook serves as a pivotal resource for vocational rehabilitation job coaching in the context of competitive integrated employment for individuals with Intellectual and Developmental Disabilities (IDD). It encompasses a wide range of pertinent topics, meticulously organized into chapters and annexes, as outlined in the Table of Contents.

Chapter 1. Regulatory Framework: This section delves into the regulatory landscape, encompassing federal, state (New York), and city (NYC) regulations and associated voluntary standards. It highlights crucial acts and laws like the Americans with Disabilities Act (ADA), the Rehabilitation Act, and numerous others that shape services and employment for individuals with IDD.

Chapter 2. Job Coaching Profession: This chapter is dedicated to defining and elaborating on the job coach role, emphasizing its importance in the vocational rehabilitation of individuals with IDD.

Chapter 3. Maintaining Competitive Integrated Employment: This section focuses on harmonizing stakeholders' interests and provides insights into maintaining quality services and stakeholders' satisfaction in the field of employment for individuals with IDD.

Chapter 4. Documentation: A chapter that lays out various forms, checklists, and evaluation templates pertinent to vocational rehabilitation job coaching, ensuring compliance and effective tracking of progress and services.

Chapter 5. Engaging Employers in Vocational Rehabilitation: This section delves into the critical role that various business sectors play in hiring and supporting individuals with IDD, emphasizing the importance of employer engagement in creating inclusive and diverse workplaces.

Acknowledgment: We extend our heartfelt thanks to all the professionals, individuals with IDD, and organizations who contributed their expertise and insights to this guidebook. Their invaluable input has enriched this resource, making it a comprehensive tool for vocational rehabilitation job coaching.

Annexes: These provide additional resources including a glossary of developmental disabilities and supported employment terms; a glossary of quality, satisfaction, and harmonization terms.

Index: The Index provides a detailed, alphabetical listing of topics, terms, and names covered in this guidebook, along with their corresponding page numbers. It's designed to help readers quickly find specific information, enhancing the usability of this resource for vocational rehabilitation professionals.

Overall, the guidebook stands as an essential resource for professionals in the field, offering a thorough understanding of the regulatory environment, job coaching methodologies, and the nuanced dynamics of maintaining employment for individuals with IDD.

Chapter 1. A Regulatory Framework

Job coaches play an essential role in advocating for the rights of individuals with Intellectual and Developmental Disabilities (IDD) in the workplace, as outlined in Clause 3.3.6. Their responsibilities include a thorough understanding of local, state, and federal regulations related to employment and related activities for individuals with IDD. It is imperative for job coaches to proactively ensure these regulations are followed to protect and promote the rights of the individuals they support.

This chapter delves into the regulatory framework governing services for people with IDD and their employment in New York City, comprising mandatory legislative and governmental regulations (Clauses 1.1.-1.3.) and associated voluntary standards (Clauses 1.4., 1.5.), including conformity assessment procedures.

1.1. United States Federal Regulations

The following federal regulations significantly influence the employment of individuals with IDD:

- **Americans with Disabilities Act (ADA):** Mandates nondiscrimination and equal opportunity for persons with disabilities in employment, government services, public accommodations, and transportation.
- **Developmental Disabilities Assistance and Bill of Rights Act (DD Act):** Promotes the rights and empowerment of individuals with developmental disabilities.
- **Rehabilitation Act:** Aims to enhance the lives of individuals with disabilities through various programs and initiatives.
- **The Workforce Innovation and Opportunity Act (WIOA):** Improves the workforce development system to aid individuals, including those facing significant employment barriers, in securing quality jobs and careers.
- **Telecommunications Act:** Ensures that people with disabilities have access to telecommunications services.
- **Air Carrier Access Act:** Prohibits discrimination in air transportation against individuals with disabilities.
- **Voting Accessibility for the Elderly and Handicapped Act:** Improves access to voting facilities for the elderly and people with disabilities.
- **Civil Rights of Institutionalized Persons Act:** Safeguards the rights of individuals in institutions, including those with disabilities.
- **Individuals with Disabilities Education Act (IDEA):** Guarantees a free appropriate public education tailored to the individual needs of students with disabilities.
- **Architectural Barriers Act:** Requires federally financed buildings to be accessible to persons with disabilities.

- **National Voter Registration Act:** Eases the voter registration process for all Americans, including those with disabilities.
- **Health Insurance Portability and Accountability Act (HIPAA):** Protects the privacy of individual health information.
- **Standard Occupational Classification (SOC):** Classifies workers into occupational categories for federal statistical purposes.
- **Occupational Safety and Health (OSH) Act:** Ensures safe and healthful working conditions.
- **U.S. Department of Labor Regulations:** Addresses a broad spectrum of workplace issues, from wages to safety.
- **Fair Housing Act:** Outlaws housing discrimination based on disability.
- **Convention on the Rights of Persons with Disabilities (CRPD):** An international treaty focused on the rights and dignity of persons with disabilities.

Primary Federal Employment Laws in the United States:

- **Title VII of the Civil Rights Act of 1964:** Prohibits employment discrimination based on race, color, religion, sex, or national origin.
- **The Americans with Disabilities Act (ADA) of 1990:** Prohibits discrimination against individuals with disabilities in the workplace.
- **The Age Discrimination in Employment Act (ADEA) of 1967:** Protects individuals who are 40 years of age or older from employment discrimination.
- **The Fair Labor Standards Act (FLSA) of 1938:** Establishes minimum wage, overtime pay, and other employment standards.
- **The Family and Medical Leave Act (FMLA) of 1993:** Entitles eligible employees to take unpaid leave for family or medical reasons.
- **The Equal Pay Act of 1963:** Prohibits wage discrimination based on sex.

For vocational rehabilitation job coaches, familiarity with these regulations is crucial for effectively advocating for and supporting clients with IDD in their employment endeavors in New York City.

1.1.1. Americans with Disabilities Act

The Americans with Disabilities Act (ADA), enacted in 1990, and amended by the ADA Amendments Act of 2008 (ADA), is a landmark civil rights law that prohibits discrimination against individuals with disabilities in all areas of public life, including jobs, schools, transportation, and all public and private places open to the general public. For vocational rehabilitation job coaches, understanding the ADA is crucial in supporting individuals with disabilities. Here are the key aspects of the ADA relevant to vocational rehabilitation:

To fall under the ADA's protection, an individual must either have a disability or have a relationship or association with someone with a disability. The ADA defines an "individual with a disability" as a person who has a physical or mental impairment that substantially limits one or more major life activities, has a history or record of such an impairment, or is perceived by others as having such an impairment. Notably, the ADA does not list all covered impairments specifically.

1. Title I - Employment:

This title mandates that employers with 15 or more employees must provide qualified individuals with disabilities equal opportunity to benefit from employment-related opportunities, similar to others. This includes non-discrimination in recruitment, hiring, promotions, training, pay, social activities, and other privileges of employment. The ADA restricts questions about an applicant's disability before a job offer is made and requires reasonable accommodations to be made for the known physical or mental limitations of otherwise qualified individuals, unless it results in undue hardship.

- **Reasonable Accommodations**

Under Title I, reasonable accommodation refers to modifications or adjustments to a job, the work environment, or the hiring process that enable an individual with a disability to have an equal opportunity not only to get a job but to perform their job tasks successfully, similar to individuals without disabilities. These accommodations address three aspects of employment: ensuring equal opportunity in the application process, enabling a qualified individual with a disability to perform the essential functions of a job, and allowing employees with disabilities to enjoy equal benefits and privileges of employment.

Examples of reasonable accommodations include making facilities accessible, job restructuring, modifying work schedules, acquiring or modifying equipment, changing tests, training materials, or policies, and providing qualified readers or interpreters. Job coaching is also considered a reasonable accommodation. These accommodations, often seen as "productivity enhancers," benefit all employees, not just those with disabilities.

- **Cost-effective Accommodations**

Many job accommodations are cost-effective, involving minor adjustments like physical changes (installing ramps, modifying restrooms, adjusting workspace layout), accessible and assistive technologies (accessible software, screen readers, videophones), accessible communications (sign language interpreters, closed captioning, Braille or large print materials), and policy enhancements (allowing service animals, adjusting work schedules for medical appointments).

2. Title II – Public Entities (and Public Transportation):

Title II covers all activities of state and local governments regardless of the government entity's size or receipt of federal funding. It requires public entities to make their programs, services, and activities accessible to individuals with disabilities.

3. Title III – Public Accommodations and Services Operated by Private Entities:

This title prohibits private places of public accommodation from discriminating against individuals with disabilities. Examples include privately owned, leased, or operated facilities like hotels, restaurants, retail merchants, doctor's offices, golf courses, private schools, day care centers, health clubs, sports stadiums, and movie theaters.

4. Title IV – Telecommunications:

Title IV requires telephone and internet companies to provide a nationwide system of interstate and intrastate telecommunications relay services that allow individuals with hearing and speech disabilities to communicate over the telephone.

5. Title V – Miscellaneous Provisions:

This title includes a range of provisions relating to the ADA as a whole, including its relationship to other laws, state immunity, its impact on insurance providers and benefits, prohibition against retaliation and coercion, illegal use of drugs, and attorney's fees.

The U.S. Equal Employment Opportunity Commission (EEOC) is responsible for enforcing the employment provisions of the ADA.

For vocational rehabilitation job coaches, the ADA provides a legal framework to advocate for reasonable accommodations and equal opportunities for individuals with disabilities. Understanding and applying ADA guidelines is essential for creating inclusive work environments and supporting the vocational aspirations of individuals with disabilities.

1.1.2. Developmental Disabilities Assistance and Bill of Rights Act

The Developmental Disabilities Assistance and Bill of Rights Act (DD Act) is a key piece of federal legislation in the United States aimed at providing assistance and protection to individuals with developmental disabilities. For vocational rehabilitation job coaches, understanding the DD Act is crucial in advocating and providing the right support for their clients.

Key Provisions of the DD Act:

1. Participation and Inclusion:

The DD Act ensures that individuals with developmental disabilities are fully integrated and included in their communities. It also mandates that they and their families participate in designing and accessing culturally competent services, supports, and other assistance.

2. Definition of Key Terms:

- **Developmental Disability:** A broad term as defined in the Act, covering a range of disabilities.
- **Inclusion, Individualized Support, and Integration:** These terms emphasize the full participation of individuals with developmental disabilities in community life.
- **Employment-Related Activities:** Activities that support the employment of individuals with developmental disabilities.

3. Supported Employment Services:

The DD Act specifically defines 'supported employment services' as services enabling individuals with developmental disabilities to engage in competitive work in integrated settings. This is particularly important for those who have not traditionally been employed competitively or have had interrupted employment due to significant disabilities. These services are vital for individuals needing intensive support or extended services to perform such work.

4. Personal Assistance Services:

Defined as a range of services provided to assist an individual with a disability in performing daily activities, both on and off the job, which they would typically perform if they did not have a disability. These services aim to increase the individual's control over their life and ability to perform everyday activities.

5. Quality Assurance Activities:

This includes advocacy, capacity building, and systemic change activities that result in improved consumer- and family-centered quality assurance. These activities ensure monitoring of services and supports to prevent abuse, neglect, exploitation, or rights violations, and inappropriate use of restraints or seclusion. Additionally, they include training in leadership, self-advocacy, and self-determination, as well as activities related to interagency coordination and systems integration for enhanced services.

6. Administration and Oversight:

The Administration on Developmental Disabilities (ADD), part of the U.S. Department of Health and Human Services and the Administration for Children and Families, is responsible for implementing and administering the DD Act.

For vocational rehabilitation job coaches, the DD Act provides a comprehensive framework to support the rights, inclusion, and full participation of individuals with developmental disabilities in all aspects of community life. It underscores the need for individualized support and the importance of ensuring quality and safety in services provided.

1.1.3. Rehabilitation Act

1. Federal Law Basis:

The Rehabilitation Act of 1973 is a federal law that focuses on the rights and needs of individuals with disabilities.

2. Purpose and Scope:

- **Community Rehabilitation Programs:** It emphasizes the establishment, development, or improvement of community rehabilitation programs. These programs aim to promote integration and competitive employment for individuals with disabilities.
- **Non-Discrimination:** The Act prohibits discrimination based on disability in programs conducted by Federal agencies, those receiving Federal financial assistance, in Federal employment, and in the employment practices of Federal contractors.

- **Employment Discrimination Standards:** The standards for determining employment discrimination under the Rehabilitation Act align with those in Title I of the Americans with Disabilities Act.

3. **Key Terms Defined:**

- **Supported Employment Services:** Refers to competitive integrated employment, including customized employment, for individuals with the most significant disabilities. It targets those who historically haven't had or have had interrupted competitive integrated employment due to significant disabilities.
- **Ongoing Support Services:** These are services provided at least twice monthly for assessment and coordination of intensive services to maintain employment stability. They include job training, job retention, social skills training, supervision, follow-up services, and facilitation of natural supports.
- **Extended Services:** These refer to ongoing support and other services necessary to maintain an individual with a most significant disability in supported employment. They are tailored based on individual needs and are provided by various agencies or organizations post-transition from state-supported services.

4. **Individuals with Disabilities Classification:**

- **Individual with a Disability:** The Act specifies various categories, including individuals with significant and most significant disabilities.
- **Pre-Employment Transition Services:** Services intended for individuals with disabilities in preparation for employment.

5. **Employment Concepts:**

- **Competitive Integrated Employment:** Employment in a setting where individuals with disabilities work alongside individuals without disabilities.
- **Customized Employment:** Tailored employment settings that match the strengths and interests of the individual with a disability.
- **Assessment for Eligibility and Needs:** Involves determining the eligibility and vocational rehabilitation needs of an individual with a disability.

This summary encapsulates the critical aspects of the Rehabilitation Act relevant to vocational rehabilitation job coaches, highlighting its role in promoting equitable employment opportunities and support for individuals with disabilities.

1.1.4. **The Workforce Innovation and Opportunity Act**

1. **Federal Law Context:**

The Workforce Innovation and Opportunity Act (WIOA), enacted in 2014, is a Federal law that amends the Rehabilitation Act of 1973.

2. **Establishment of a New Federal Advisory Committee:**

WIOA creates a Federal Advisory Committee focused on increasing competitive integrated employment for individuals with disabilities.

3. Key Definitions:

- **Customized Training:** Training tailored to fit the specific requirements of an individual with a disability and the employer.
- **Individual with a Barrier to Employment:** An individual who faces substantial obstacles in securing employment, often due to a disability.
- **Career Pathway:** A series of connected education and training strategies and support services that enable individuals, especially those with a disability, to secure industry-relevant certification and obtain employment within a specific sector.
- **Competitive Integrated Employment:** Employment that is full or part-time at minimum wage or higher, with wages and benefits similar to those without disabilities performing the same work and fully integrated with coworkers without disabilities.
- **Customized Employment:** Defined as competitive integrated employment for an individual with a significant disability, based on their unique strengths, needs, and interests, designed to meet specific abilities of the individual and the business needs of the employer, and implemented through flexible strategies.

4. Enhanced Roles in Workforce System:

- WIOA emphasizes the importance of the general workforce system and One-Stop Career Centers in addressing the needs of people with disabilities.
- It involves the transition of several disability agencies from the Department of Education (DOE) to the Department of Health and Human Services.

This summary highlights the key aspects of WIOA relevant to vocational rehabilitation job coaches, emphasizing its role in promoting accessible employment opportunities and tailored training for individuals with disabilities

1.1.5. Telecommunications Act

1. Federal Law Overview:

The Telecommunications Act of 1996 is a significant piece of Federal legislation in the United States.

2. Accessibility Requirement (Section 255):

- **Mandate for Accessibility:** Section 255 of the Act mandates that telecommunications products and services must be accessible to people with disabilities.
- **Definition of Accessibility:** Accessibility in this context is defined as "readily achievable," which means that the goal of making products and services accessible should be easily accomplishable without much difficulty or expense.

3. Implication for Vocational Rehabilitation:

- This Act is crucial for vocational rehabilitation job coaches as it ensures that telecommunications tools and services, which are vital for both job training and placement activities, are accessible to individuals with disabilities.
- It supports the integration of people with disabilities into the workforce by ensuring they have equal access to essential communication technologies.

This summary underscores the importance of the Telecommunications Act of 1996 in promoting accessibility in telecommunications, which is a key consideration for vocational rehabilitation professionals in supporting their clients.

1.1.6. Air Carrier Access Act

1. Federal Law Overview:

The Air Carrier Access Act (ACAA), established in 1986, is a significant federal law in the United States.

2. Purpose of the Act:

- **Prohibition of Discrimination:** The ACAA is specifically designed to prohibit discrimination against passengers with disabilities by air carriers.
- **Accessibility and Inclusion:** The Act aims to make air travel accessible to persons with disabilities, ensuring they have equal opportunities to travel by air, regardless of physical or intellectual disabilities.

3. Implications for Vocational Rehabilitation:

- As a vocational rehabilitation job coach, understanding the ACAA is important for ensuring that clients with disabilities are aware of their rights when traveling by air.
- This knowledge can assist in planning for job-related travel or training opportunities that involve air travel, ensuring that clients with disabilities receive equal treatment and necessary accommodations.

This summary highlights the ACAA's role in promoting equal access to air travel for individuals with disabilities, a critical aspect for vocational rehabilitation professionals in supporting the mobility and independence of their clients.

1.1.7. Voting Accessibility for Elderly and Handicapped Act

1. Federal Law Overview:

The Voting Accessibility for the Elderly and Handicapped Act, established in 1984, is a key federal law in the United States.

2. Purpose of the Act:

- **Improving Voting Access:** This Act was enacted to enhance the fundamental right to vote for elderly and handicapped individuals. It focuses on improving access to registration facilities and polling places for Federal elections.

- **Requirements for Accessibility:** The Act mandates that polling places used in Federal elections be accessible and that registration and voting aids, such as instructions in large font, be available to accommodate the needs of elderly and handicapped voters.

3. Updates and Improvements:

- **Accessible Voting Act of 2020:** This Act further improved the 1984 Act by reducing barriers to voting for people with disabilities, ensuring more comprehensive accessibility in voting processes.

4. Implications for Vocational Rehabilitation:

- For vocational rehabilitation job coaches, understanding this Act is crucial in advocating for and supporting the voting rights of clients with disabilities.
- It also provides a framework for educating clients about their rights and the available accommodations to participate fully in the electoral process.

This summary highlights the importance of the Voting Accessibility for the Elderly and Handicapped Act and its subsequent improvements in ensuring accessible voting for individuals with disabilities, a key consideration for vocational rehabilitation professionals in promoting civic participation among their clients.

1.1.8. Civil Rights of Institutionalized Persons Act

1. Federal Law Overview:

The Civil Rights of Institutionalized Persons Act (CRIPA), enacted in 1980, is a federal law in the United States.

2. Purpose of the Act:

- **Protection of Rights:** CRIPA is designed to protect the civil rights of individuals in various state or local institutions. This includes correctional facilities, nursing homes, mental health facilities, and institutions for people with intellectual and developmental disabilities.
- **Scope of Protection:** The Act focuses on safeguarding against unconstitutional conditions within these institutions, such as abuse, neglect, or deprivation of rights.

3. Implications for Vocational Rehabilitation:

- **Advocacy and Awareness:** As a vocational rehabilitation job coach, it's important to be aware of the rights protected under CRIPA, especially when working with clients who are currently in or transitioning out of these institutional settings.
- **Supporting Transition:** Understanding CRIPA can aid in advocating for the rights of clients in these settings and assist in planning for their successful transition to community-based living and employment.

This summary underscores the significance of CRIPA in protecting the rights of persons in institutional settings, a crucial aspect for vocational rehabilitation professionals in advocating for and supporting their clients' rights and successful community integration.

1.1.9. Individuals with Disability Education Act

1. Historical Context and Evolution:

- **Original Act:** Initially passed as the Education of Handicapped Children Act in 1975.
- **Renaming and Amendments:** Renamed as the Individuals with Disabilities Education Act (IDEA) in 1990, with significant amendments in 1997 and 2004 to enhance its scope and effectiveness.

2. Purpose of the Act:

- **Ensuring Equal Access to Education:** IDEA aims to ensure that all children with disabilities receive equal educational opportunities. It emphasizes full participation, independent living, and economic self-sufficiency for these children.

3. Categories of Disabilities Covered:

- IDEA outlines specific disability categories, including autism, deaf-blindness, deafness, emotional disturbance, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury, and visual impairment.

4. Implications for Vocational Rehabilitation:

- **Educational Support and Transition Services:** As a vocational rehabilitation job coach, understanding IDEA is critical for assisting clients who are transitioning from educational settings to the workforce.
- **Collaboration with Educational Institutions:** Knowledge of IDEA helps in collaborating with schools and educational institutions to ensure smooth transitions for students with disabilities into vocational training and employment.
- **Advocacy for Rights and Services:** Being aware of IDEA enables vocational rehabilitation professionals to advocate effectively for the rights and services that their clients are entitled to under this Act.

This summary highlights the importance of IDEA in the context of vocational rehabilitation, particularly in ensuring that individuals with disabilities receive appropriate educational support and are prepared for economic self-sufficiency and independent living.

1.1.10. Architectural Barriers Act

1. Federal Law Overview:

The Architectural Barriers Act (ABA) of 1968 is a pioneering federal law in the United States.

2. Primary Objective:

- **Accessibility in Federally Financed Buildings:** The ABA mandates that all buildings financed with federal funds must be accessible to physically handicapped persons. This includes buildings intended for public use, employment, or residence by individuals with physical disabilities.
- 3. Design and Construction Standards:**
- **Ensuring Accessibility:** The Act requires that these buildings be designed and constructed in accordance with standards that ensure accessibility for physically handicapped individuals.
- 4. Implications for Vocational Rehabilitation:**
- **Workplace Accessibility:** As a vocational rehabilitation job coach, understanding the ABA is crucial when assessing workplace environments for clients with physical disabilities.
 - **Advocacy and Compliance:** This knowledge assists in advocating for clients' rights to accessible work and public spaces and in ensuring that employers comply with these standards for federally financed facilities.
 - **Facilitating Employment Opportunities:** Awareness of ABA standards aids in identifying and facilitating suitable employment opportunities in accessible environments for clients with physical disabilities.

This summary emphasizes the significance of the ABA in promoting accessible environments, which is a key consideration for vocational rehabilitation professionals in supporting the integration of individuals with physical disabilities into the workforce and public life.

1.1.11. National Voter Registration Act

1. Federal Law Overview:

The National Voter Registration Act, enacted in 1993 and commonly known as the “Motor Voter Act,” is a significant federal law in the United States.

2. Purpose of the Act:

- **Facilitating Voter Registration:** The primary aim of the Motor Voter Act is to simplify the voter registration process for all Americans, including those with disabilities.
- **Addressing Low Registration Rates:** A key purpose is to increase voter registration rates among minorities and persons with disabilities, which have historically been low due to discrimination.

3. Requirements for State-Funded Programs:

- **Provision of Voter Registration Services:** The Act mandates that all state-funded programs primarily engaged in providing services to persons with disabilities must offer voter registration forms to their applicants.

- **Assistance in Registration:** These programs are required to assist individuals in completing the voter registration forms.
- **Submission of Completed Forms:** The programs must also ensure that the completed forms are transmitted to the appropriate state officials.

4. Implications for Vocational Rehabilitation:

- **Promoting Voter Registration:** As a vocational rehabilitation job coach, it's important to be aware of this Act to ensure that clients with disabilities are informed about and have assistance in accessing their right to vote.
- **Collaboration with State-Funded Programs:** Understanding the Act can also guide collaboration with state-funded programs to facilitate the voter registration process for clients with disabilities.

This summary underscores the importance of the National Voter Registration Act in promoting the democratic participation of individuals with disabilities, a key aspect for vocational rehabilitation professionals in advocating for the full civic inclusion of their clients.

1.1.12. Health Insurance Portability and Accountability Act

1. Federal Law Overview:

The Health Insurance Portability and Accountability Act (HIPAA), enacted in 1996, is a significant federal law in the United States focusing on health information privacy.

2. Primary Objectives:

- **Health Insurance Portability:** To eliminate job-lock due to pre-existing medical conditions by ensuring health insurance portability.
- **Reduction of Healthcare Fraud and Abuse:** To combat fraud and abuse in the healthcare system.
- **Enforcement of Health Information Standards:** To establish and enforce standards for health information.
- **Security and Privacy of Health Information:** To guarantee the security and privacy of individuals' health information.

3. Protection of Personal Health Information:

- **National Standards:** HIPAA establishes national standards to protect medical records and personal health information.
- **Applicability:** It applies to health plans, healthcare clearinghouses, and healthcare providers that conduct certain transactions electronically.

4. Privacy and Patient Rights:

- **Safeguards for Privacy:** HIPAA requires safeguards to protect the privacy of personal health information.

- **Limits on Information Disclosure:** Sets limits and conditions on how health information can be used and disclosed without patient authorization.
- **Patient Rights Over Health Information:** Grants patients' rights over their health information, including the right to examine and obtain copies of their health records and request corrections.

5. Implications for Vocational Rehabilitation:

- **Confidentiality in Client Interactions:** As a vocational rehabilitation job coach, understanding HIPAA is crucial for maintaining confidentiality and appropriate handling of clients' health information.
- **Guidance on Information Sharing:** Knowledge of HIPAA helps in navigating the complexities of sharing health-related information, ensuring compliance with privacy standards.
- **Advocating for Client Rights:** It's important to advocate for clients' rights to access and control their health information, which can be relevant in the context of their vocational rehabilitation process.

This summary emphasizes the importance of HIPAA in protecting the privacy and security of health information, a key consideration for vocational rehabilitation professionals in managing sensitive client information.

1.1.13. Office of Management and Budget, Standard Occupational Classification

1. Overview:

- The Standard Occupational Classification (SOC) is a federal statistical standard used for classifying occupations.
- It is established and reviewed by the Office of Management and Budget (OMB).

2. Classification and Use:

- **Broad Coverage:** The SOC classifies all occupations across various sectors, including private, public, and military.
- **Data Collection and Analysis:** It is utilized by federal and state agencies for categorizing workers into occupational categories. This aids in collecting, calculating, and disseminating data, allowing for occupational comparisons across different data sets.
- **Purpose:** Designed to encompass all occupations where work is performed for pay or profit, reflecting the current occupational structure in the U.S.
- **Occupational Classification:** Under the SOC system, workers are classified based on their job duties rather than job titles.

3. Users of Occupational Data:

- The data are used by government program managers, industrial and labor relations practitioners, students, job seekers, vocational training schools, and employers setting salary scales.

4. Occupational Salary Scale and Prestige:

- Salary scales and reimbursement rates for various occupations are based on SOC data.
- Inclusion of an occupation into the SOC can enhance its national prestige and pay.

5. Decision-making Process:

- The final decision on occupation inclusion in the SOC is made by the Standard Occupational Classification Policy Committee (SOCPC) and the OMB.
- The SOCPC comprises representatives from various federal agencies, including the Departments of Labor, Commerce, Defense, Education, Transportation, Health and Human Services, the Equal Employment Opportunity Commission, the National Science Foundation, the Office of Personnel Management, and the OMB.

6. OMB's Role:

- The OMB oversees the implementation of the President's vision across the Executive Branch, including the issuance of Federal OMB Circulars like A-133 and A-122.

7. Future Revisions:

A revision of the current SOC (2018) is not expected until at least 2028.

For vocational rehabilitation job coaches, understanding the SOC is crucial for guiding clients in career choices, understanding job market trends, and being aware of the classification system that influences occupational data and salary scales.

1.1.14. The Occupational Safety and Health Act

1. Federal Law Overview:

The Occupational Safety and Health (OSH) Act of 1970 is a key federal law in the United States focused on workplace safety.

2. Primary Objectives:

- **Safe and Healthful Work Conditions:** To ensure safe and healthful working conditions for all working individuals.
- **Enforcement of Standards:** Authorizes the enforcement of safety standards developed under the Act.
- **State Assistance:** Assists and encourages states in their efforts to ensure safe and healthful working conditions.
- **Provision of Resources:** Provides research, information, education, and training in the field of occupational safety.

3. Employer Responsibilities:

- **Hazard-Free Environment:** Employers are required to provide an environment free from recognized hazards. This includes exposure to toxic chemicals, infectious agents, excessive noise, mechanical dangers, and extreme temperatures.
- **Prevention of Serious Harm:** Ensuring conditions do not cause or are likely to cause death or serious physical harm to employees.

4. Employee Compliance:

- Each employee is required to comply with occupational safety and health standards and all applicable rules and regulations for their actions and conduct.

5. Occupational Classification:

Under the SOC system, workers are classified based on their job duties rather than job titles.

6. Creation of OSHA:

- *The Occupational Safety and Health Administration (OSHA) was established under the OSH Act of 1970 to oversee and enforce workplace safety standards.

7. Implications for Vocational Rehabilitation:

- **Workplace Safety Awareness:** As a vocational rehabilitation job coach, it's important to be aware of OSH Act provisions to ensure clients are placed in safe work environments.
- **Advocacy and Education:** Educating clients about their rights and responsibilities under the OSH Act and advocating for their safety in the workplace.
- **Collaboration with Employers:** Working with employers to understand and implement safety standards for the benefit of clients.

This summary highlights the importance of the OSH Act in maintaining safe working conditions, a crucial aspect for vocational rehabilitation professionals in ensuring the well-being of their clients in the workforce.

1.1.15. U.S. Department of Labor Regulations

1. Overview of the DOL:

- The U.S. Department of Labor (DOL) administers and enforces over 180 federal laws, impacting approximately 150 million workers and 10 million workplaces.

2. Key Areas Covered:

- **Wages and Hours:** Regulations related to minimum wage, overtime, and other aspects of worker compensation.
- **Workplace Safety and Health:** Including the Occupational Safety and Health Administration (OSHA) standards.

- **Workers' Compensation:** Laws providing compensation for work-related injuries or illness.
 - **Employee Benefits Security:** Overseeing employee benefit plans.
 - **Unions and Their Members:** Regulations governing union activities and protections.
 - **Employee Protection:** Various laws protecting workers from unfair labor practices.
 - **Uniformed Services Employment and Reemployment Rights Act:** Rights and protections for uniformed service members.
 - **Employee Polygraph Protection Act:** Restrictions on the use of lie detector tests.
 - **Garnishment of Wages:** Laws related to the withholding of wages for payment of debts.
 - **Family and Medical Leave Act:** Rights to leave for family and medical reasons.
 - **Veterans' Preference:** Laws ensuring preferences in employment for veterans.
 - **Government Contracts, Grants, or Financial Aid:** Requirements for entities receiving government funds.
 - **Migrant and Seasonal Agricultural Workers:** Protections for these specific worker groups.
 - **Mine Safety and Health:** Regulations specific to mining operations.
 - **Construction:** Safety and health standards in construction.
 - **Transportation:** Laws governing transportation workers.
 - **Plant Closings and Layoffs:** Regulations on notifications and procedures for large-scale employment changes.
 - **Posters:** Requirements for workplace postings.
- 3. Role of OSHA:**
- Part of the DOL, OSHA ensures safe and healthful working conditions by setting and enforcing standards and providing training and assistance.
- 4. Basic Requirements of OSHA for Employers:**
- Provide a hazard-free workplace and comply with OSHA standards.
 - Regularly examine workplace conditions.
 - Ensure the use of safe tools and equipment.
- 5. Implications for Vocational Rehabilitation:**
- **Awareness of Labor Laws:** Knowledge of these laws is crucial for advising clients on their rights and protections in the workplace.

- **Advocacy and Support:** Assisting clients in navigating these regulations in their employment.
- **Collaboration with Employers:** Working with employers to ensure they meet the legal requirements, particularly in accommodating workers with disabilities.

This summary provides a broad overview of DOL regulations, highlighting their importance in protecting workers' rights and safety, which is crucial for vocational rehabilitation job coaches in supporting their clients.

1.1.16. U.S. Departments of Labor and Education, Regulations to implement the Workforce Innovation and Opportunity Act

1. Overview of W.I.O.A. Regulations:

- The U.S. Departments of Labor and Education issued five rules to implement the Workforce Innovation and Opportunity Act (W.I.O.A.), landmark legislation aimed at enhancing the nation's public workforce system.

2. Goals of W.I.O.A.:

- **Strengthening the Workforce System:** W.I.O.A. is designed to bolster the U.S. public workforce system.
- **Support for Diverse Job Seekers:** Aims to assist Americans, including youth and those with significant barriers to employment, in securing high-quality jobs and careers.
- **Employer Engagement:** Helps employers in hiring and retaining skilled workers.

3. Key Provisions:

- **State Vocational Rehabilitation Services Program:** Focuses on improving vocational rehabilitation services.
- **State Supported Employment Services Program:** Enhances support for employment services.
- **Limitations on Use of Sub-minimum Wage:** Sets regulations on the employment of individuals with disabilities at wages below the federal minimum.

4. Effective Dates of Rules:

- The final rules were announced on August 19, 2016, and published in the Federal Register.
- Most rules became effective on September 19, 2016, with specific parts regarding vocational rehabilitation services becoming effective on October 18, 2016.

5. Implications for Vocational Rehabilitation:

- **Guidance for Service Provision:** These regulations provide a framework for vocational rehabilitation job coaches to deliver services more effectively.

- **Enhanced Opportunities for Clients:** Assist job coaches in helping clients overcome barriers to employment and access high-quality jobs.
- **Compliance and Best Practices:** Ensures that job coaches are up to date with the latest regulations and best practices in vocational rehabilitation and supported employment services.

This summary highlights the importance of the W.I.O.A. regulations in shaping vocational rehabilitation services and enhancing employment opportunities for individuals with significant barriers to employment.

1.1.17. Fair Housing Act

The Fair Housing Act (FHA), part of the Civil Rights Act of 1968, is crucial for vocational rehabilitation job coaches to understand as it provides protections that can directly impact clients with disabilities. Here's a summary tailored to the needs of vocational rehabilitation job coaches:

1. Purpose and Scope

- **Objective:** The FHA aims to prevent discrimination in the sale, rental, and financing of dwellings based on race, color, religion, sex, national origin, familial status, and disability.
- **Disability Inclusion:** For clients with disabilities, the Act ensures equal housing opportunities and mandates reasonable accommodations and modifications to living spaces to meet their needs.

2. Key Provisions for Clients with Disabilities

- **Reasonable Accommodations:** Property owners must adjust policies or operations to enable people with disabilities to have equal housing opportunities. Examples include permitting service animals in a no-pet building or providing a reserved parking space.
- **Reasonable Modifications:** The FHA requires landlords to allow, at the expense of the person with a disability, changes to the living environment that enable full enjoyment of the premises. This could include installing grab bars in bathrooms or modifying doorways for wheelchair access.
- **Accessibility Requirements:** In buildings with four or more units constructed after March 13, 1991, the FHA mandates specific accessibility features in public and common-use areas as well as within the housing units themselves.

3. Enforcement and Compliance

- **Complaint Process:** Individuals who believe their FHA rights have been violated can file a complaint with the U.S. Department of Housing and Urban Development (HUD) or in federal court.
- **Penalties:** Violations of the FHA can result in legal actions, penalties, and compensation for damages to the aggrieved parties.

4. Implications for Vocational Rehabilitation Job Coaches

- **Advocacy and Support:** Job coaches can advocate for their clients by ensuring they are aware of their rights under the FHA, especially regarding reasonable accommodations and modifications.
- **Collaboration with Landlords:** Coaches may need to collaborate with landlords and property managers to negotiate reasonable accommodations or modifications for clients.
- **Resource and Information Sharing:** Job coaches should be knowledgeable about the FHA to provide accurate information and resources to clients facing housing discrimination or accessibility issues.

Understanding the FHA enables vocational rehabilitation job coaches to better support their clients in securing and maintaining suitable housing, which is often a critical factor in successful employment and rehabilitation outcomes.

1.1.18. Convention on the Rights of Persons with Disabilities

1. International Human Rights Treaty:

- The CRPD (Convention on the Rights of Persons with Disabilities) is a United Nations treaty aimed at protecting the rights and dignity of persons with disabilities.

2. Purpose and Requirements:

- **Human Rights Promotion:** Countries that are parties to the convention commit to promoting, protecting, and ensuring the full enjoyment of human rights for persons with disabilities.
- **Equality Under Law:** The convention emphasizes that persons with disabilities should enjoy full equality under the law.

3. Impact on Disability Rights Movement:

- **Shift in Perspective:** The CRPD has been instrumental in changing the global view of persons with disabilities from being seen as objects of charity or medical treatment to being recognized as full and equal members of society with human rights.

4. Significance:

- The CRPD was the first U.N. human rights treaty of the 21st century, marking a significant step in international disability rights.

5. Status in the United States:

- **Non-Ratification by the U.S.:** As of the latest information, the United States has signed but not ratified the CRPD. It is one of a few countries, and the only permanent member of the United Nations Security Council, to have done so.
- **Senate Vote in 2012:** The U.S. Senate voted on the CRPD in 2012 but fell short of the two-thirds majority needed for ratification.

- **Reasons for Non-Ratification:** The decision not to ratify was influenced by beliefs that U.S. disability legislation is already robust and concerns about the policy implications of the CRPD potentially undermining certain political objectives.

6. Implications for Vocational Rehabilitation:

- **Global Framework for Disability Rights:** Understanding the CRPD helps vocational rehabilitation job coaches align their practices with international standards on disability rights.
- **Advocacy and Awareness:** The CRPD serves as a tool for advocacy, emphasizing the shift towards viewing persons with disabilities as equal members of society.
- **Informed Support:** Provides a broader perspective on disability rights, which can enrich the support and guidance offered to clients with disabilities.

This summary underscores the CRPD's role in shaping global perspectives and policies regarding the rights of persons with disabilities, a crucial aspect for vocational rehabilitation professionals in their advocacy and service delivery.

1.1.19. Reserved for United States Federal Regulations

1.2. New York State Regulations

As a job coach in New York State, staying informed about the local legislative and governmental regulations is key to ensuring the rights and well-being of individuals with Intellectual and Developmental Disabilities (IDD) in their employment.

New York State Legislative and Governmental Regulations:

- **New York State Social Service Law:** Governs social services programs, including those relevant to individuals with disabilities.
- **Mental Hygiene Law:** Addresses the treatment and rights of people with mental health and developmental disabilities.
- **The Protection of People with Special Needs Act:** Ensures the safety and well-being of people with special needs in state care.
- **New York State Human Rights Law (NYSHRL):** Prohibits discrimination in employment, housing, credit, and other areas based on protected categories.
- **New York State Department of Health, OPWDD Regulations:** Regulations from the Office for People With Developmental Disabilities, focusing on the delivery of services and supports.
- **New York State Education Department, Adult Career and Continuing Education Services (ACCES-VR) Regulations:** Governs vocational rehabilitation and educational services for adults with disabilities.

Basic Worker Rights in New York State:

Every worker in New York has the right to:

- Be paid at least the minimum wage.
- Fair compensation for overtime work.
- Sick and safe leave entitlements.
- A workplace free of harassment, discrimination, and hazards.
- Scheduled work breaks and days of rest.

Key New York State Employment Laws:

- **New York State Human Rights Law (NYSHRL):** Prohibits employment discrimination on various grounds, including disability.
- **New York Paid Family Leave (PFL):** Provides job-protected, paid leave for family care and other specific needs.
- **New York State Labor Law (NYLL):** Sets standards for minimum wage, overtime, breaks, and child labor laws.
- **New York State Workers' Compensation Law:** Requires employers to provide insurance for work-related injuries or illnesses.

Understanding these laws and regulations is crucial for vocational rehabilitation job coaches. This knowledge ensures that they can effectively advocate for the rights and needs of their clients with IDD, navigate the complexities of employment law, and collaborate with employers to create inclusive and compliant workplaces.

1.2.1. New York State Social Service Law, Section 488

Section 488 of the New York State Social Service Law is a crucial aspect for vocational rehabilitation job coaches to understand, particularly when working with individuals with disabilities who may be vulnerable to various forms of abuse and neglect. This section provides detailed definitions of terms related to abuse and neglect, which are vital for ensuring the safety and well-being of clients.

Key Definitions in Section 488:

- **Reportable Incident:** An event or situation that requires official reporting due to its nature, involving potential harm or violation of an individual's rights.
- **Physical Abuse:** Infliction of physical harm or injury to an individual.
- **Sexual Abuse:** Any non-consensual sexual contact or interaction.
- **Psychological Abuse:** Actions or statements causing mental or emotional harm to an individual.
- **Deliberate Inappropriate Use of Restraints:** Use of physical or chemical restraints for convenience or discipline, rather than for medical or safety needs.
- **Obstruction of Reports of Reportable Incidents:** Interfering with the reporting process of incidents that are legally mandated to be reported.

- **Unlawful Use or Administration of a Controlled Substance:** Illegal or unauthorized administration of drugs.
- **Neglect:** Failure to provide adequate care or services, resulting in harm or risk of harm.
- **Failure to Provide Proper Supervision:** Not providing the necessary oversight or monitoring to ensure safety and well-being.
- **Failure to Provide Adequate Food, Clothing, Shelter, Medical, Dental, Optometric or Surgical Care:** Not meeting the basic needs and medical care requirements of an individual.
- **Failure to Provide Access to Educational Instruction:** Denying or failing to facilitate access to educational opportunities.
- **Significant Incident:** An incident that is not as severe as a reportable incident but still significant in nature and impact.
- **Intentionally and recklessly:** Actions or behaviors that are purposeful or with disregard for safety or consequences.

Implications for Vocational Rehabilitation:

- **Awareness and Reporting:** Job coaches must be aware of these definitions to identify and report any incidents of abuse or neglect.
- **Advocacy and Protection:** Understanding these terms equips job coaches to better advocate for the rights and protection of individuals with disabilities.
- **Educational Role:** Job coaches play a crucial role in educating both clients and their families about these issues and their legal rights and protections under the law.

Familiarity with Section 488 of the New York State Social Service Law is essential for vocational rehabilitation job coaches in their role of safeguarding the rights and welfare of individuals with disabilities.

1.2.2. Mental Hygiene Law

The New York State Mental Hygiene Law is a key legislative framework for vocational rehabilitation job coaches. Its provisions include the establishment of the New York State Office for People with Developmental Disabilities (OPWDD). Key aspects relevant to vocational rehabilitation include:

1. **Establishment of OPWDD:** This office was created to provide focused oversight and assistance for individuals with developmental disabilities, ensuring they receive appropriate care and services.
2. **Scope of Services:** The law outlines the range of services and supports that should be provided to individuals with developmental disabilities. This includes vocational training, employment assistance, and other rehabilitation services to foster independence and integration into the community.

- 3. Rights and Protections:** The Mental Hygiene Law emphasizes the rights of individuals with developmental disabilities, including the right to treatment, education, and vocational rehabilitation in the least restrictive environment.
- 4. Program Regulations:** The law sets standards for various programs and facilities providing services to individuals with developmental disabilities, ensuring they meet certain quality and safety standards.
- 5. Coordination of Services:** It also stresses the importance of coordinated efforts among different agencies and service providers to offer comprehensive support to individuals with developmental disabilities.
- 6. Advocacy and Oversight:** The law establishes mechanisms for advocacy and oversight to protect the interests of individuals with developmental disabilities and ensure they receive appropriate and effective services.

For vocational rehabilitation job coaches, understanding the provisions of the New York State Mental Hygiene Law is essential. It guides their practices in providing the necessary support and advocacy to help individuals with developmental disabilities achieve their vocational and personal goals.

1.2.3. The Protection of People with Special Needs Act

The Protection of People with Special Needs Act, effective from 2013 in New York State, is crucial for vocational rehabilitation job coaches to understand. It establishes the Justice Center for the Protection of People with Special Needs (“Justice Center”) and introduces a Code of Conduct with key elements:

- 1. Establishment of the Justice Center:** This center is dedicated to protecting individuals with special needs from abuse and neglect.
- 2. Code of Conduct Requirement:** Anyone having regular and substantial contact with people receiving services from covered facilities or providers must read and sign the NYS Justice Center’s Code of Conduct for Custodians of People with Special Needs.
- 3. Framework of the Code of Conduct:** The Code does not detail specific actions for every situation but provides guidelines for supporting people with special needs. The ten clauses include:
 - Person-centered approach.
 - Ensuring physical, emotional, and personal well-being.
 - Respect, dignity, and choice; promoting self-determination.
 - Fostering relationships and advocacy.
 - Maintaining confidentiality of personal health information.
 - Adhering to non-discrimination principles.
 - Upholding integrity, responsibility, and professional competency.

- Compliance with reporting requirements.

4. Mandated Reporting: The Act designates certain individuals as mandated reporters, requiring them to report cases of abuse, neglect, and significant incidents involving vulnerable persons to the Vulnerable Persons' Central Register (VPCR), operated by the Justice Center.

For vocational rehabilitation job coaches, this Act is fundamental in guiding their conduct and responsibilities. It emphasizes the need for a respectful, safe, and supportive environment for people with special needs and outlines the legal obligations for reporting and preventing abuse and neglect.

1.2.4. New York State Human Rights Law

- **Legal Framework:** The New York State Human Rights Law (NYHRL) is part of the Executive Law (Article 15), and it aims to prevent discrimination in various areas including employment, which is pertinent for vocational rehabilitation job coaches.
- **Protected Categories:** The law explicitly prohibits discrimination based on age, race, creed, color, national origin, sexual orientation, military status, sex, marital status, or disability.
- **Applicability:** It applies to employment, housing, education, credit, and access to public accommodations. This broad scope ensures comprehensive protection against discrimination in key areas of public life.
- **Historical Significance:** Enacted in 1945 as the Law Against Discrimination, it was pioneering legislation in the U.S. to address and prevent discrimination.
- **Enforcement:** The law is enforced by the New York State Division of Human Rights, which is responsible for investigating complaints of discrimination and enforcing the provisions of the law.
- **Implications for Job Coaches:** As vocational rehabilitation job coaches work with individuals with disabilities, it's crucial to understand and apply this law in their practices. This involves ensuring non-discrimination in employment settings, advocating for equal opportunities, and being aware of the rights and protections afforded to their clients under this law.
- **Role in Advocacy:** Job coaches play a critical role in promoting an understanding of these rights among employers and clients. They should be equipped to identify potential instances of discrimination and guide their clients in seeking appropriate recourse if their rights under the NYHRL are violated.
- **Commitment to Inclusivity:** Understanding the NYHRL is part of fostering an inclusive work environment, where individuals of all backgrounds and abilities are treated with respect and dignity, in line with the principles of the law.

In summary, the New York State Human Rights Law is a fundamental piece of legislation that vocational rehabilitation job coaches should be well-versed in, to ensure they can

effectively support and advocate for the rights of individuals with disabilities in various employment contexts.

1.2.5. New York State Department of Health, OPWDD Regulations

- 1. Overview of OPWDD and Mental Hygiene Law:** The Office for People with Developmental Disabilities (OPWDD) is part of the New York State Department of Health, governed by the Mental Hygiene Law. This law mandates that OPWDD is responsible for ensuring that persons with developmental disabilities receiving care and treatment have their personal and civil rights protected.
- 2. Access to OPWDD Services:** The document "Front Door. Access to Services" provides comprehensive information on accessing OPWDD services. It covers the OPWDD structure, eligibility criteria, Medicaid and OPWDD services, planning processes, care management, and specific services like employment supports.
- 3. Supported Employment Services (SEMP):** The ADM #2023-09 outlines regulations for Supported Employment Services, detailing requirements for SEMP service providers including service documentation, records retention, billing, staff training, and more. SEMP services are designed to help individuals with developmental disabilities obtain and maintain competitive employment.
- 4. SEMP Service Delivery and Requirements:** SEMP services include vocational assessment, employment planning, job coaching, training, transportation, and development of job retention strategies, among other supports. SEMP can be delivered in two phases: Intensive SEMP (focused on job development and coaching for up to 250 hours annually) and Extended SEMP (ongoing job coaching and career development services, limited to 200 hours annually).
- 5. Eligibility for SEMP Services:** Individuals receiving SEMP services must be interested in competitive employment or self-employment and have this as a valued outcome in their Individualized Service Plans (ISPs).
- 6. Staff Qualifications for SEMP Providers:** Staff providing SEMP services must have a minimum of a high school equivalency diploma or one year of relevant work experience, and complete an OPWDD-approved vocational rehabilitation or supported employment training program.
- 7. Quality Performance Standards:** OPWDD has developed Quality Performance Standards applicable to all agencies providing services to individuals with developmental and intellectual disabilities. These standards focus on person-centered practices and individualized outcomes.
- 8. Personal Outcome Measures (POM):** Providers are encouraged to use the Council on Quality and Leadership's 21 Personal Outcome Measure domains to evaluate the effectiveness of supports in achieving personal outcomes for individuals.
- 9. Accreditation and Self-Direction Guidance:** Agencies can seek accreditation from entities like CQL or the Commission on Accreditation of Rehabilitation Facilities to

enhance quality improvement. Additionally, OPWDD provides guidance for providers on Self-Directed services, allowing individuals to control their supports and services.

10.Importance for Vocational Rehabilitation Job Coaches: Understanding these regulations and guidelines is crucial for vocational rehabilitation job coaches as they guide and support individuals with developmental disabilities in employment settings. It ensures compliance with OPWDD standards, promotes person-centered and rights-protected service delivery, and helps coaches understand the range of services and supports available for their clients.

These regulations and guidelines set the framework for vocational rehabilitation job coaches to effectively support individuals with developmental disabilities in gaining and maintaining employment while ensuring their rights and individual preferences are respected and upheld.

1.2.6. New York State Education Department, Adult Career and Continuing Education Services (ACCES-VR) Regulations

- 1. Overview of ACCES-VR:** The Adult Career and Continuing Education Services-Vocational Rehabilitation (ACCES-VR) is part of the New York State Education Department. It's responsible for administering, setting standards, and monitoring the intensive service component of supported employment programs, as outlined in Chapter 515 of the Laws of 1992.
- 2. Supported Employment Definition:** ACCES-VR defines "supported employment" as paid, competitive, integrated employment with ongoing support for individuals with significant disabilities (such as serious mental illness, intellectual and developmental disabilities, and others). It includes assistance like job coaching, job placement, on-site training, and tailored supervision.
- 3. Eligibility for Supported Employment Services:** To be eligible for supported employment services through ACCES-VR, individuals must be:
 - Most significantly disabled as defined in ACCES-VR Policy.
 - Traditionally not participated in competitive integrated employment or have had intermittent employment due to disability.
 - Identified through a comprehensive assessment that supported employment is the most appropriate vocational objective.
- 4. Trial Work Experience (TWE):** Before making an ineligibility determination, supported employment services may be provided as a Trial Work Experience if there's a likelihood that the individual may not benefit from vocational rehabilitation services due to the severity of the disability.
- 5. Customized Employment and Work Settings:** Customized employment, mobile work crews, and enclaves are considered as supported employment outcomes when certain conditions are met, such as integration with non-disabled workers, industry-standard work performance, and independent or typically supervised work.

6. Supported Employment Policy 1310.00: This policy provides a detailed guide on supported employment, including:

- Description and definitions.
- Employment models.
- The role of the vocational rehabilitation counselor.
- Requirements for supported employment services.
- Competitive integrated employment and short-term basis.
- Ongoing support services.
- Individualized Plan for Employment.
- Wage requirement.
- Duration of supported employment services.
- Transition to extended services.

7. Role of Vocational Rehabilitation Job Coaches: As a vocational rehabilitation job coach, it's important to understand and apply ACCES-VR regulations in your practices. This includes identifying eligible individuals, assisting them in obtaining and maintaining employment, and ensuring compliance with supported employment standards and guidelines.

8. Importance of Ongoing Support and Collaboration: Providing ongoing support to individuals in supported employment settings and collaborating with other service providers are key aspects of ACCES-VR guidelines.

In summary, vocational rehabilitation job coaches should be familiar with ACCES-VR regulations and guidelines to effectively support individuals with significant disabilities. Understanding these regulations will aid in providing appropriate job coaching and supported employment services while ensuring compliance with state standards.

1.2.7. New York State Office of Mental Health Regulations

1. Overview of OMH: The New York State Office of Mental Health operates psychiatric centers and oversees more than 4,500 programs provided by local governments and nonprofit agencies. These programs collectively serve over 700,000 individuals annually.

2. OMH's Role in Employment Programs: OMH funds various employment programs focusing on adults (18+) with Serious Mental Illness. These programs are supported through non-Medicaid state funding and aim to develop skills necessary for attaining and sustaining competitive, integrated employment.

3. Types of Supported Employment Services:

- **Affirmative Business/Industry and Transformed Business Model:** Programs that create employment opportunities within businesses designed to be inclusive of individuals with mental illness.
 - **Transitional Employment Placement:** Services offering temporary job placements to help individuals gain the experience and confidence needed for competitive employment.
 - **Assisted Competitive Employment:** Support for those who are ready for competitive employment, providing assistance in job finding and sustaining employment.
 - **Ongoing Integrated Employment Supports:** Continuous support services to maintain long-term employment, including job coaching and workplace adaptation.
 - **Work Programs:** Structured programs offering work experience and skill development in a controlled environment.
- 4. Guidance and Resources for Providers:** OMH has developed a Guide for Employment Specialists, offering resources and guidance for those providing supported employment services in New York State. This guide is a crucial tool for vocational rehabilitation job coaches, as it provides detailed information on service provision, best practices, and resource utilization.
- 5. Role of Vocational Rehabilitation Job Coaches in OMH Regulated Programs:**
- Job coaches play a critical role in these programs by:**
- Assisting individuals with Serious Mental Illness in developing vocational skills.
 - Supporting individuals in transitional employment and helping them progress towards sustained competitive employment.
 - Providing ongoing support to ensure job retention and career advancement.
 - Working within the guidelines and standards set by OMH to deliver effective and compliant services.
- 6. Importance of Integration and Skill Development:** OMH emphasizes the integration of individuals with mental illness into regular business environments and the development of their skills for competitive employment. Job coaches should focus on creating pathways for such integration and skill enhancement.
- 7. Compliance and Quality Standards:** Vocational rehabilitation job coaches should adhere to OMH regulations and quality standards, ensuring that their practices align with the state's objectives for mental health and employment services.

1.2.8. Reserved for New York State Regulations

1.3. New York City Regulations

For job coaches operating within New York City, it is essential to have a comprehensive understanding of the city's legislative and governmental regulations. This knowledge is fundamental to safeguarding the rights and promoting the welfare of individuals with Intellectual and Developmental Disabilities (IDD) in their employment endeavors. Being well-versed in these local regulations enables job coaches to effectively advocate for their clients and ensure that their employment experiences are both rewarding and compliant with the city's legal standards.

- **New York City Human Rights Law (NYCHRL):** This law prohibits employment discrimination based on race, gender, sexual orientation, disability, and other protected categories. Understanding and ensuring compliance with NYCHRL is crucial for vocational rehabilitation job coaches to advocate for the rights of their clients and ensure equal employment opportunities.
- **Earned Sick Time Act (ESTA):** ESTA mandates that employers provide paid sick leave to employees. Job coaches should be aware of these rights to ensure that individuals they support are receiving their entitled benefits and accommodations in the workplace.
- **New York City Fair Workweek Law:** This law regulates scheduling practices for employers in specific industries like fast food and retail. It's important for job coaches to be familiar with these regulations to advocate for fair scheduling practices for clients working in these sectors.
- **New York City Paid Safe and Sick Leave Law:** This law requires employers to provide paid leave for employees who are victims of domestic violence, sexual assault, or stalking, or who need to care for a family member who is a victim. Vocational rehabilitation job coaches need to be aware of these provisions to support clients who may be in such situations.
- **New York City Freelance Isn't Free Act:** This law mandates written contracts for freelance workers and offers protections against non-payment. For job coaches working with clients who are freelancers, understanding this law is essential to ensure their clients are treated fairly and receive payment for their work.
- **Living Wage Law:** This law requires certain employers receiving financial assistance from the city to pay their employees a "living wage." Job coaches should be aware of these requirements to ensure that their clients are being compensated fairly according to this law.

In summary, vocational rehabilitation job coaches operating in New York City should be well-versed in these local laws and regulations. This knowledge is vital for advocating on behalf of their clients and ensuring that they are treated fairly and equitably in their employment, receive appropriate benefits and accommodations, and are compensated adequately. These regulations are key in supporting the successful employment and integration of individuals with disabilities or other employment barriers into the NYC workforce.

1.3.1. New York City Human Rights Law

The New York City Human Rights Law (NYCHRL) is a civil right law integral to Title 8 of the Administrative Code of New York City. It notably prohibits discrimination in employment, housing, and public accommodations on various grounds including race, color, age, national origin, gender (inclusive of gender identity and sexual harassment), sexual orientation, disability, marital status, and partnership status. This law uniquely defines disability more broadly than the ADA and FHA, encompassing a wide range of impairments, whether visible or not. The NYCHRL's disability provisions are significant for vocational rehabilitation job coaches, as they ensure comprehensive protection and accommodation for individuals with disabilities. Enforcement of these provisions is carried out by the New York City Commission on Human Rights.

1.3.2. Reserved for New York City Regulations

1.4. Supported Employment Industry Voluntary Standards

This section outlines the voluntary standards within the Supported Employment Industry, essential for guiding best practices, ethical conduct, and professional accreditation, particularly for those involved in support and employment services for individuals with disabilities.

- **New York State Employment First Commission, EmployAbility Toolkit:** Provides guidelines and resources to prioritize employment for people with disabilities, emphasizing that employment should be the primary outcome for all working-age individuals with disabilities.
- **New York State Department of Health, Office of Mental Health, A Guide for Employment Specialists:** Equips employment specialists with strategies and tools to support individuals with mental health conditions in achieving their employment goals.
- **The Council on Quality and Leadership, Accreditation Requirements:** Sets quality standards and accreditation for organizations, ensuring person-centered approaches and outcomes in human services.
- **The National Alliance of Direct Support Professionals (NADSP), Code of Ethics, Core Competences, Certification Requirements:** Outlines ethical principles for direct support professionals to respect the rights and dignity of persons with disabilities. Additionally, the NADSP has developed core competences and a certification program for direct support professionals, aimed at recognizing and promoting the professional development and core competences of those working directly with individuals with disabilities.
- **The Association of People Supporting Employment First, Code of Conduct, Certification Requirements:** Establishes standards for professional conduct for those engaged in promoting employment-first initiatives, focusing on inclusive and equitable employment opportunities for people with disabilities. The APSE provides

certification services (CESP Certification) for employment support professionals nationwide.

- **The National Organization for Human Services, Standards:** Defines professional standards and ethical guidelines for human service practitioners, emphasizing effective service delivery and client welfare.
- **The Human Services Research Institute, Community Support Skill Standards:** Identifies essential competencies for community support professionals to provide effective, person-centered services.
- **U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Mental Health Services, The Evidence-Based Practices KIT:** Offers a collection of evidence-based practices for mental health services, including supported employment models.
- **New York State Consortium for Advancing and Supporting Employment, Guidelines:** Provides frameworks and strategies to improve employment outcomes for individuals with disabilities in New York State.
- **U.S. Department of Labor, Office of Disability Employment Policy (ODEP), Policies:** Advocates for policies and initiatives that enhance workplace success for people with disabilities.
- **Centers for Disease Control and Prevention, National Institute for Occupational Safety and Health (NIOSH), Pocket Guide to Chemical Hazards:** Provides safety information for handling chemicals, essential for maintaining workplace safety, especially in environments employing individuals with disabilities.
- **Council on Accreditation, Standards for Vocational Rehabilitation Services, Accreditation Requirements:** Establishes quality and performance standards for vocational rehabilitation services to support individuals in their employment pursuits.
- **The Joint Commission, Behavioral Health Accreditation-Vocational Rehabilitation, Accreditation and Certification Requirements:** Accredits organizations offering behavioral health and vocational rehabilitation services, focusing on safety and quality of care.
- **The Commission on Accreditation of Rehabilitation Facilities (CARF International), Accreditation and Certification Requirements:** Sets international standards for quality rehabilitation services, focusing on achieving optimal outcomes for service users.
- **American Rehabilitation Counseling Association (ARCA), Competencies:** Details the knowledge, skills, and attitudes necessary for rehabilitation counselors to provide high-quality services.
- **The Association of People Supporting Employment First (APSE):** Advocates for and supports employment-first initiatives and offers the CESP (Certified Employment Support Professional) Certification for employment support professionals nationwide, promoting high standards and ethical practices in the field.

- **Commission on Rehabilitation Counselor Certification (CRCC):** A national certifying body that oversees a certification program for Certified Rehabilitation Counselors (CRC), maintains a registry of all certified counselors, and provides their certification status to the public. The CRCC also upholds a Code of Professional Ethics for Rehabilitation Counselors, under which all certified rehabilitation counselors must practice, ensuring the highest ethical standards in the profession.

These voluntary standards constitute a comprehensive framework aimed at supporting, protecting, and empowering individuals with disabilities. For vocational rehabilitation job coaches, a deep understanding of these standards is vital for effectively navigating the spectrum of services within the supported employment industry and advocating for the rights and needs of individuals with disabilities.

1.4.1. New York State Employment First Commission, EmployAbility Toolkit

The EmployAbility Toolkit, introduced by the New York State Employment First Commission under Governor Cuomo in 2014, is designed to advance competitive, integrated employment for individuals with disabilities as a preferred choice. This toolkit is particularly relevant for vocational rehabilitation job coaches, offering them a comprehensive resource to support their work in facilitating employment opportunities for their clients. It emphasizes the importance of increasing employment rates and reducing poverty among people with disabilities, while also advocating for businesses to adopt disability-inclusive hiring practices. Developed collaboratively by various New York State agencies and organizations, the toolkit equips vocational rehabilitation job coaches with critical information on financial incentives for employers, the advantages of hiring individuals with disabilities, and strategies for sourcing qualified candidates. This initiative is a key component of New York's commitment to creating a more inclusive workforce, providing vocational rehabilitation job coaches with the tools they need to effectively support individuals with disabilities in achieving employment success.

1.4.2. New York State Department of Health, Office of Mental Health, A Guide for Employment Specialists

The "Guide for Employment Specialists" by the New York State Department of Health, Office of Mental Health, is designed to enhance the effectiveness of employment specialists working with individuals seeking employment. It emphasizes the adoption of evidence-based best practices in supported employment services, moving away from the outdated notion that individuals with mental health disorders should be sheltered from employment. Employment specialists are encouraged to develop proficiency in assisting individuals to acquire and maintain employment skills and to facilitate job creation within the community.

1.4.3. The Council on Quality and Leadership, Accreditation Requirements

The Basic Assurances Manual by the Council on Quality and Leadership (CQL) lays the groundwork for CQL's accreditation criteria. It acts as an extensive guide, encompassing

fundamental principles that resonate with various organizations' Codes of Ethics and Conduct. This manual ensures a unified standard of practice, reinforcing the commitment to quality and ethical integrity within vocational rehabilitation and other human service fields.

By aligning with the Basic Assurances Manual, vocational rehabilitation job coaches can ensure that their practices not only meet but exceed the ethical and professional expectations set forth by the field. This alignment underscores the commitment to quality, integrity, and person-centered practices, providing a solid foundation for vocational rehabilitation job coaches to deliver exemplary support to individuals with disabilities. The manual's coverage of key ethical domains ensures that job coaches are well-prepared to navigate the complexities of their roles, fostering an environment of trust, respect, and empowerment for all individuals served.

1.4.4. The National Alliance of Direct Support Professionals, Code of Ethics, Core Competences, Certification Requirements

The National Alliance of Direct Support Professionals (NADSP) provides a comprehensive Code of Ethics and Core Competencies specifically designed to guide direct support professionals in their professional conduct and service delivery. The Code of Ethics consists of nine key principles: person-centered supports, promoting physical and emotional well-being, integrity and responsibility, confidentiality, justice, fairness, and equity, respect, relationships, self-determination, and advocacy. These principles form the ethical foundation for direct support professionals, emphasizing the importance of a person-centered approach and ethical integrity in their work.

Additionally, the NADSP outlines Core Competencies that are structured around seven goals, encompassing twenty-three competencies and sixty skills. This framework is designed with the flexibility to accommodate task modifications, allowing direct support professionals to tailor their support to meet the unique needs of each individual they assist. The competencies cover a wide range of essential skills and knowledge areas, ensuring that direct support professionals are well-equipped to provide high-quality support.

Direct support professionals can further their professional development through the NADSP's certification program. This certification is distinct from the NYS Justice Center's Code of Conduct, offering an additional layer of professional recognition and credibility. The NADSP certification validates the skills and ethical commitments of direct support professionals, reinforcing their dedication to providing exceptional support to individuals with disabilities.

For direct support professionals interested in pursuing certification or learning more about the NADSP's ethical and competency guidelines, detailed information is available on the NADSP Certification page.

1.4.5. The Association of People Supporting Employment First, Code of Conduct, Certification Requirements

The Association of People Supporting Employment First (APSE) has crafted "Ethical Guidelines for Professionals in Supported Employment" that are particularly pertinent to vocational rehabilitation job coaches. These guidelines underscore the importance of respect, dignity, and the enhancement of services, advocating for the active participation of individuals in their own employment journeys. They highlight the necessity of fostering skill development, social inclusion, and ensuring minimal intrusion in community settings, aligning with the job coach's role in facilitating a supportive and empowering environment for individuals in supported employment.

Central to these guidelines is the principle that individuals should be at the forefront of decision-making processes related to employment, career planning, job development, and job acquisition. This approach not only respects the autonomy of the individuals served but also promotes their active involvement in shaping their employment pathways. The guidelines further encourage the integration of workplace and life supports, the provision of opportunities for career advancement, and the importance of comprehensive staff training, which are all areas where vocational rehabilitation job coaches can make significant contributions.

In addition to the APSE's guidelines, the Certified Employment Support Professional™ (CESP) Code of Conduct establishes ethical standards for those holding or seeking the ESPCC credential. This code stresses compliance with legal requirements, adherence to ESPCC policies, and the maintenance of high professional performance. Integrity, responsibility, professional growth, honesty, fairness, non-discrimination, confidentiality, appropriate credential use, conflict of interest disclosure, and violation reporting are key components. Designed to enhance the profession's image, this code aligns with the moral, ethical, and legal standards vocational rehabilitation job coaches are expected to uphold.

The Association of People Supporting Employment First (APSE) plays a crucial role for vocational rehabilitation job coaches through its promotion of Employment First initiatives and the Certified Employment Support Professional (CESP) certification program. APSE's commitment to prioritizing the full inclusion of individuals with disabilities in the workplace directly aligns with the mission of vocational rehabilitation job coaches.

The CESP certification is specifically designed to acknowledge and improve the capabilities of employment support professionals, including job coaches, enhancing their effectiveness in facilitating integrated employment opportunities for individuals with disabilities. This certification is a testament to the quality of employment services provided and reinforces the job coach's role in creating accessible and inclusive work environments.

1.4.6. The National Organization for Human Services, Ethical Standards

The National Organization for Human Services has developed ethical standards that are particularly relevant for vocational rehabilitation job coaches. These standards emphasize core values such as respect for individual dignity and welfare, promotion of self-

determination, appreciation of cultural diversity, commitment to social justice, and adherence to principles of integrity, honesty, genuineness, and objectivity. These guiding principles are essential for vocational rehabilitation job coaches in their ethical and professional decision-making processes, ensuring they provide the highest quality support to individuals with disabilities.

The standards recognize the challenges that may arise from potential conflicts between these ethical guidelines and various external factors, such as regulatory requirements, workplace policies, cultural norms, credentialing boards, and personal beliefs. They serve as a framework for navigating such conflicts, ensuring that vocational rehabilitation job coaches can maintain ethical integrity in complex situations. Additionally, these standards offer guidance on addressing behavioral issues within the human services profession, ensuring accountability and professionalism.

Vocational rehabilitation job coaches seeking to align their practice with these ethical standards can find more comprehensive information and resources on the National Organization for Human Services website.

1.4.7. The Human Services Research Institute, Community Support Skill Standards

The Community Support Skill Standards, developed by the Human Services Research Institute (HSRI), outline essential practices for direct service workers in community-based human service settings. Created with input from a national coalition, these standards cover a broad skill set across twelve key areas such as empowerment, communication, assessment, and advocacy, applicable to various human service roles and client populations. They are the outcome of an extensive occupational analysis, aiming to enhance the quality and effectiveness of direct support work. For more details, visit HSRI's website.

1.4.8. U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Mental Health Services, Evidence Based Practices

The Evidence Based Practices KIT, crafted by the New Hampshire-Dartmouth Psychiatric Research Center for the Substance Abuse and Mental Health Services Administration (SAMHSA), is an invaluable resource for vocational rehabilitation job coaches. It offers a detailed framework for evaluating the efficacy of Supported Employment programs, directly supporting the coaches' roles in optimizing employment outcomes for individuals with disabilities.

The KIT includes diverse tools such as a readiness assessment to evaluate a program's baseline, the Supported Employment Fidelity Scale to ensure adherence to established best practices, and the General Organizational Index for gauging an organization's overall preparedness for Supported Employment efforts. It also provides tailored outcome measures that can be customized to suit the specific objectives of a program.

For vocational rehabilitation job coaches, the KIT's detailed guidelines for conducting evaluations and actionable insights on leveraging assessment results are particularly

beneficial. These tools empower coaches to identify areas for improvement and implement strategies that significantly enhance the effectiveness and reach of Supported Employment services.

1.4.9. New York State Consortium for Advancing and Supporting Employment, Guidelines

The New York State Consortium for Advancing and Supporting Employment (CASE) provides targeted training and technical assistance crucial for vocational rehabilitation job coaches. This initiative, supported by the New York State Education Department's Office of Adult Career and Continuing Education Services-Vocational Rehabilitation (ACCES-VR), leverages the collective expertise of partners like the Yang-Tan Institute at Cornell University, Eleversity, the New York State Association of People Supporting Employment First (APSE), and the New York Alliance for Inclusion and Innovation. These collaborations offer job coaches access to a wealth of knowledge across vocational rehabilitation, supported employment, and special education, enhancing their skill set for assisting individuals with disabilities.

CASE has developed specific guidelines to improve the quality of Supported Employment Services (SEMP), ensuring vocational rehabilitation job coaches are well-equipped to help individuals with disabilities find and retain meaningful employment. These guidelines emphasize creating inclusive work environments that embrace diversity and innovation, directly impacting the effectiveness of job coaches in facilitating employment opportunities for people with disabilities.

1.4.10. U.S. Department of Labor the Office of Disability Employment Policy, Policies

The Office of Disability Employment Policy (ODEP) plays a pivotal role in shaping the landscape in which vocational rehabilitation job coaches operate. As a distinctive non-regulatory branch of the U.S. Department of Labor, ODEP is committed to advancing policies and practices that promote the employment success of individuals with disabilities. By working collaboratively with employers and various levels of government, ODEP strives to cultivate work environments that are inclusive and accessible to all.

A key component of ODEP's strategy is the support and promotion of the Job Accommodation Network (JAN), an invaluable resource for vocational rehabilitation job coaches. JAN provides comprehensive, expert guidance on workplace accommodations and disability employment issues, which is crucial for job coaches as they assist employers in navigating the requirements of the Americans with Disabilities Act (ADA) and support individuals with disabilities in their employment journeys. This includes aiding in the understanding of accommodation options, employment rights, and pathways to self-employment.

For vocational rehabilitation job coaches, JAN's offerings are an essential toolkit, enhancing their ability to support clients effectively. The network's emphasis on the interactive process of accommodation, coupled with its dedication to fostering successful

employment outcomes, aligns closely with the job coaches' mission to enhance employment opportunities for individuals with disabilities, thereby furthering ODEP's goal of a more inclusive workforce.

1.4.11. Centers for Disease Control and Prevention, the National Institute for Occupational Safety and Health, Pocket Guide to Chemical Hazards

The "Pocket Guide to Chemical Hazards" by the National Institute for Occupational Safety and Health (NIOSH), a branch of the Centers for Disease Control and Prevention (CDC), is an invaluable tool for vocational rehabilitation job coaches. This guide offers vital information on the identification and control of various chemical hazards that might be present in workplace environments. It is especially useful for job coaches as they prepare individuals with disabilities for safe and informed participation in the workforce.

Although the guide provides comprehensive details on numerous chemicals and substance groups, it does not cover all possible substances. For chemicals not listed or those lacking defined occupational exposure limits (OELs), NIOSH recommends consulting its Occupational Exposure Banding Safety and Health Topic Page. This additional resource can assist vocational rehabilitation job coaches in further safeguarding the health and safety of their clients by offering guidance on potential risks and protective measures for chemicals not fully covered in the Pocket Guide.

1.4.12. Council on Accreditation, Standards for Vocational Rehabilitation Services, Accreditation Requirements

The Council on Accreditation (COA), founded in 1977, plays a significant role in the professional landscape for vocational rehabilitation job coaches. As an international, independent, and nonprofit entity, COA accredits a wide range of human and social service organizations, setting benchmarks for quality and best practices in Vocational Rehabilitation Services among other sectors. This accreditation ensures that organizations serving over 7 million individuals and families in the U.S. and Canada maintain the highest standards of service delivery.

For vocational rehabilitation job coaches, COA's standards are a testament to the commitment required towards excellence and accountability in their practice. The accreditation criteria set by COA guide job coaches in aligning their services with industry best practices, thereby enhancing the quality of support provided to individuals with disabilities. Moreover, COA's status as an approved accreditor of Qualified Residential Treatment Programs (QRTPs) under the Family First Prevention Services Act (FFPSA) underscores its authority and reliability in the field, further validating the importance of adhering to its standards for vocational rehabilitation professionals.

1.4.13. The Joint Commission, Behavioral Health Accreditation-Vocational Rehabilitation, Accreditation and Certification Requirements

The Joint Commission offers specialized accreditation and certification services that are highly relevant to vocational rehabilitation job coaches, particularly in the realms of Behavioral Health Accreditation and Vocational Rehabilitation. These services aim to assess and elevate the quality and safety of services within healthcare settings, ensuring that they meet rigorous standards. For vocational rehabilitation job coaches, adhering to The Joint Commission's standards signifies a dedication to excellence in supporting individuals with disabilities, enhancing both the efficacy and integrity of their practice. This commitment to high-quality service provision is crucial for fostering positive employment outcomes and overall well-being for clients.

Vocational rehabilitation professionals seeking to deepen their understanding of these standards and their application in practice are encouraged to explore the resources available on The Joint Commission's official website.

1.4.14. The Commission on Accreditation of Rehabilitation Facilities, Accreditation and Certification Requirements

The Commission on Accreditation of Rehabilitation Facilities (CARF International), known for its accreditation and certification services, plays a pivotal role in the work of vocational rehabilitation job coaches by setting high standards for health and human service providers. This emphasis on quality assurance ensures that services are delivered according to the best practices in the field, directly impacting the effectiveness of vocational rehabilitation.

For job coaches, aligning with CARF-accredited organizations means working within environments that are committed to excellence and continuous improvement, thereby enhancing the support and outcomes for clients with disabilities. This commitment to quality is essential for job coaches aiming to provide top-tier vocational rehabilitation services.

1.4.15. The Commission on Rehabilitation Counselor Certification, Certification Requirements

The Commission on Rehabilitation Counselor Certification (CRCC) plays a crucial role in the professional development of vocational rehabilitation job coaches in the United States, with its headquarters in Schaumburg, IL. As an esteemed certifying organization, the CRCC administers a national certification program specifically designed for Certified Rehabilitation Counselors. This program not only maintains a detailed registry of certified professionals but also offers public verification of their certification status, ensuring transparency and trust in the qualifications of rehabilitation counselors.

For vocational rehabilitation job coaches, adherence to the CRCC's Code of Professional Ethics is paramount. This code delineates the ethical standards expected of certified professionals, guiding their practice and interactions within the field of vocational rehabilitation.

The CRCC's certification program is accredited by the National Commission for Certifying Agencies, part of the Institute for Credentialing Excellence, which underscores the

program's compliance with high national standards. This accreditation reaffirms the value of CRCC certification for job coaches, signifying their commitment to excellence, ethical practice, and continuous professional development in supporting individuals with disabilities.

Vocational rehabilitation job coaches seeking to uphold the highest standards in their practice can find further information and resources through the CRCC's official website and the 2023 Code of Ethics document.

1.4.16. American Rehabilitation Counseling Association, Competencies

The American Rehabilitation Counseling Association (ARCA) Competencies document serves as a pivotal guide for vocational rehabilitation job coaches, outlining best practices in counseling and support for persons with disabilities (PWDs). This resource is crafted to deepen job coaches' understanding and enhance their ability to assist PWDs, highlighting the critical perspective of viewing disability as a key part of personal identity and cultural diversity. Although the competencies outlined are not obligatory, they are strongly recommended for adoption by both individual counselors and counselor training programs, underscoring a commitment to social justice and the promotion of inclusive, empathetic practices.

For vocational rehabilitation job coaches, embracing these competencies means actively contributing to a counseling environment that respects and values the unique experiences of individuals with disabilities, aligning their work with the broader goals of equity and accessibility in society.

1.4.17. Reserved for Supported Employment Industry Voluntary Standards

1.5. Employer Voluntary Standards (Policies)

This section outlines the voluntary standards and policies adopted by various employers to guide their practices and interactions with employees, including those with disabilities. These standards reflect the commitment of each organization to fostering an inclusive, respectful, and ethical workplace.

- **AHRC New York City, Policies:** AHRC New York City implements a set of policies designed to support and accommodate individuals with intellectual and developmental disabilities. These policies aim to create an inclusive work environment that values diversity and ensures equal opportunities for all employees, including those with disabilities, by providing necessary accommodations and promoting accessibility.
- **Trader Joe's Company, Value Guide:** Trader Joe's Company has established a Value Guide that embodies the organization's culture and values, guiding the behavior and decisions of its employees. This guide emphasizes respect, integrity, and excellence in all aspects of its operations, including fair treatment and equal opportunity for all team members, creating a supportive and positive work environment.

- **TJX Global, Code of Conduct:** TJX Global's Code of Conduct outlines the principles and ethical standards expected of its employees worldwide. This code emphasizes respect for individuals, integrity in business practices, and a commitment to creating a diverse and inclusive workplace. It ensures that all employees, regardless of their background or abilities, are treated with dignity and respect, fostering an environment that values diversity and inclusion.
- ...

These Employer Voluntary Standards serve as a blueprint for creating ethical, inclusive, and supportive work environments. They are crucial for vocational rehabilitation job coaches to understand, as they offer insights into the workplace cultures and policies of potential employers for individuals with disabilities. Familiarity with these standards can assist job coaches in identifying suitable employment opportunities that align with the needs and rights of those they support.

1.5.1. AHRC New York City Policies

For vocational rehabilitation job coaches, understanding employer voluntary standards and policies, such as those outlined by AHRC New York City, is crucial in fostering inclusive and respectful workplace environments.

- AHRC's Personnel Practices Manual sets forth standards of conduct and policies applicable to all employees, emphasizing professional behavior, respect, and courtesy towards everyone. It explicitly discourages disruptive behaviors, discrimination, harassment, and any form of intimidation or bullying. The manual advocates for open, honest communication, confidentiality, collaboration, and professionalism, ensuring a positive and congenial work atmosphere.
- Additionally, AHRC's Code of Conduct for Custodians of People With Special Needs, which incorporates the NYS Justice Center's Code of Conduct along with AHRC-specific requirements, is particularly relevant for job coaches. This Code of Conduct emphasizes the ethical and professional responsibilities of those working closely with individuals with special needs, aligning with the job coach's role in supporting individuals with disabilities in employment settings.

Adhering to these standards not only ensures compliance with organizational policies but also aligns with the broader goals of vocational rehabilitation in promoting employment opportunities for individuals with disabilities in a supportive and respectful manner.

1.5.2. Trader Joe's Company, Value Guide

For vocational rehabilitation job coaches, Trader Joe's Company's Value Guide serves as an exemplary model of how organizational values can shape workplace culture and employee behavior, particularly in service-oriented sectors like food retail. Trader Joe's outlines seven core values that dictate how employees, referred to as Crew Members, should conduct themselves, make decisions, and prioritize their actions. These values

emphasize integrity, a unique philosophy of trading, enhancing both internal (among employees) and external (with customers) experiences, minimizing bureaucracy, fostering a 'Kaizen' environment of continuous improvement, and upholding the company's brand.

Understanding these values is crucial for vocational rehabilitation job coaches as they prepare individuals with disabilities for employment. It provides insights into the employer's expectations and the workplace ethos that their clients might encounter. Emphasizing the alignment of personal values with those of potential employers can significantly enhance job compatibility and satisfaction for individuals with disabilities, making such corporate value guides invaluable tools in the coaching process.

1.5.3. TJX Global, Code of Conduct

The TJX Global Code of Conduct, designed for an apparel retail service provider, offers a comprehensive framework for ethical business conduct, addressing a wide range of significant topics along with additional resources to assist employees in navigating ethical dilemmas. For vocational rehabilitation job coaches, the principles laid out in TJX's Code of Conduct provide a valuable reference for instilling ethical considerations and integrity in their clients as they prepare for employment.

Key tenets of the Code emphasize acting ethically, being accountable for one's actions, reporting any suspected violations of the Code or law, cooperating with company investigations, and fostering a non-retaliatory environment. These principles are crucial for vocational rehabilitation job coaches to impart to their clients, ensuring they understand the importance of integrity in the workplace and are equipped to handle ethical issues responsibly.

By integrating TJX's ethical guidelines into their coaching, vocational rehabilitation professionals can better prepare individuals with disabilities for the expectations and challenges of the workplace, emphasizing the critical role of ethics and integrity in building a successful career.

1.5.4. Reserved for Employer Voluntary Standards (Policies)

Chapter 2. The Job Coaching Profession

The profession known as "vocational rehabilitation job coach," defined under the Rehabilitation Act (Cl. 1.1.3.), the Americans with Disabilities Act (Cl. 1.1.1.), and other pertinent regulations, and is classified under "rehabilitation counselors" in the SOC 2018 (code 21-1015, pages 72-73). This role is pivotal in aiding individuals with intellectual and developmental disabilities (IDD) in obtaining and maintaining employment, enhancing workplace skills, and managing professional challenges.

Recognized as a reasonable accommodation under the ADA, job coaches are essential for many disabled individuals' employment success. Their primary responsibility includes training and coaching IDD individuals using structured intervention techniques to help them learn work tasks, adhere to schedules, meet quality objectives, and develop necessary interpersonal skills.

Additionally, job coaches train employers' staff, ensuring a person-centered approach, effective communication, and proper interaction with IDD individuals. Their services also encompass assessments, job development, counseling, advocacy, travel training, and quality monitoring, contributing to the sustained competitive employment of IDD individuals (Chapters 3, 4).

Job coaches need diverse skills, acting as trainers, quality and documentation specialists, employment and safety auditors, and communicators (Chapters 3, 4). They require proficiency in psychotherapy, occupational therapy, and behavioral therapy, understanding each IDD individual's unique characteristics and needs.

A coach should also be knowledgeable about the specific business or job sector involved (Chapter 5), and effective communication is key for stakeholders' satisfaction measurement (Cl. 3.4.). Their duties encompass work quality monitoring, coaching, emotional support, stakeholders' communication, documentation, conducting evaluations and surveys, and participating in relevant meetings to align stakeholders' interests and maintain employment for IDD individuals.

The job coach profession, emerging in the 1960s, is based on competence acquired through education, training, and experience. The term "supported employment" gained recognition in the 1970s. The profession is also referred to as "employment support professional (ESP)" and "direct support professional (DSP)" (apse.org, nadsp.org, workforcetransformation.org).

The OMB decided against including "direct support professional" in the 2018 SOC due to varied duties overlapping with other roles. Neither "direct support professional" nor "employment support professional" were mentioned in the 2010 or 2018 SOC, with "vocational rehabilitation job coach" introduced in the 2018 SOC.

The profession is defined by systematic theory, authority, community sanction, ethical codes, and culture (Ernest Greenwood, Social Work, July 1957). Recognized in the 2018 SOC, it encompasses diverse roles and job functions. The field has competence levels ranging from Entry-Level to Senior Level, with each level requiring specific training and experience, outlined in this guidebook.

The profession's progression and competence levels may vary among SEMP service providers, with broader SOC adoption and standardization anticipated over time. Recommended job titles for career advancement in VR job coaching range from "VR Job Coaching Assistant" to "Senior VR Job Coach Specialist," based on experience, fostering clear professional growth within the industry.

Chapter 3. Maintaining Competitive Integrated Employment

3.1. Harmonizing Stakeholders' Interests

The engagement of all parties involved in supporting an individual with intellectual and developmental disabilities (IDD) is essential for maintaining integrated competitive employment. This process involves coordinating the needs and expectations of stakeholders, including individuals with IDD, employers, job coaches, and regulatory bodies.

Harmonization is realized through the stages of planning, implementation, and monitoring, creating a continuous cycle for improvement (Fig 1). The feedback from the monitoring stage is integrated back into planning and implementation, adjusting to meet changing needs and objectives. Effective harmonization across these stages and among all stakeholders is key to success.

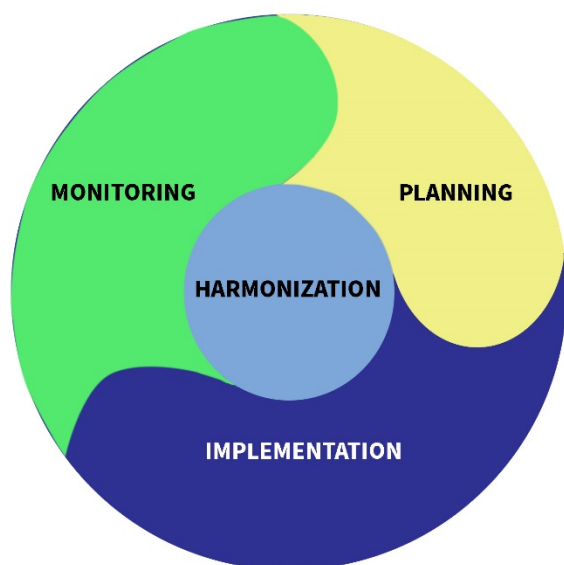


Fig.1: Three stages of stakeholders' activities

3.1.1. Objectives of Harmonization

Harmonization aims to cater to the diverse needs of stakeholders by ensuring the delivery of high-quality work and services, and maintaining satisfaction throughout the planning, implementation, and monitoring phases. This includes:

1. Delivering high-quality work from individuals with IDD to their employers and consumers.
2. Providing high-quality, person-centered services to individuals with IDD by Supported Employment (SEMP) service providers, including job coaches.

3. Ensuring job coaches have the necessary support and resources for their roles from SEMP service providers.

Quality is assessed using both latent and non-latent indicators.

- Harmonization requires clear agreements, high-quality service delivery, and maintaining satisfaction among consumers, employers, and individuals with IDD.
- It also involves addressing the needs of regulators, accreditation and certification bodies, service providers, job coaches, and individuals with IDD through quality work and services, thereby fostering overall satisfaction.
- Transparency and continuous improvement, based on data collection, analysis, and informed decision-making, are fundamental to the harmonization process.

3.2. Stages of Stakeholders' Activities

3.2.1. Planning & Updating

During the planning phase, stakeholders set quality and satisfaction objectives, identifying both non-latent and latent indicators. Essential documents include Individual Eligibility Evaluation, Life Plan, Comprehensive Plan, Staff Action Plan, Work Schedules, Work Quality Plans, etc. Satisfaction Surveys, assessing both types of indicators, are established. Plans are regularly revisited and revised based on the outcomes of monitoring.

3.2.2. Implementation

In the implementation phase, stakeholders strive to achieve their planned objectives, ensuring outcomes meet quality standards and achieve stakeholder satisfaction. This includes providing high-quality services by individuals with IDD, job coaches, and service providers.

3.2.3 Monitoring

The monitoring phase assesses progress towards achieving quality goals and measures stakeholder satisfaction. Ongoing monitoring helps identify areas for improvement, leading to necessary adjustments and updates to plans.

3.2.4 Sequence of Stages

The implementation and monitoring phases may occur in sequence or concurrently. Stakeholders must coordinate effectively to ensure efficient monitoring, minimizing confusion and maximizing convenience, particularly for individuals with IDD.

3.3. Work (Service) Quality

3.3.1. Person Work Quality

Person work quality involves delivering standard work or services by individual with IDD to both consumers and employers. This process includes planning, implementation, and monitoring stages.

Planning Stage:

1. Work Schedule and Quality Plan Development:

- A comprehensive work schedule outlines activities and deadlines.
- A quality plan, aligned with employer and individual objectives, specifies quality factors and objectives.

2. Collaboration:

- The job coach, employer, and individual with IDD collaborate to align tasks, timings, and objectives. Reasonable accommodations are provided as necessary.

3. Quality Plans:

- Detail quality assurance and control measures.
- Include compliance with relevant standards and regulations.
- Outline roles and responsibilities for ensuring quality.

Example:

- An employer's quality plan in the cleaning industry follows CIMS 3000, detailing processes for meeting service requirements and identifying improvement opportunities.

Implementation Stage:

- Individuals with IDD perform work duties, aided by the coach's support. Certification and accreditation requirements of coaches and SEMP service providers must be adhered to.

Monitoring Stage:

- Individuals engage in self-assessment, aided by the coach, to evaluate work quality and achievement of objectives. Simultaneous monitoring by the coach, employer, and consumer is frequent, emphasizing a supportive work environment.

Monitoring and Improvement:

- Ongoing monitoring identifies improvement areas, with collaborative development and implementation of corrective actions. Plans are adjusted and updated as needed.

Quality Assessment Factors:

- **Job Performance:** Measured using non-latent indicators for task completion, quality standards, and workplace adherence.

- **Social Skills:** Assessed through surveys evaluating interaction and communication skills.
- **Safety/Security:** Monitored through workplace inspections and surveys.
- **Job and Employer Satisfaction:** Gauged through surveys on work enjoyment, accomplishment, and feelings of independence.

Monitoring Methods:

- **Direct Observation:** Assessing performance and adherence to quality objectives.
- **Measurement:** Using time records and productivity tools.
- **Document Review:** Examining relevant documents for comprehensive work understanding.
- **Surveys and Interviews:** Gathering insights and feedback.

Monitoring Frequency:

Varies based on factors such as work schedules, performance, and regulatory requirements. Coaches may use online tools like Google Forms for data collection and analysis.

Certification Requirements:

The scope of work and quality factors are determined by the employer's certification standards. Coaches must be aware of these factors to effectively monitor and assess performance.

3.3.2. Person Training and Coaching

Person Training:

- Involves transferring knowledge and skills to individuals with IDD.
- Conducted by an approved specialist using structured intervention techniques.

Person Coaching:

- Focuses on enhancing and developing the knowledge and skills of individuals with IDD.
- Guided by an approved specialist using structured intervention techniques.

Initial Support:

- Upon employment, individuals with IDD often require ongoing support due to limited work-related competence and functional limitations.
- This support, including training and coaching, continues until the individual achieves autonomy in high-quality work performance.

Coordination with Employer's Training:

- The coach's training should align with the employer's training, adhering to the employer's quality plan.

- For example, in the cleaning industry, training aligns with the CIMS 3000 standard.

Coach's Role:

- The coach is integral in areas such as work schedule, quality plan, communication skills, and adherence to quality objectives.
- Adaptations for functional limitations and individual evaluation results are considered.

Training Areas:

- As per OPWDD requirements, training covers attendance, punctuality, appearance, motivation, communication, interaction, supervision acceptance, work speed, quality, and overall proficiency, among other skills.

Training Methods:

- Training can occur on-the-job or off-the-job, with on-the-job training often involving collaboration with supervisors or co-workers.
- For more on on-the-job training: www.acces.nysed.gov/vr

Training Scope and Program:

- Tailored based on individual competency levels, support needs, performance data, and specific work tasks.
- Includes both soft and technical skills.

Recurring Training:

- Regular training is essential to maintain work quality and person-centered approach.
- Ongoing coach support at the job site should not diminish the importance of regular training.

Learning Styles:

- Training should account for the individual's learning style, whether visual, auditory, read/write, or kinesthetic.
- These styles are not rigid and may overlap in real-life situations.
- More on learning modalities: <https://varkn-learn.com/>

3.3.3. Training and Coaching for Employer and Consumer Staff

The job coach is instrumental in delivering specialized training to both employer and consumer staff, focusing on a person-centered approach and effective support for individuals with IDD in the workplace. Key areas of this training include:

Introduction to IDD:

- The coach educates staff about intellectual and developmental disabilities, covering challenges, misconceptions, and the unique strengths of individuals with IDD.

Person-Centered Approach:

- Emphasizing the importance of tailoring support to individual needs, preferences, and goals, promoting dignity, respect, and inclusion.

Effective Communication:

- Training in clear, concise communication, active listening, use of visual aids, and fostering open dialogue to address concerns or questions.

Accommodations and supports:

- Guidance on identifying and implementing reasonable accommodations, such as environmental modifications, task adjustments, schedule changes, or assistive technologies.

Building Rapport:

- Techniques for developing positive relationships and fostering a supportive, inclusive work culture that encourages teamwork, collaboration, and mutual respect.

Addressing Challenges:

- Preparing staff to handle potential challenges, offering strategies for problem-solving, communication barriers, behavior management, and conflict resolution.

Ongoing Support and Collaboration:

- Highlighting the need for continuous support and collaboration, including regular check-ins, feedback sessions, and open communication to refine the support strategy.

By focusing on these areas, the job coach helps create a workplace environment conducive to the success and well-being of individuals with IDD, ensuring they can thrive in their roles.

3.3.4. Coach Work Quality

Coach work, referring to the quality of services provided by a coach to individuals with IDD and their contributions to the SEMP service provider, is vital for the success of competitive integrated employment. Key aspects include:

1. Planning Stage:

- Collaboration between the coach, SEMP service provider, individual with IDD, employer, care manager, and other stakeholders.
- Development of quality factors, indicators, and objectives, aligning the coach's scope of work and weekly schedule with established goals.

2. Implementation Stage:

- Consistent, effective execution of duties by the coach.
- Adherence to certification and accreditation requirements.
- Alignment of actions with goals and objectives in established plans.

3. Monitoring Stage:

- Independent self-assessment by the coach, using tools like a coach's diary to track progress.
- Collaboration between the coach and supervisor for effective self-assessment.

Throughout these stages, coaches must focus on quality to enhance the employment experience of individuals with IDD. Simultaneous monitoring and self-assessment by the coach and their supervisor are common, promoting a friendly, person-centered work environment.

The supervisor is also responsible for monitoring the quality of services provided by all stakeholders, ensuring adherence to accreditation standards. Identified areas for improvement should lead to collaborative development and implementation of corrective actions.

Assessment of Coach's Work:

1. Job Performance of Individuals with IDD:

- Evaluation of work goals, skill improvement, attendance, and overall productivity.

2. Feedback from Stakeholders:

- Assessing satisfaction levels, effectiveness of interventions, and impact of the coach's assistance.

3. Compliance with Person-Centered Approaches:

- Adherence to planning and respect for individual choices and inclusion in the workplace.

4. Documentation and Record-Keeping:

- Accuracy and timeliness of documentation related to individual progress.

5. Collaboration and Communication:

- Effectiveness in communication and collaborative approaches with team members.

6. Continuous Improvement:

- Identification of improvement areas in the coach's practice and engagement in professional development.

The quality of the coach's work and stakeholders' satisfaction is assessed through these factors. Regular monitoring and continuous improvement strategies by the SEMP service provider are essential.

Monitoring Methods:

- The supervisor uses various methods for information gathering, including observation, document review, surveys, and focused conversations.
- Tools like CX 360, etc. enhance the effectiveness of monitoring.

Effective monitoring and utilization of tools ensure the quality of the coach's work, stakeholder satisfaction, and support for individuals with IDD in competitive employment.

3.3.5. Coach Training, Certification and Evaluation

Ensuring a coach's effectiveness in supporting individuals with IDD necessitates continuous training, certification, and evaluation. This multi-faceted approach includes:

Regular Training:

- Provided by employers, SEMP service providers, and professional associations.
- Covers a range of topics like safety, health, evaluations, documentation, effective communication, and various therapies.
- Can be recurring, on-the-job, off-the-job, or a mix.

Training Focus:

- Emphasis on understanding quality concepts across planning, implementation, and monitoring stages of SEMP services.

Certification:

- Involves independent validation of a coach's knowledge, skills, and experience.
- The National Commission for Certifying Agencies (NCCA) accredits certification programs in IDD support, ensuring compliance with industry standards.
- Examples of accredited programs include ARCA's CRC certification for rehabilitation counselors and APSE's CESP certification for employment support professionals.
- The NADSP's DSP certification program, although not NCCA accredited, offers training for direct support professionals, including job coaches.

State-Specific Training Programs:

- In New York, various associations offer training programs for job coaches that may not be NCCA accredited.

Evaluation and Self-Assessment:

- Conducted through various forms and checklists provided by SEMP service providers.

- Essential for ongoing professional development and ensuring coaches meet the necessary standards.

Training Gaps:

- Existing programs often overlook the harmonization of stakeholders' interests in maintaining integrated competitive employment for individuals with IDD.
- This guidebook aims to bridge these gaps, offering comprehensive guidance for training and certifying job coaches in this critical area.

Through such structured training, certification, and evaluation processes, coaches can continually enhance their skills, ensuring high-quality support for individuals with IDD and effective harmonization of stakeholders' interests.

3.3.6. A Coach's Role in Person-Centered Services Quality

Integrating individuals with Intellectual and Developmental Disabilities (IDD) into the workplace presents unique challenges for both the individuals and their coworkers and supervisors. These challenges can range from adhering to work schedules and meeting quality standards to maintaining consistent performance. A job coach's comprehensive understanding of these challenges is essential for providing effective support.

Understanding Workplace Challenges:

- A job coach must empathize with the emotions and stress that individuals with IDD may experience in the workplace.
- Putting oneself in challenging situations can help in better understanding and addressing these emotions.

Person-Centered Approach:

- To alleviate stress and enhance work quality, SEMP service providers should embrace a person-centered approach.
- This approach is often advocated for by regulators and may require accreditation from organizations like the Council on Quality and Leadership (CQL).

SEMP Service Provider Competence:

- Competence is demonstrated through CQL accreditation, which ensures the delivery of high-quality, person-centered services.
- The CQL's Basic Assurances Manual outlines essential quality factors, indicators, and objectives that SEMP service providers need to fulfill.

Coach's Contribution to Compliance:

- Coaches play a crucial role in ensuring that SEMP service provision aligns with the standards set forth in CQL's Basic Assurances Manual.
- This Manual includes various codes of conduct and ethics from organizations such as the NYS Justice Center, NADSP, APSE, and NYC AHRC, which coaches

should integrate into their practice alongside the Manual's quality factors for effective compliance verification.

Quality Factors Include:

- Rights Protection and Promotion
- Dignity and Respect
- Natural Support Networks
- Protection from Abuse, Neglect, Mistreatment and Exploitation
- Best Possible Health
- Safe Environments
- Staff Resources and Supports
- Positive Services and Supports
- Continuity and Personal Security
- Basic Assurances® System

By deeply understanding and implementing these assurances, coaches can significantly enhance the support quality provided to individuals with IDD in the workplace, ensuring compliance with established standards and fostering an inclusive work environment.

In addition to the SEMP service provider's role, coaches must also engage employers who hire individuals with IDD, transforming them into human service providers within the framework of a person-centered approach. Although these employers are not accredited by the CQL and are not required to use the CQL Manual, it is imperative for coaches to instill a person-centered approach into the employer's work culture. Implementing the 10 quality factors within the employer's work environment is crucial for the successful integration and support of individuals with IDD in their workplace. This holistic approach ensures that person-centered values are embedded not only in service provision but also in the broader work culture, thereby enhancing the inclusivity and effectiveness of workplace integration for individuals with IDD.

3.3.6.1. Rights Protection and Promotion

The coach's role in supporting and promoting the rights of individuals with IDD in an organization involves understanding and applying the following indicators:

1a. Implementing Policies That Promote People's Rights:

- Ensure that organizational policies protecting the rights of individuals with IDD are understood and applied.
- Respect and uphold the individual's rights to privacy, confidentiality, and non-discrimination.

1b. Supporting People to Exercise Their Rights and Responsibilities:

- Assist individuals with IDD in exercising their rights, providing support as needed.

- Facilitate self-advocacy and empower individuals to understand and assert their rights.
- Ensure that individuals' person-centered plans reflect their rights and the supports they require.

1c. Staff Recognition and Honor of People's Rights:

- Ensure staff are trained to recognize, respect, and honor the rights of individuals with IDD.
- Promote an organizational culture where staff understand and value the importance of these rights.

1d. Upholding Due Process Requirements:

- Participate in or support the operations of the organization's Human Rights Committee.
- Ensure the committee effectively oversees rights restrictions and reviews interventions.

1e. Providing Decision-Making Supports:

- Review and advocate for the least restrictive decision-making supports, like supported decision-making options.
- Educate and support individuals with IDD in understanding and participating in decisions affecting them.

Understanding Individual Rights:

- Recognize that individuals prioritize different rights and tailor support accordingly.
- Use formal assessments to understand which rights are most important to each individual and train staff to support these rights.
- Educate individuals about their rights in ways that match their learning needs.

Promoting and Protecting Rights:

- Acknowledge societal limitations while ensuring fair treatment and opportunities for individuals to be heard.
- Support the Human Rights Committee in actively promoting and protecting individuals' rights.
- Ensure that rights are not restricted without due process and that there is a clear plan for their restoration.

By focusing on these areas, a coach can significantly contribute to the protection and promotion of rights for individuals with IDD, aligning with the organization's commitment to uphold these fundamental human and civil rights.

3.3.6.2. Dignity and Respect

A coach's contribution to ensuring compliance with Factor 2 - Dignity and Respect in the CQL's Basic Assurances includes understanding and applying the following indicators and probes:

2a. People are Treated as People First:

- Ensure individuals are called by their preferred names and not referred to by their disabilities.
- Train staff to treat individuals with IDD with common courtesies and promote a positive image in all communications.

2b. Organization Respects People's Concerns:

- Assist individuals in reporting complaints and ensure they receive timely and relevant responses.
- Inform families and representatives about the complaint process and use feedback to improve services.
- Regularly assess satisfaction and make adjustments based on findings.

2c. People Have Privacy:

- Protect personal information and ensure privacy in communications and interactions.
- Respect personal space, including lockable doors and private rooms if applicable.
- Ensure staff demonstrate respect for privacy in personal care and room entry.

2d. Supports and Services Enhance Dignity and Respect:

- Support personal cleanliness and appearance choices.
- Promote autonomy in life choices and provide information in accessible language.
- Offer support options in integrated settings and ensure the home environment reflects personal choices.

2e. People Have Meaningful Work and Activity Choices:

- Identify personal work and recreational preferences and support individuals in pursuing them.
- Ensure work and activities are age-appropriate, culturally normative, and promote a positive self-image.
- Support fair compensation for work and encourage participation in competitive, integrated employment and community life.

Procedures for Information Gathering:

- **Focused Conversations:** Engage directly with individuals to understand their experiences of respect and dignity. Explore their perceptions of how they are treated, listened to, and supported.

- **Spend Time with People:** Observe interactions in various settings to assess the use of people-first language, privacy considerations, and engagement in meaningful activities.
- **Document Review:** Examine policies, procedures, and training records to evaluate the promotion of dignity and respect within the organization.

Through these actions, a coach can significantly contribute to the promotion of dignity and respect for individuals with IDD, ensuring that services and supports are delivered in a manner that honors each person's individuality and rights.

3.3.6.3. Natural Support Networks

A coach's contribution to ensuring compliance with Factor 3 - Natural Support Networks in the CQL's Basic Assurances involves understanding and applying the following indicators and probes:

3a. Policies and Practices Facilitate Continuity of Natural Support Systems:

- Acknowledge the importance of natural supports in promoting identity, personal security, and continuity.
- Ensure organization's policies and practices encourage informal visits to and from families and friends.
- Support staff training to help maintain and enhance people's natural support networks.

3b. Recognizing Emerging Support Networks:

- Identify existing and potential natural supports for everyone.
- Assist individuals in overcoming barriers to maintaining these connections.
- Utilize community resources to build potential natural support networks.

3c. Communication Among People, Their Support Staff, and Families:

- Facilitate individuals' choices in contact frequency with their support networks.
- Maintain up-to-date contact information of significant others.
- Support individuals in maintaining connections, such as through phone calls, letters, and special occasions.

3d. Facilitating Each Person's Desire for Natural Supports:

- Assess satisfaction with the extent and frequency of contact with support networks.
- Involve families and significant others in planning processes as desired by the individual.
- Ensure families and friends can visit without unreasonable restrictions and have private spaces for visits.

Procedures for Information Gathering:

- **Focused Conversations:** Engage directly with individuals to understand their connections with natural supports. Explore the extent of contact, satisfaction levels, and any support needed to maintain these relationships.
- **Spend Time with People:** Observe how individuals are connected to their natural supports. Look for indicators such as photographs, accessible contact information, and direct interactions.
- **Document Review:** Examine policies, procedures, and training records to evaluate how the organization promotes and maintains natural support networks.

By focusing on these areas, a coach can effectively contribute to the maintenance and enhancement of natural support networks for individuals with IDD, ensuring that services and supports are delivered in a way that respects and fosters these essential connections.

3.3.6.4. Protection from Abuse, Neglect, Mistreatment and Exploitation

A coach's contribution to ensuring compliance with Factor 4 - Protection from Abuse, Neglect, Mistreatment and Exploitation in the CQL's Basic Assurances involves understanding and applying the following indicators and probes:

4a. Implementing Policies to Prevent Abuse:

- Ensure comprehensive and specific definitions of abuse, neglect, mistreatment, and exploitation are in place and understood.
- Verify that policies explicitly prohibit these behaviors and include prevention and identification strategies.
- Confirm procedures for reporting and protecting individuals from further harm are defined and followed.

4b. Ensuring Freedom from Abuse:

- Provide understandable information to individuals about their rights to be free from abuse and how to report allegations.
- Ensure a responsive and accessible complaint process is in place.
- Support individuals who have experienced abuse in addressing the effects, regardless of when or where it occurred.

4c. Reviewing Trends and Risks:

- Implement and maintain an Incident Management system to track and analyze trends and risks.
- Ensure this system evaluates data on abuse allegations, injuries of unknown origin, and deaths to identify patterns and necessary corrective actions.

4d. Training Staff on Prevention and Reporting:

- Confirm staff receive training on defining, preventing, detecting, and reporting abuse, neglect, mistreatment, and exploitation.
- Evaluate staff competency in these areas and provide ongoing training as needed.

4e. Conducting Thorough Investigations:

- Ensure objective, prompt, and thorough investigations of each allegation and injury, particularly those of unknown origin.
- Verify that investigations are completed within defined timeframes and that individuals are protected during the investigation process.

4f. Responding to Substantiated Cases:

- Confirm the organization has procedures for timely and appropriate response to substantiated cases.
- Check that responses are documented, and actions are implemented to reduce the likelihood of recurrence.

Procedures for Information Gathering:

- **Focused Conversations:** Engage directly with individuals to understand their experiences and feelings about safety. Explore their understanding of abuse and their experiences with reporting and resolving any incidents.
- **Spend Time with People:** Observe interactions and environments, noting any signs of abuse or neglect and the general atmosphere of openness and choice.
- **Document Review:** Examine policies, investigatory files, and training records to assess the organization's effectiveness in protecting individuals from abuse, neglect, mistreatment, and exploitation.

By focusing on these areas, a coach can significantly contribute to the prevention and response to abuse, ensuring a safe and respectful environment for individuals with IDD.

3.3.6.5. Best Possible Health

A coach's contribution to ensuring compliance with Factor 5 - Best Possible Health in the CQL's Basic Assurances involves understanding and applying the following indicators and probes:

5a. Supports for Managing Healthcare:

- Ensure individuals choose their healthcare providers and participate in managing appointments and records.
- Provide understandable information about health, medications, treatments, and advanced directives.
- Assess and support the individual's ability to self-administer medications and understand medical history.

5b. Access to Quality Healthcare:

- Confirm adherence to policies defining frequency and type of healthcare evaluations.
- Ensure individuals receive medical evaluations consistent with accepted practices.
- Facilitate access to specialized healthcare assessments as required.

5c. Data and Documentation:

- Maintain documentation of healthcare evaluations in individual records.
- Ensure person-centered plans document healthcare support needs and changes in healthcare services.

5d. Addressing Acute Health Needs:

- Train staff to recognize and report changes signaling acute health issues.
- Ensure a process for timely assessment by healthcare practitioners.
- Support timely adjustments to person-centered plans based on acute health changes.

5e. Safe and Effective Medication and Treatment:

- Confirm that medications and treatments are prescribed and reviewed as per guidelines.
- Ensure that medication errors and side effects are promptly reported and addressed.
- Train staff in safe administration of medications and treatments.

5f. Response to Medical Emergencies:

- Implement policies ensuring rapid response to medical emergencies.
- Provide staff with training in first aid, CPR, and emergency medication administration.
- Ensure emergency medical equipment and medication are available and well-maintained.

Procedures for Information Gathering:

- **Focused Conversations:** Engage with individuals to understand their health concerns, involvement in healthcare decisions, and satisfaction with treatments and medications.
- **Spend Time with People:** Observe medication administration, encouraging independence while providing necessary support.
- **Document Review:** Examine healthcare-related policies, hospital summaries, assessments, and training records to assess how the organization supports individuals in achieving their best possible health.

Through these actions, a coach can significantly contribute to the health and wellbeing of individuals with IDD, ensuring they receive appropriate, personalized healthcare in a supportive and respectful environment.

3.3.6.6. Safe Environments

A coach's contribution to ensuring compliance with Factor 6 - Safe Environments in the CQL's Basic Assurances involves understanding and applying the following indicators and probes:

6a. Individualized Safety Supports:

- Assess individuals' abilities to stay safe in their environments, including in the kitchen, during emergencies, and with cleaning supplies.
- Provide necessary safety supports tailored to each person's needs.
- Document assessment results and safety supports in person-centered plans.

6b. Promoting Health, Safety, and Independence in the Physical Environment:

- Ensure compliance with fire, safety, and environmental codes in living and working spaces.
- Implement design modifications for accessibility and safety based on individual needs.
- Maintain safe air quality, temperature, and humidity levels.
- Support the upkeep of living environments to align with neighborhood standards.

6c. Individualized Emergency Plans:

- Develop emergency plans addressing various scenarios like missing persons, fires, and severe weather.
- Provide necessary alarms, visual signals, and modifications for those who require them.
- Train individuals and staff in emergency procedures and conduct safety drills.

6d. Routine Inspections for Sanitary and Hazard-Free Environments:

- Maintain records of corrective actions and inspections as required by laws and regulations.
- Conduct internal inspections to identify and respond to environmental hazards.
- Address sanitation problems and safety concerns promptly and appropriately.

Procedures for Information Gathering:

- **Focused Conversations:** Engage directly with individuals to understand their feelings of safety in various environments and their emergency preparedness.

- **Spend Time with People:** Observe safety devices, specialized equipment, cleanliness, and overall safety of the environment. Check for the presence and operability of devices like smoke detectors or emergency alert systems.
- **Document Review:** Examine policies, safety inspection records, emergency drill records, and training records to assess how well the organization maintains safe living and working environments.

Through these actions, a coach can significantly contribute to ensuring that individuals with IDD live and work in environments that are not only safe and free from hazards but also promote their health, safety, and independence.

3.3.6.7. Staff Resources and Supports

A coach's contribution to ensuring compliance with Factor 7 - Staff Resources and Supports in the CQL's Basic Assurances involves understanding and applying the following indicators and probes:

7a. System for Staff Recruitment and Retention:

- Verify recruitment and hiring comply with laws and organizational requirements.
- Participate in the development and implementation of annual hiring plans.
- Support involvement of individuals in the organization's staff recruitment and retention programs.

7b. Ongoing Staff Development Program:

- Contribute to the orientation of new employees and ongoing training.
- Advocate for opportunities for staff continuing education in best practices.
- Participate in developing a staff training program based on diverse inputs, including from individuals supported.

7c. Hiring, Training, and Assignment Based on Support Needs:

- Ensure support needs of individuals shape staff assignments.
- Coordinate teams that include the individual and key support providers.
- Confirm sufficient professional and direct support staff availability in accordance with individual plans.

7d. Promoting Continuity and Consistency of Support Professionals:

- Assist in developing a sufficient staffing plan.
- Contribute to systems that manage staff assignments for continuity and consistency.
- Support emergency staffing plans to ensure safety and care continuity.

7e. Treating Employees with Dignity, Respect, and Fairness:

- Ensure staff are informed about personnel policies, benefits, and professional growth opportunities.
- Confirm personnel policies comply with fair labor laws.
- Participate in performance evaluations that include professional and personal growth objectives.

Procedures for Information Gathering:

- **Focused Conversations:** Engage with individuals to understand their preferences and satisfaction with staff support.
- **Spend Time with People:** Observe staff interactions, knowledge of individual preferences, and overall staff adequacy and training.
- **Document Review:** Examine policies, staffing plans, hiring analyses, employee satisfaction surveys, and training records to assess staff resources and supports.

Through these actions, a coach can significantly contribute to ensuring that individuals with IDD receive support from a well-trained, consistent, and respectful staff, meeting their individual needs and preferences.

3.3.6.8. Positive Services and Supports

Let's incorporate the specific indicators from Factor 8: Positive Services and Supports into the coach's contributions:

8a - Person-Centered and Person-Directed Services and Supports:

- Coaches assist individuals in realizing and achieving personal goals through person-centered planning.
- They ensure teams, including both paid and natural supports, are chosen by the individuals and understand the person-centered plans.
- Coaches facilitate individuals' involvement in directing their plans and offer guidance to ensure plans are written in accessible language and reviewed regularly.

8b - Continuous and Consistent Services and Supports:

- Coaches train staff in the skills needed to implement individual plans effectively.
- They monitor the implementation of these plans through direct observation and data assessment, ensuring consistency and continuity.

8c - Positive Behavioral Supports:

- Coaches contribute to developing positive behavioral support plans based on a functional analysis of behavior.

- They ensure that behavioral support plans include alternative communication and coping strategies and are implemented by trained and competent staff.

8d - Treatment with Psychoactive Medications:

- Coaches oversee the treatment process, ensuring it aligns with national standards of care and involves regular monitoring for drug side effects.
- They advocate for minimal and effective medication use and ensure regular review of medication effectiveness by a licensed healthcare provider.

8e - Freedom from Unnecessary, Intrusive Interventions:

- Coaches work to ensure that only necessary behavioral and medical supports are used, and less restrictive procedures are tried first.
- They oversee the review process of intrusive or restrictive procedures and ensure informed consent for any such interventions.

By integrating these indicators, coaches can effectively contribute to ensuring compliance with Factor 8, focusing on individual-centered planning, continuous support, positive behavioral interventions, appropriate medication use, and minimizing intrusive interventions. This approach aligns with the overarching goal of providing person-centered and positive supports in a respectful and empowering manner.

3.3.6.9. Continuity and Personal Security

To ensure compliance with Factor 9: Continuity and Personal Security, a coach can contribute in various ways, aligned with the indicators:

9a - Promoting Personal Outcomes through Mission, Vision, and Values:

- Coaches can help ensure that the organization's mission, vision, and values are integrated into daily practices and promote personal outcomes.
- They can encourage participation of people supported by the organization in developing these philosophies, policies, and routines, ensuring they align with personal outcomes.

9b - Implementing Sound Fiscal Practices:

- Coaches can assist in ensuring that the organization follows sound fiscal practices. This includes supporting budgeting and accounting systems that consider the costs of needed services and supports.
- They can help in implementing financial strategies that promote personal outcomes and ensure financial transparency and accountability.

9c - Business, Administrative, and Support Functions:

- Coaches can ensure that essential supplies, nutritional food, and necessary equipment are available and accessible to support personal outcomes.

- They can facilitate effective systems for maintaining and replacing equipment and managing the physical environment.
- Coaches can contribute to the development of a clear organizational structure that promotes continuity and consistency in services and supports.

9d - Management of Personal Information Records:

- Coaches can ensure that personal information is documented in a way that promotes continuity and consistency of services.
- They can oversee the maintenance of a comprehensive, accurate, and accessible record of personal information and services provided.
- Coaches can empower individuals to have access to, use, and contribute to their records, respecting their decisions on sharing personal information.

In each of these areas, a coach can play a crucial role in maintaining continuity and personal security. This includes ensuring that organizational practices and policies align with the mission and personal outcomes, managing resources and records effectively, and promoting transparency and accessibility in all aspects of service delivery. By doing so, coaches help create an environment where individuals feel secure and supported in achieving their personal goals.

3.3.6.10. Basic Assurances System

To contribute to compliance with Factor 10: Basic Assurances® System, a coach can play several key roles, aligned with the indicators:

10a - Monitoring Basic Assurances®:

- Coaches can ensure the organization's policies and procedures effectively describe plans for monitoring Basic Assurances®.
- They can assist in identifying and supporting leaders responsible for overseeing the plan's design and implementation.
- Coaches can emphasize a culture of continuous improvement and learning, focusing on personal and organizational outcomes rather than solely on individual staff performance.
- They can be involved in educating and involving people, their families, and support staff in the evaluation process of Basic Assurances®.
- Coaches can participate in collecting and analyzing data used to evaluate Basic Assurances®, ensuring active participation from all stakeholders.
- They can facilitate the sharing of results and modifications of the plan with input from people, families, and support staff.

10b - Comprehensive Plan for Monitoring Basic Assurances®:

- Coaches can help identify key functions and activities of the organization related to Basic Assurances®.
- They can contribute to identifying the most critical elements of each Basic Assurance® function and activity.
- Coaches can assist in defining measures that indicate the presence or absence of important elements, and in identifying data sources and methods of collection.
- They can be involved in methods of data analysis and evaluation for each element.
- Coaches can help identify responsible individuals for implementing the plan, including data collection, organization, and evaluation.
- They can ensure the plan includes feedback mechanisms from various sources, including satisfaction surveys and complaints.

In these roles, coaches not only support the implementation of policies and procedures but also contribute to a culture of continuous improvement, stakeholder involvement, and effective monitoring of Basic Assurances®. They play a crucial role in ensuring that the organization's actions and plans are aligned with maintaining and enhancing the health, safety, and security of the people it serves.

3.3.7. Reserved for Work (Service) Quality

3.4. Stakeholders satisfaction

Maintaining stakeholders' satisfaction is vital for aligning their interests with organizational goals (CI. 3.1.). It's not just about minimizing complaints but ensuring their needs and expectations are met, leading to a feeling of pleasure and contentment. Achieving high satisfaction levels often involves meeting unstated expectations. It's important to recognize that the absence of complaints doesn't automatically equate to satisfaction. Regularly addressing stakeholders' complaints is crucial for improving service quality.

Satisfaction Levels:

1. Very Dissatisfied (Level 1)
2. Dissatisfied (Level 2)
3. Satisfied (Level 3)
4. Very Satisfied (Level 4)
5. Extremely Satisfied (Level 5)

The coach monitors these satisfaction levels and promptly addresses any issues at lower levels (1-2) to enhance stakeholder relations and retention.

3.4.1. Measuring Stakeholder Satisfaction

Effectively communicating with various stakeholders, including individuals with IDD, consumers, employers, SEMP service providers, and coaches, is key to accurately gauging satisfaction. As satisfaction is a subjective, internal state, it's measured through indirect methods like surveys. These surveys are essential tools for gathering feedback and include:

- Annual program participant satisfaction
- Employer evaluation
- Employee evaluation

Additionally, the CQL-POM (Council on Quality and Leadership - Personal Outcome Measures), developed in the 1990s, is an annual survey aimed at assessing the quality of life outcomes and satisfaction of individuals with IDD. It involves interviewing individuals with IDD and support staff, focusing on 5 factors and 21 indicators.

The CQL's Basic Assurances survey, conducted as needed, further evaluates personal outcomes and satisfaction with support services. It comprises two parts: one for individuals with IDD and another for those who know them best, like job coaches or employer representatives. This survey covers 10 factors and 46 indicators.

Coaches play a role in both surveys, either as interviewers or interviewees, contributing to a comprehensive assessment of satisfaction and service quality. The focused conversations in the CQL POM align with those in the CQL's Basic Assurances survey, facilitating continuous data collection and improvement.

For guidelines on monitoring and measuring consumer satisfaction, the ANSI/ISO 10004:2018 standard can be a valuable resource.

3.4.2. Reserved for Stakeholders Satisfaction

3.5. Achieving a Balance: Service Quality and Stakeholders' Satisfaction

Is it possible to have high-quality service yet face stakeholder dissatisfaction? In the context of individuals with IDD, this can be a reality. Despite receiving top-notch services, they might still feel dissatisfied. This is where job coaches' understanding of 'harmonization' becomes essential.

Take, for instance, an individual with IDD who refuses necessary medication and tests. This scenario demands a delicate balance between maintaining service quality and respecting the individual's preferences.

There are two viable approaches:

- 1. Adjusting Service to Individual Preferences:** If forgoing medication or tests doesn't critically impact the individual's health or work safety, adjusting the service to align with their preferences might be suitable. This approach slightly compromises service quality but prioritizes the individual's interests, particularly when safety is not severely at risk.

- 2. Soft Enforcement Strategy:** In cases where omitting prescribed medication or tests could be harmful, a gentle enforcement approach might be necessary. This strategy nudges the individual towards compliance, balancing their well-being with the need for quality service.

These examples illustrate how the concept of harmonization is applied in practice. For job coaches, understanding and implementing harmonization is key. The aim is to provide high-quality services while catering to the unique needs of individuals with IDD, ensuring both service quality and stakeholder satisfaction.

Harmonization is an essential practice in job coaching. It involves adjusting the range of acceptable service quality to prioritize stakeholder satisfaction. Strategies like a person-centered approach are critical in managing this balance, ensuring that both the quality of services and stakeholder satisfaction are maintained.

3.5.1. Reserved for Achieving a Balance: Service Quality and Stakeholders' Satisfaction

Chapter 4. Documentation

A coach is responsible for ensuring the correct completion and submission of the following documents to the office of the SEMP service provider:

1. Acknowledgement of receipt for the learning about incidents brochure:

The template (form) serves as an acknowledgment that individuals have received and understand information regarding a brochure titled "Learning about Incidents." The form concludes with spaces for signatures from the individual, the parent/guardian/advocate, and a witness (required only if the individual is a self-advocate), along with corresponding dates for each signature:

This brochure outlines the measures taken by the New York State Office for People with Developmental Disabilities (OPWDD) and its associated agencies to safeguard individuals with developmental disabilities from harm. It emphasizes OPWDD's collaboration with the Justice Center for the Protection of People with Special Needs and adherence to New York's regulations (14NYCRR Part 624) for incident management. Key points include:

- **Incident Reporting and Management:** Agencies must report and manage different types of incidents, including abuse, neglect, and significant occurrences. This involves immediate care, investigation, and steps to prevent recurrence.
- **Qualified Parties Notification:** Under Jonathan's Law and Part 624 regulations, individuals receiving services, legal guardians, or authorized family members (qualified parties) must be notified of incidents. They can request further information about these incidents.
- **Advocacy and Protection:** Qualified parties or advocates should work with service providers to ensure safety and well-being. They are encouraged to participate in team meetings to discuss and implement specific safeguards.
- **Investigation Procedures:** Incidents are thoroughly investigated, and findings are reviewed by an Incident Review Committee. Investigative reports, which are subject to privacy redactions, are available to qualified parties upon request.
- **Access to Information:** Qualified parties, advocates, and correspondents are entitled to timely notifications and reports regarding incidents. Requests for incident-related records must be redacted to protect privacy.
- **Appeals and Additional Support:** Advocates dissatisfied with responses can escalate concerns to higher authorities or utilize an administrative appeal process. Additional resources like the Mental Hygiene Legal Services (MHLS) and the OPWDD Incident Management Unit are available for assistance.
- **Public Reporting of Abuse:** The public can report abuse through various channels, including contacting the service provider, OPWDD, or the Justice Center's 24-hour hotline.

The brochure encourages involvement and communication through OPWDD's initiatives like "Join the Conversation" and provides contact information for further clarification and reporting.

2. A Request for Physical Examination:

This document is a letter from the SEMP service provider, addressed to an unspecified recipient, requesting a copy of the most recent physical examination and current PPD (Purified Protein Derivative test, commonly used for tuberculosis screening) for a specified individual. The letter highlights that it is SEMP service provider's policy for program participants to undergo an annual physical examination.

The sender expresses gratitude in advance for the recipient's prompt attention to this request and offers a contact number for any queries. The document instructs to mail the requested documents to the office of the SEMP service provider.

The letter ends with a section for the sender's printed name, title, signature, and the date (with a placeholder for mm/dd/yyyy). It also includes a space for the recipient to sign, attesting that they have received a copy of the letter for themselves or to pass on to their staff, parent, or guardian.

3. Pay Stub:

A standard pay stub typically contains the following key information:

- **Employee Information:** This includes the employee's name, employee ID, and possibly their address.
- **Employer Information:** The name and address of the employer.
- **Pay Period:** The specific dates for which the pay is being issued, often including both start and end dates.
- **Earnings:** This section details the employee's gross pay (total earnings before deductions) for the current pay period and often for the year-to-date. It breaks down earnings into regular pay, overtime, bonuses, and other forms of compensation.
- **Deductions:** Lists all the deductions from the gross pay, which might include federal and state taxes, Social Security, Medicare, retirement plan contributions, health insurance premiums, and other deductions.
- **Net Pay:** The actual amount of money the employee receives for the pay period after all deductions. This is often prominently displayed.
- **Year-to-Date Totals:** Many pay stubs also include a summary of the total earnings, deductions, and net pay for the year to date.
- **Employer Contributions:** Some pay stubs may also show contributions made by the employer, such as employer contributions to health insurance or retirement plans.

- **Additional Information:** Depending on the employer, there might be other information such as accrued vacation/sick time, pay rate, or department/classification.

Each pay stub can vary slightly depending on the employer and the specific payroll system used.

4. Request for Remote Service Delivery through Technology:

This document is a request for remote service delivery using HIPAA-compliant technology for the SEMP service provider, dated with a placeholder for the specific date (mm/dd/yyyy). The person supported or their advocate/representative expresses a preference for receiving services remotely and acknowledges that the suitability of this mode will be evaluated at least every six months. The provider has assured the use of two-way, real-time communication technology that adheres to HIPAA standards and is suitable for the individual's needs.

The individual is informed about their right to switch from remote to in-person services at any time and the procedure for making this change. If remote service delivery is deemed unsafe, ineffective, or unsuitable, the provider will notify the person, their Care Manager, and/or family/representative to discontinue using remote technology for the service.

The document includes space for signatures and dates from the person receiving supports and, if applicable, an advocate or family representative.

5. Addendum to a Staff Action Plan:

This document is an addendum to a Staff Action Plan related to Supported Employment Services. It outlines the services to be provided by the SEMP service provider to an individual (whose name is not specified in the excerpt) as per OPWDD ADM 2023-09, effective from March 1, 2024.

The services requested include various aspects of employment support like vocational assessment, job development, on-site job coaching, self-employment planning, travel assistance, soft skills development, benefits support, and communication with various stakeholders including employers, family, and OPWDD staff. It also covers the documentation, management, and planning of these services, along with staff attendance at innovations training. The current Staff Action Plan's POMs, Valued Outcomes, Provider Assigned Goals, and Safeguards remain effective.

The document includes sections for the printed name, signature, title, and date for both the Person Supported and the SEMP Service Provider.

6. Case Conference:

A template for a case conference, detailing the participation and input of the program participant, their parent/guardian, and the SEMP service provider staff. It outlines various aspects to be addressed, including employment, medical, psychological, social, recreational, residential, and other concerns, with a plan of service for each, and concludes with space for the SEMP service provider staff and supervisor signatures.

7. Protective Oversight Plan (POP):

This template outlines a comprehensive framework for assessing and addressing the individual needs of persons in care, including medical alerts, behavioral concerns, and levels of required supervision in various settings. It details the process for documenting medical conditions, psychiatric diagnoses, allergies, dietary needs, and specific behaviors of concern, as well as specifying the necessary supervision and safety measures in different environments and situations, including fire safety and travel ability.

8. Acknowledgment for receipt of government benefits and work information:

The template serves as an acknowledgment that individuals have received and understand information regarding their responsibility to report changes in earned income, salary, and work hours to the Social Security Administration (SSA), highlighting the risk of owing SSA in the future for non-compliance. It also clarifies that the SEMP service provider is not liable for any lapses in Medicaid coverage or alterations in SSA benefits that may result from these changes.

9. ACCESS Service Note:

This template details the protocol for documenting the provision of supported employment services. It covers various aspects including on-site visits, supervisor contact, work attitudes, social skills, focus, skill training, communication, and the ability to accept supervision, requiring detailed recording of services provided, barriers encountered, strategies employed, and the participant's response, along with necessary signatures and service dates.

10. Attendance Sheet:

The template is a comprehensive document for recording attendance and summarizing key elements of meetings related to person-centered planning. It includes sections for documenting the type of meeting, participant details, choices for remote service delivery, and consent attestation, along with a detailed outline for noting various service options, life plan goals, valued outcomes, and the level of supervision required for the individual in different environments.

11. Staff Action Plan (SAP):

The Staff Action Plan for Supported Employment (SEMP) meticulously respects and protects the privacy of individuals by securely handling sensitive information like Medicaid numbers and personal goals. The plan template outlines confidential employment support services, ensuring that individualized strategies such as vocational assessment and job coaching are documented and pursued with a strong emphasis on maintaining the privacy and confidentiality of the individual's data and progress.

12. Distribution Letter:

This template serves as a formal notification for distributing various types of plans, including Supported Employment plans, among others. It specifies the plan type, dates, and distribution methods (such as encrypted email, mail, or hand delivery) to relevant coordinators, managers, and care providers, ensuring secure and targeted dissemination of these important documents.

13. Review SAP:

The "Review: Staff Action Plan" template presents a systematic process for evaluating a Habilitation Service Plan, including verifying participant details like Medicaid number and Protective Oversight Plan, assessing satisfaction with services and community access, and noting any accomplishments or challenges. It guides through the review of service effectiveness, especially for remote services, and decision-making on whether the current plan remains effective or needs revision, ensuring a thorough and periodic assessment of individualized support plans.

14. Code of Conduct:

This template presents the Code of Conduct for Custodians of People with Special Needs, outlining a comprehensive framework that includes person-centered approach, physical and emotional well-being, respect, dignity, self-determination, relationships, advocacy, confidentiality, non-discrimination, professional integrity, and reporting requirements. It emphasizes the custodian's responsibility to ensure the safety, dignity, and rights of individuals with special needs, including the protection of their personal health information and mandatory reporting of any incidents of abuse or neglect.

15. Individual Eligibility Evaluation:

The "Individual Eligibility Evaluation" form is a structured template for assessing the eligibility of individuals who are blind or severely disabled, including sections for background information, medical documentation, and competitive employability. It requires detailed inputs such as visual acuity or field of vision for the blind, and functional limitations for the severely disabled, assessing their capacity for competitive employment and the specific supports or accommodations needed.

16. Stabilization/Extended Services Plan:

The "Stabilization/Extended Services Plan" template details a comprehensive process for supported employment services, focusing on individuals with significant disabilities. It includes assessing eligibility, job stability, and the need for extended services, and emphasizes ongoing support through twice monthly contacts, minimum monthly meetings with participants and employers, and detailed plans for employment stability, including job retention strategies and natural supports.

17. Job Security Verification:

The template presents a "Job Security Verification" form from the SEMP service provider, designed to document and confirm the stability of employment for individuals in supported positions. It covers essential details like the date of birth, employer, type of placement, wage, and job title, and requires signatures from relevant parties, including the individual, job coach, employer, and ACCES counselor, to verify that the employee has achieved satisfactory performance and reliability over a specified period.

18. Orientation Checklist:

The "Orientation Checklist" template outlines a comprehensive tool for job coaches to orient supported employees to their work environment, detailing tasks like locating various work areas and understanding workplace procedures. It emphasizes ongoing assessment of the employee's independence, with a grading system to track progress, and highlights the job coach's role in providing additional guidance and follow-up, ensuring a thorough and supportive orientation process.

19. Safety Checklist:

The "Safety Checklist" template is a detailed tool used to assess various safety aspects within a work environment, including fire/emergency procedures, machinery, use of equipment, chemical storage, electrical connections, and potential neighborhood hazards. It requires both the job coach and the participant to provide comments and confirm safety for each item, ensuring a comprehensive evaluation of the work setting to maintain the safety and well-being of supported employees.

20. Employee Evaluation Form:

The "Employee Evaluation Form" template presents a structured method for assessing an employee's performance across various categories, using a five-point scale ranging from "Unacceptable" to "Excellent." It covers areas such as attendance, punctuality, work quality, communication skills, and ability to learn tasks, and includes sections for additional comments and attendance in support groups or company activities, providing a comprehensive tool for evaluating overall employee performance.

21. Employer Evaluation Form:

The "Employer Evaluation Form" template is a tool for supervisors to assess an employee's performance across multiple areas, using a five-point scale from "Unacceptable" to "Excellent." It covers key performance indicators like attendance, punctuality, work speed, and ability to learn tasks, and allows for additional comments and information on the employee's participation in staff meetings, access to common spaces, and attendance at company events, providing a thorough evaluation framework.

22. Participant Satisfaction Survey:

The template is a comprehensive feedback tool for participants to evaluate the quality of services received. It covers aspects such as career goal options, job training, staff support, knowledge of assistance resources, personal safety, and overall job satisfaction, allowing participants to express their opinions and experiences, with space for additional comments and an emphasis on understanding and improving participant satisfaction.

23. Face Sheet:

This form is a detailed information gathering form for participants. It includes extensive personal details like name, ID, date of birth, contact information, medical and rehabilitation data, employment history, and emergency contacts, aiming to comprehensively capture the participant's background and needs to tailor support services effectively.

24. Rights of People Supported Policy:

This template defines the fundamental rights of individuals supported by the SEMP service provider, covering equality, personal growth, health, safety, and community inclusion. It asserts the legal and civil rights, dignity, freedom of expression, and right to safety and health for all supported individuals, along with a clear process for resolving objections or grievances related to these rights, including contact details for the SEMP service provider executives and relevant OPWDD contacts.

25. Advocate Determination Form:

This form is a tool for assessing whether a participant in the Supported Employment Program can independently make vocational decisions. It includes options for the participant to either make decisions autonomously or choose an advocate for assistance with their Supported Employment Plans, ensuring that each individual's capacity for decision-making is respected and supported as needed.

26. HIPAA-2 Individual Authorization for Release of Protected Health Information:

The form ensures compliance with HIPAA regulations by requiring explicit consent for the use or disclosure of an individual's health information. This comprehensive form covers who can disclose and receive the information, the specific health information to be shared, the purpose of the disclosure, and the expiration of the authorization, alongside specific safeguards for sensitive information such as HIV-related data and mental health records.

27. Notice of Privacy Practices:

This form outlines the guidelines for handling and disclosing protected health information of individuals served by the agency, in compliance with HIPAA regulations. This notice details the circumstances under which health information can be used and shared, the rights of individuals to access and control their health information, exceptions to the authorization requirement, and how to file a complaint, ensuring that individuals are well-informed about their privacy rights and the protection of their health information.

28. Travel Routing Checklist:

This template is designed to assess and support an individual's ability to navigate travel routes safely and independently. It includes detailed tasks such as purchasing and using a metro card, crossing streets safely, responding to traffic, handling crowds, and alternative route planning. The checklist is used to confirm successful and confident travel over a series of dates, with space for staff and supervisor signatures, ensuring the individual is prepared for independent travel.

4.1. Reserved for Documentation

Chapter 5. Engaging Employers in Vocational Rehabilitation

Understanding Employer Engagement

Employers, ranging from private entities to government organizations, play a crucial role in hiring and supporting individuals with Intellectual and Developmental Disabilities (IDD). By integrating these individuals into their workforce, employers not only enhance diversity and inclusivity but also act as pivotal human service providers within various sectors.

1. The Cleaning Industry:

This sector focuses on eliminating pollutants from various environments, employing a range of techniques. Key resources include the American Cleaning Institute and the International Sanitary Supply Association, among others.

2. The Messenger Sector:

This involves the delivery of items by couriers, distinct from postal services, utilizing diverse transportation means. Further insights can be found in specialized encyclopedias.

3. Retail Sector:

Retailers, selling directly to consumers, range from department stores to specialty shops. Information on retail dynamics is widely accessible, including platforms like Wikipedia.

Compensation and Benefits Overview

- **Paid Time Off (PTO):** Policies offering paid leave for personal, vacation, or health reasons. These outline accrual rates, usage, and conditions like notice periods or blackout dates.
- **Monetary Compensation:** Includes salaries, wages, bonuses, and profit-sharing, constituting a significant part of an employee's remuneration.
- **Non-Monetary Benefits:** Encompasses health insurance, retirement plans, and flexible working arrangements, adding value to the compensation package beyond direct financial payments.
- **Health Insurance:** Often part of the employment package, providing health coverage with contributions from both employer and employee.
- **Retirement Plans:** Savings schemes for post-employment life, including 401(k) plans and IRAs, with potential tax benefits and contributions from both parties.

This chapter aims to equip vocational rehabilitation job coaches with a comprehensive understanding of employer engagement, benefits, and compensation structures to better support individuals with IDD in integrated competitive employment.

5.1. Reserved for Engaging Employers in Vocational Rehabilitation

Acknowledgments

This guide was developed as part of the ongoing efforts of the **American Support Standards Institute (AMSI)** to enhance professional standards in vocational rehabilitation job coaching. We extend our deepest thanks to the dedicated professionals, individuals with intellectual and developmental disabilities (IDD), and organizations that contributed their insights and expertise to this project.

Their invaluable contributions have shaped this comprehensive resource, designed to empower job coaches and promote inclusive, competitive integrated employment for individuals with disabilities. AMSI recognizes the importance of collaboration in the development of standards, and we are grateful to all those who share in our mission to foster a more equitable and supportive service industry.

Annexes

Annex 1. Glossary of Developmental Disabilities and Supported Employment Terms

abuse - any action that intentionally harms or injures an IDD individual.

Note 1.: Abuse can take many forms including physical abuse, emotional abuse, sexual abuse, neglect, and financial exploitation among others.

Note 2.: Examples of physical abuse can include hitting, slapping, or restraining an individual, while emotional abuse can involve verbal abuse, threats, or humiliation. Sexual abuse can involve any unwanted sexual contact or exploitation. Neglect can involve failing to provide necessary care, such as food, water, or medical attention. Financial exploitation can involve the misuse or theft of an individual's financial resources.

accommodation and reasonable accommodation - any change in the environment or in the way things are customarily done that enables a IDD individuals to enjoy equal opportunity or access. Allowing IDD individuals to perform a task or accomplish a goal with needed supports or in an alternative way. The term “reasonable accommodation” is specified in Federal legislation to indicate that not all desired accommodations must be provided, and that cost-related factors can be considered in determining what is reasonable.

acquired disability - a condition that occurs suddenly or develops gradually during the lifespan; thus, the person has had prior experiences, expectations, and identity as a non-disabled person.

assistive technology - products or modifications that are used to increase the functional abilities of IDD individuals, thereby enabling them to perform activities or accomplish desired outcomes. Assistive technology may be low-tech or involve complex technological products and processes.

competitive integrated employment - a work that is performed by the person on a full or part-time basis (including self-employment) and establishes three essential criteria for employment: competitive earnings, integrated workplace, and opportunities for advancement.

Note 1.: The legal definition of the term (competitive integrated employment) is given in the Rehabilitation Act (Cl. 1.1.3.).

Note 2.: The work setting “competitive integrated employment” is at a location where the IDD-employee interacts with other persons who are not individuals with disabilities (not including supervisory personnel or individuals who are providing services to such IDD-employee) to the same extent that individuals who are not individuals with disabilities and who are in comparable positions interact with other persons (Rehabilitation Act, 1973).

congenital or early-onset disability - when a condition is identified at birth or so early in the person's development that her or his recollected experience has been one of always having the disability.

customized employment - competitive integrated employment, for an individual with a significant disability, which is based on an individualized determination of the unique

strengths, needs, and interests of the individual and designed to meet the specific abilities of the individual and the business needs of the employer.

Note: The legal definition of the term (customized employment) is given in the Rehabilitation Act (Cl. 1.1.3.).

developmental disabilities - a group of lifelong conditions that emerge during the developmental period and result in some level of functional limitation in the person's learning, language, communication, cognition, behavior, socialization, or mobility.

direct support professional (DSP) - an umbrella term that includes many different titles and functions; for example: direct care, direct support worker/specialist/assistant/counselor, habilitation specialist, residential counselor, activities of daily living specialist, relief staff, apartment worker, developmental disabilities specialist, job coach, employment specialist, community bridge-builder, paid friend/neighbor, family care provider, family support services aide, community companion, personal assistant, etc. A person who performs one of these or similar functions for a salary, stipend, or payment for services rendered is considered a DSP (OPWDD, Administrative Memorandum, 2014).

disabilities' categories - autism, deaf-blindness, deafness, emotional disturbance, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury, visual impairment.

exploitation - any action of taking advantage of an IDD individual for personal gain, often in an unfair, unethical, or illegal way.

Note 1.: Exploitation of IDD individuals can take many forms, including financial exploitation, sexual exploitation, and labor exploitation among others.

Note 2.: Examples of financial exploitation can include misusing an individual's financial resources or property, stealing from them, or coercing them into signing documents or contracts. Sexual exploitation involves the use of someone's sexuality for personal gain, often through manipulation or coercion. Labor exploitation involves the use of someone's labor without fair compensation or under unsafe or abusive conditions.

human services industry to people with intellectual and developmental disabilities – the field of human services dedicated to meeting the needs of people with intellectual and developmental disabilities through an interdisciplinary knowledge base, focusing on prevention as well as remediation of problems, and maintaining a commitment to improving the overall quality of life for people with IDD.

individual with a significant disability – an individual with a severe physical or mental impairment that seriously limits three or more functional capacities (such as mobility, communication, self-care, self-direction, interpersonal skills, work tolerance, or work skills) impacting an employment outcome; and whose vocational rehabilitation will require multiple vocational rehabilitation services over an extended time (6 months or more).

intellectual disability (formerly known as mental retardation) - a lifelong condition where significant limitations in both intellectual (cognitive) functioning and adaptive behavior emerge during the individual's developmental period (before adulthood).

Note: The intellectual disability can be caused by a problem that starts any time before a child turns 18 years old – even before birth. It can be caused by injury, disease, or a problem in the brain. For many children, the cause of their intellectual disability is not known. Some of the most commonly known causes of intellectual disability – like Down syndrome, fetal alcohol syndrome, fragile X syndrome, genetic conditions, birth defects, and infections – happen before birth. Others happen while a baby is being born or soon after birth. Still other causes of intellectual disability do not occur until a child is older; these might include serious head injury, stroke, or certain infections.

intellectual disability levels – mild, moderate, severe, profound.

intensive SEMP services - ongoing support services that are needed to support and maintain the IDD individual in supported employment through intensive job development and/or intensive job coaching.

mistreatment - any behavior that is harmful, abusive, or neglectful towards an IDD individual.

Note: Mistreatment of an IDD individual can take many forms, including physical abuse, emotional abuse, sexual abuse, financial abuse, neglect, and discrimination among others.

natural supports - support that is provided by people in an IDD individual's natural environment such as family members, friends, coworkers, supervisors, and other community members.

neglect - a failure to provide adequate care and support to an IDD individual.

Note 1.: Neglect of an IDD individual can take many forms, including physical neglect, emotional neglect, medical neglect, and educational neglect.

Note 2.: Examples of physical neglect can include failing to provide food, water, shelter, or clothing. Emotional neglect can involve failing to provide emotional support, attention, or stimulation. Medical neglect can involve failing to provide necessary medical care or treatment. Educational neglect can involve failing to provide access to educational resources or support.

ongoing support services - services that are needed to support and maintain an individual with a significant disability in supported employment.

progressive disability - a disability which is expected, based on medical science models, to increase in degree or severity, as opposed to a disability that typically remains stable in its manifestations for many years.

person-centered planning - a team planning process with the goal of maximizing the probability of personal success and satisfaction in a future stage of life, typically of an individual with a developmental or cognitive disability. That person is at the center of the process, which begins by eliciting her/his desired goals and activities for the future. The process includes mapping out how goal attainment can be accomplished over time with the support and facilitation of a caring circle of family, friends, and other mentors from the community.

rehabilitation counseling - a systematic process that assists persons with physical, mental, developmental, cognitive, and emotional disabilities to achieve their personal, career, and independent living goals in the integrated environment (the Commission on Rehabilitation Counselor Certification - CRCC).

self-direction - the practice of empowering people with developmental disabilities to manage the supports and services they receive, determine who provides the support, and how and where they are provided.

Note: In self-direction the person with developmental disabilities chooses the mix of supports and services that work best for them, how and when they are provided, and the staff and/or organizations that provide them.

supported employment (SEMP) services - a person-centered employment planning and support services that provide assistance for an IDD individual to obtain, maintain, or advance in self-employment or in competitive integrated employment in the general workforce, for which the individual is compensated at or above the state or federal minimum wage (whichever is greater).

Note: The legal definition of the term (supported employment services) is given in the Rehabilitation Act (CI. 1.1.3.).

support network - a group of people who provide emotional, practical, and/or professional support to an IDD individual.

Note: In the context of employment, a support network can include colleagues, supervisors, mentors, family members, and friends who provide encouragement, guidance, and feedback to an individual as they navigate the challenges of a new job or career.

transition services - coordinated services that support an IDD individual through the transition from one significant life phase to the next (e.g., from school to post-secondary education, work, or independent living).

vocational rehabilitation, also abbreviated **VR** or **voc rehab**, - a process which enables persons with functional, psychological, developmental, cognitive, and emotional disabilities, impairments, or health disabilities to overcome barriers to accessing, maintaining, or returning to employment or other useful occupations (Wikipedia).

youth with a disability - an individual with a disability that is not younger than 14 and not older than 24.

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Annex 2. Glossary of Quality, Satisfaction and Harmonization Terms

accreditation of an organization (a human service provider) - a demonstration by an independent party that an organization (a human service provider) has sufficient competence (knowledge, skills, and experience) and has provided services in compliance with specified requirements.

Note 1.: Accreditation is one of the forms of conformity assessment.

Note 2.: Accreditation of a SEMP service provider by CQL is a demonstration by CQL that a SEMP service provider has sufficient competence (knowledge, skills and experience) and has provided services in compliance with the specified requirements of the CQL.

CQL accreditation is based on compliance with the Basic Assurances, as well as a set of advanced-level standards called the Personal Outcome Measures, which focus on individualized outcomes and quality of life.

basic assurances (CQL's Basic Assurances) - a set of fundamental standards for organization providing human services, including services for people with intellectual and developmental disabilities. The Basic Assurances include 10 quality factors with 46 indicators and 324 quality objectives that organization must meet to ensure the health, safety, and welfare of the individuals they serve. The Basic Assurances cover areas such as rights protection, health and safety, personal outcome measures, and positive services and supports, among others.

certification of a worker - certification of a worker's competencies that means a demonstration by an independent party that a worker has sufficient knowledge, skills, and experience (competence) to perform work in compliance with specified requirements.

Note: Certification of a worker (certification of a worker's competencies) is one of the forms of **conformity assessment**.

civil rights - the rights of citizens to political and social freedom and equality.

Note 1.: Civil rights are personal rights guaranteed and protected by the U.S. Constitution and federal laws enacted by Congress, such as the Civil Rights Act of 1964 and the Americans with Disabilities Act of 1990. Civil rights include protection from unlawful discrimination.

Note 2.: Examples of civil rights include the right to vote, the right to a fair trial, the right to government services, the right to a public education, and the right to use public facilities.

coach work (services) quality - the quality of person-centered services provided by the coach (directly or indirectly) to an individual with IDD and other work provided by the coach to the SEMP service provider.

competence – the state of having sufficient knowledge, skills, and experience.

conformity assessment - any activity concerned with determining directly or indirectly that relevant requirements (expectations) are fulfilled.

Note: A requirement (expectation) can be that of a statutory or regulatory body (OPWDD, CDC...), CQL, SEMP service provider, consumer, employer, individual with IDD, coach, etc.

consumer - a person or organization that buys services or goods from the employer.

critical nonconformity - a nonconformity found in the person or coach work quality, which may result in, or has the reasonably foreseeable potential to result in, harm to the health, security or welfare of others...

customer - an individual with IDD (including his/her family/advocate/care coordinator if necessary), to whom the SEMP service provider provides supported employment services.

dignity - a quality or characteristic of being worthy of respect and honor, regardless of one's circumstances or position in life.

Note: It is often associated with the idea of inherent value and worthiness that every human being possesses simply by virtue of their existence. Dignity is closely tied to notions of self-respect and self-esteem, and can be expressed through actions, attitudes, and behaviors that reflect a sense of self-worth and respect for others. It is a fundamental human right that should be upheld and protected in all aspects of life, including in the workplace, healthcare settings, and in the treatment of individuals who are marginalized or vulnerable.

employee - a person who is paid to work (provide service) for another.

employee compensation (also referred to as remuneration outside of the US) - is the total amount of payment in any form an employee can expect to receive in exchange for the services he or she provides for another.

employer - an individual or organization, whether private or governmental, that hires an individual with IDD to perform specific tasks for a consumer.

Note: When an employer provides employment to an individual with IDD, they also assume the role of a human service provider for people with intellectual and developmental disabilities.

essential job functions - tasks and responsibilities that are fundamental to the job and not marginal, easily modified, or easily reassigned to other employees.

formal experience - experience gained through formal education, training, or structured programs.

Note: Examples of formal experience include earning a degree or certification, completing a professional development program, or participating in a structured internship or apprenticeship, etc.

formal knowledge - knowledge that is acquired through a structured and systematic educational or training program. It is an explicit knowledge, as it can be easily articulated and codified. Formal knowledge involves the acquisition of concepts, theories, and principles that are commonly accepted within a particular field or discipline. It is often based on empirical evidence and is subject to rigorous testing and evaluation.

Note: Examples of formal knowledge include the information and skills acquired through formal education programs such as academic degrees, vocational training, or professional certifications.

harmonization of stakeholders' interests - the process of aligning the needs and expectations of all parties involved in supporting an individual with IDD to achieve integrated competitive employment.

human right - a right that is believed to belong justifiably to every person. Human rights are rights inherent to all human beings, regardless of race, sex, nationality, ethnicity,

language, religion, or any other status.

Note: Examples of human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more.

informal experience - learning and skill-building experiences that occur outside of formal education or training settings.

Note: Examples of informal experience include learning a new language through immersion or self-study, gaining experience through volunteering for a nonprofit organization, etc.

informal knowledge - knowledge that is acquired through experience, observation, and personal interactions, rather than through formal education or training programs.

Note: Examples of informal knowledge include practical skills, as well as personal insights and perspectives gained through life experiences.

inspection - a conformity assessment (evaluation) by observation and judgment accompanied as appropriate by measurement.

job - a task or a set of tasks performed by an individual in exchange for compensation, such as salary, wages, or commission. It requires a specific set of skills, knowledge, and experience.

Note: Jobs can be a full-time or part-time occupation and can be found in various sectors such as healthcare, education, finance, technology, hospitality, and many others. A job can provide financial stability, personal fulfillment, and a sense of purpose for individuals who pursue it.

justice - in its broadest sense, a concept that individuals are to be treated in a manner that is equitable and fair (Wikipedia).

latent indicator – a variable that cannot be directly observed or measured but can be inferred through its relationship with other observable variables.

Note: Examples of latent indicators: developing self-advocacy skills, building social skills, and promoting independence.

legal right - any action of a person which law permits, it is recognized and protected by law. It is an interest accepted and protected by law, regulations or by decisions of suitably authoritative bodies.

Note 1.: Types of legal rights - life, liberty, and personal security.

Note 2.: One of the legal rights is the right to a safe workplace (individualized security provision - personal protective equipment and uniform for work with hazardous chemicals) under the Occupational Safety and Health Act of 1970 (Cl. 1.1.15.).

Note 3.: Any debasement of any legal right is punishable by law. Legal rights affect every citizen. Legal rights are equally available to all citizens without discrimination of creed, sex...

major nonconformity - a nonconformity found in the person work quality, which the person couldn't independently correct (the assistance of the coach (staff) was required), and (or) a claim arose from the consumer (employer).

Note 1.: Assistance from the coach (staff) could vary in intensity from intermittent to pervasive.

measurement - a single act that quantifies an attribute of service or work (speed, clock-in time, deadline...).

minor nonconformity - a nonconformity found in the person work quality, which the person was able to independently correct (the assistance of the coach (staff) was not required).

monitoring - a conformity assessment (evaluation) by 'watching' or 'observing' the measurements over time to detect trends.

Note: Monitoring (inspection) can be conducted by an independent party (3d party) and(or) by a consumer (2nd party) and(or) by an employer (1st party). The goals and subjects of inspections can be various.

national conformity assessment principles for the United States - articulates the principles for U.S. conformity assessment activities that will allow consumers, buyers, sellers, regulators and other interested parties to have confidence in the processes of providing conformity assessment.

nonconformity - any failure to meet a requirement/expectation (failure to achieve a quality objective).

non-latent indicator - a variable that can be directly measured or observed.

Note: Examples of non-latent indicators (objectives):

- Reduction of time late for work by 90% within the next month.
- Reducing wait times for supplies delivery to the job site to under 10 days within the next month.
- The presence of a documented policy that protects the rights of IDD individuals.

objective knowledge - information, facts, or understanding that is based on evidence and verifiable through observation, measurement, and experimentation. It is independent of personal beliefs, emotions, or biases and can be validated through the scientific method or other reliable means.

Note: Examples of objective knowledge include scientific laws and theories, mathematical equations, historical facts, empirical data, and results of systematic observation, and testing that are generally accepted as true by the scientific community or other knowledgeable experts.

person coaching - enhancing (developing) individual's knowledge and skills by an approved specialist, who uses structured intervention techniques.

CQL-POM-Manual - the CQL's Manual for Personal Outcome Measures designed by the Council on Quality and Leadership to identify an IDD individual's quality of life outcomes, plan supports, and gather information and data about individual outcomes.

person training - transferring knowledge and skills to an individual by an approved specialist, who uses structured intervention techniques.

quality - the degree to which a set of inherent characteristics of a service (work) fulfills the requirements of stakeholders in maintaining competitive integrated employment for an individual with IDD.

quality plan - a document that explains how the employer (including an individual with IDD) will achieve their quality objectives.

regulation - in the context of services, a "regulation" refers to an official document issued by federal, state, or local government authorities that establishes mandatory requirements for the provision, quality, and standards of those services.

Note 1.: Regulations are designed to ensure safety, fairness, efficiency, and compliance within various sectors, including healthcare, education, financial services, and environmental protection.

Note 2.: These authoritative rules are legally enforceable and must be adhered to by service providers to maintain their operational licenses, ensure public safety, and uphold consumer rights.

respect - a feeling of admiration, esteem, or regard for someone or something that is considered to have value or worth. It is the recognition and appreciation of the inherent dignity, rights, and autonomy of others.

Note: Respect can be demonstrated through actions, attitudes, and behaviors that demonstrate a willingness to listen to and consider the views, needs, and feelings of others.

rights - legal, social, or ethical principles of freedom or entitlement; that is, rights are the fundamental normative rules about what is allowed of people or owed to people according to some legal system, social convention, or ethical theory. Rights are of essential importance in such disciplines as law and ethics, especially theories of justice and deontology.

risk - a potential for loss or harm that may result from any action or decision.

Note: Risk is a natural factor of real-life human experience.

safe environment - a physical, emotional, and social space where individuals with IDD feel protected from harm, danger, or injury. It refers to a setting that promotes physical safety and security, as well as emotional and psychological well-being.

Note 1.: In a safe environment, people are free from the fear of violence, harassment, discrimination, or abuse. It is a space where individuals can express themselves freely without fear of ridicule, judgment, or punishment.

Note 2.: Creating a safe environment is essential in a wide range of settings, including workplaces, schools, homes, healthcare facilities, and public spaces. A safe environment fosters a sense of trust, respect, and support among individuals and promotes their overall well-being. It is an essential element of creating a healthy and thriving community.

satisfaction - the feeling of pleasure that an individual (stakeholder) experiences when he/she/they fulfill their needs or expectations. It is a subjective experience that can be influenced by various factors such as personal values, cultural background, past experiences, current circumstances, health and/or IDD conditions.

significant incident - an incident, other than an incident of abuse or neglect, that because of its severity or the sensitivity of the situation may result in, or has the reasonably foreseeable potential to result in, harm to the health, security or welfare of the individual with IDD.

systematic theory of profession - a conceptual framework that aims to analyze and understand the nature, structure, and dynamics of the professions within a particular field or industry.

Note 1: It involves examining the key elements that define a profession, such as definition and goals, core concepts and principles, practice guidelines and standards, regulations, professional development and training, and research and evidence-based practices.

Note 2: This theory provides a systematic approach to studying professions, facilitating a comprehensive understanding of their characteristics and facilitating the advancement of professional knowledge and expertise.

skills - hard and soft, ability to apply knowledge in practice.

stakeholders - consumer, employer, SEMP service provider, coach, individual with IDD (including his/her family/advocate/care coordinator if necessary), OPWDD, CQL..

standard - In the service industry, a "standard" refers to a document that establishes voluntary guidelines, criteria, or specifications designed to ensure quality, safety, efficiency, and interoperability of services.

Note 1: Unlike regulations, which are mandatory and legally enforceable, standards are developed through consensus among industry stakeholders, including businesses, professional associations, and consumer groups.

Note 2: They serve as a benchmark for excellence and best practices, guiding service providers in delivering consistent, high-quality services that meet or exceed customer expectations.

Note 3: Adoption of these standards is typically voluntary, but adherence can be a significant factor in competitive differentiation, market access, and customer trust.

standard mandated by law (regulation) - a document that originates as a voluntary standard, developed through consensus within the service industry, setting forth guidelines, best practices, or specifications to ensure quality, safety, and efficiency. This standard transitions from voluntary to mandatory when it is directly referenced and incorporated into a legal regulation by governmental authorities.

Note 1: Once referenced in such regulations, the standard gains legal enforceability, requiring adherence from service providers not merely as a best practice, but as a legal obligation.

Note 2: This integration into law solidifies the standard's role in establishing minimum requirements for service quality, safety, and performance, aligning industry practices with regulatory objectives to protect public interest.

subjective knowledge - information, beliefs, or understanding that are based on personal experiences, opinions, or interpretations, and are influenced by individual biases, emotions, and cultural factors. It is often associated with feelings, attitudes, and values that can vary from person to person.

Note: Examples of subjective knowledge include personal experiences, beliefs, and opinions about religion, politics, art, and culture, etc.

work schedule - a plan of activities or tasks together with the times or dates when they are intended to happen or be done.

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