# Table of Contents

4 What is RRCEP II?

6 How Do I Register?

7 CRP-RRCEP II - Technical Assistance

8 Customized Training Programs

10 Program Descriptions
11 Addiction: The Biopsychosocial Process
12 Addressing Potentially Dangerous Behaviors
13 Advanced Vocational Evaluation Methods
14 Coaching: The Supervisor’s Role in Fostering Employee Commitment
15 Counseling Skills for Direct Service Providers
16 Demystifying Autism
17 Documentation and Record Keeping
18 Ethical Issues in Rehabilitation
19 The Family as a Critical Partner in Achieving Successful Employment Outcomes
20 Functional and Situational Assessment
21 Fundamentals of Rehabilitation
22 The Impact of Disability: Families and the Grieving Process
23 Job Coach I
24 Job Coach II
25 Job Development I
26 Job Development II
27 Job Retention for Supported Employment
28 Leadership: Discovering Your Potential
29 Learning Disabilities and the Rehabilitation Process
30 Maximizing Client Choice Through Effective Goal Planning
31 Orientation to Supported Employment
32 Overview of Supported Employment for VR Counselors
33 Peer Counseling / Mentoring
34 People Skills for Effective Team Building
35 The Practical Guide for Successful Public Speaking
Practicing Rehabilitation in Production / Sheltered Settings
Providing Customer Driven Services
Providing Outcome-Based Services that Lead to Customer Satisfaction and Success
Psychopharmacological Interventions
Resilience for the VR Professional
Rolling with Resistance: The Spirit of Motivational Interviewing
Serving the Individual with a Hearing Loss
Strategies for Supervision Skills Success
Supported Employment Program Management I
Supported Employment Program Management II
Team Building (Technical Assistance)
Time and Stress Management
Training Techniques in Employment Settings
Understanding Mood Disorders
Vocational Assessment for Beginners
Vocational Assessment Tools
Vocational Evaluation Methods
Vocational Implications of Psychiatric Disabilities
Vocational Rehabilitation Issues for Persons with Autism Spectrum Disorders
Working with Consumers with Coexisting Conditions
Working with Consumers with Criminal Backgrounds
Working with Consumers Who Have a Brain Injury
Working with Consumers Who Have Mood Disorders
Working with Consumers Who Have Personality Disorders

Certificate Series

Concentrations

Instructors

 Consultants

Registration Form
What is RRCEP II?

The Region II Rehabilitation Continuing Education Program (RRCEP II) has been part of the Rehabilitation Counseling Program at the State University of New York at Buffalo since 1974. The RRCEPs were established to provide human resource development and training to rehabilitation professionals. We focus our attention specifically on Federal Region II - New York, New Jersey, Puerto Rico and the U.S. Virgin Islands.

The importance of both pre-service and post-service training and development has been recognized in rehabilitation for many years. Congress authorized an extensive program of rehabilitation training in 1954 establishing a complimentary relationship among research, long-term training, short-term training, and service delivery systems. The result was an impressive network of college-based, pre-service, and short-term programs and State/Federal in-service training throughout the country. RRCEPs were added to the network in 1974. Originally experimental, they have since proven their worth in validating the concept of regional continuing education through the creation, stimulation, coordination, and delivery of a variety of post-service training and staff development across multi-state areas.

In 1997, a partnership was established when Rehabilitation Services Administration (RSA) approved an additional cooperative agreement at the University at Buffalo for Community Rehabilitation Programs in Region II. This marked the fruition of an effort to bring a coordinated program of Human Resource Development (HRD), Organizational Development (OD), training, technical assistance and support to all rehabilitation organizations in the region.

With the conviction that everyone in the field of rehabilitation has some common interests and some common training needs, the two programs of Region II work together to bring needed training and support to rehabilitation’s human resources. RRCEP II is proud of its long service to the Region II rehabilitation community, a service that has spanned many changes in rehabilitation and in continuing education.

How is it that most of our trainings are available at no charge?

In this day and age, it is hard to believe anything of quality is free. Free isn’t completely accurate. The training costs have been paid by the RSA cooperative agreement on behalf of eligible rehabilitation professionals in Federal Region II – New York, New Jersey, Puerto Rico and the U.S. Virgin Islands (there are occasions where it is necessary to charge a nominal fee to offset the costs of a consultant, conference, etc).

Our programs are designed and scheduled based on regional requests and needs. Because our programs are designed by specific requests, they have a limited number of slots. Therefore, if you see a program you are interested in, we suggest you register early. We will be happy to provide you with alternate formatted material as long as we are given ample time (approximately three weeks prior to the program) to fulfill your request.

Who is eligible to attend RRCEP training?

Staff of State Vocational Rehabilitation Agency (SVRAs), Community Rehabilitation Programs (CRPs) with State VR Funding, Independent Living Centers (ILCs), Native American Rehabilitation Programs (121s), and Client Assistance Programs (CAPs).

What if I am not eligible?

Depending on space availability RRCEP II welcomes non-constituents attendance at our training events. Please contact Wendy Quarles at (716) 829-2875 or wquarles@buffalo.edu for registration and fee details.
Our Mission:

To deliver Human Resource Development (HRD) and Organizational Development (OD) services to Staff of State Vocational Rehabilitation Agency (SVRAs), Community Rehabilitation Programs (CRPs), Independent Living Centers (ILCs), Native American Rehabilitation Programs (121s), Client Assistance Programs (CAPs), and all our constituents throughout Region II.

Our Vision:

To create a seamless collaborative system that offers flexible, responsive, and accountable HRD and systems change to SVRAs, CRPs, ILCs, 121s, and CAPs in Region II, which will improve competitive employment outcomes and increase community inclusion for individuals with severe disabilities.

Region II Staff

General RRCEP & CRP-RRCEP

Director
David Burganowski, Ph.D.
dfb@buffalo.edu

General RRCEP

Senior Trainer
Marie Oehler, M.S., CRC
moehler@buffalo.edu

Senior Trainer
Tom Duffy, M.S.Ed., N.C.C.
thduffy@buffalo.edu

Project Support Specialist
Marilyn Stevens
mstevens@buffalo.edu

Secretary
Donna Hockenberry
dhockenb@buffalo.edu

CRP-RRCEP

Training and Technical Assistance Coordinator
Wendy Quarles, B.S.
wquarles@buffalo.edu

Senior Trainer
Jeffrey Dulko, M.A., CRC
j dulko@buffalo.edu

Project Support Specialist
Michelle Thompson
mot3@buffalo.edu

Secretary
Donna Stabler
dstabler@buffalo.edu

General RRCEP & CRP-RRCEP

Graduate Assistant
Shanny Lim
sheaulim@buffalo.edu

Contact Information

RRCEP II
State University of New York at Buffalo
316 Parker Hall, 3435 Main Street
Buffalo, NY 14214-3007
Phone: (716) 829-3934
Fax: (716) 829-3935

Visit our website:
http://www.rcep2.buffalo.edu
State agency employees must register through their own training coordinators. The coordinators will then submit your registration to us. Please follow your own internal agency guidelines when registering. The training coordinators or contact persons in Region II are:

**New Jersey Division of Vocational Rehabilitation**
John Williams (609) 984-0793

**New Jersey Commission for the Blind and Visually Impaired**
Sandra Deitel (973) 648-2211

**Vocational Educational Services for Individuals with Disabilities (New York State)**
Tobi Bickweat tbickweat@mail.nysed.gov

**New York Commission for the Blind and Visually Handicapped**
Joseph Nye (518) 474-5686

**Puerto Rico Vocational Rehabilitation Administration**
In Service Training Division (787) 728-4715

**Virgin Islands Disabilities Rehabilitation Services**
Beverly Plaskett (340) 774-0930

All other constituents, such as Independent Living Centers, Client Assistance Programs, Native American Rehabilitation Programs, or Community Rehabilitation Program employees may register by completing the registration form in the back of this catalog. Simply copy it and use it to register for each course you desire.

CRP employees traveling 100 miles or more can apply for Travel Scholarships. Scholarships will provide reimbursement of mileage at the government rate and lodging (up to $50 per evening).

Please note, our registrations are accepted on a first come, first served basis so if you see a course you are interested in, we advise you to register early. You will receive a confirmation letter or fax approximately two or three weeks prior to the program with further program details and directions.

**Registration form can be found on Page 67.**

Reminder: Your supervisor must sign your registration form.
What is a Technical Assistance Award?

The intent of a Technical Assistance Award is to provide an individual agency or a consortium of agencies with a grant to purchase specialized consultative services needed to improve the quality of their vocational rehabilitation services, management practices, and employment opportunities for persons with disabilities. These awards are customized to meet the unique needs of the individual agency or agencies. Technical Assistance allows an agency to identify specific concerns or issues that require expert assistance in resolution of such matters. Through the use of a Technical Assistance Award, agencies may access resources that are not routinely available.

Now Accepting 2006 / 2007 Technical Assistance Applications

Mini-grants available ($100-$3,000) to allow Community Rehabilitation Agencies to access expert consultation and/or customized training in the areas of:

1. Operations/Systems/Team Analysis
2. Service Delivery Studies
3. Vocational Rehabilitation Technology
4. Strategic Planning
5. Program Development & Management
6. Organizational Development

Eligibility:

Any organization defined as a Community Rehabilitation Program, Independent Living Center, or Community-Based Rehabilitation Service Organization, providing services to disabled persons in cooperation with the State/Federal Vocational Rehabilitation system is eligible to apply for Technical Assistance funds.

Requesting Technical Assistance:

For more information, go to our website at www.rcep2.buffalo.edu to download the Technical Assistance Application or contact Wendy Quarles, Training and Technical Assistance Coordinator at (716) 829-2875 or wquarles@buffalo.edu

Stay tuned for our Technical Assistance Briefs that are published biannually.
RRCEP II is committed to providing training that meets the needs of its constituents. As a result, we continuously assess the topics, training formats, and expected outcomes requested by staff, supervisors, and administrators. The following programs listed in the catalog have already been designed based on our constituents’ input and training preferences. If you have a need to modify our existing programs, please contact the RRCEP II staff to discuss how a training could be best designed for you. Additionally, we understand that there are many factors restricting staff development, such as time limitations, geographic location, or strained financial resources. RRCEP II has been creating solutions to expand the training formats that could best suit your needs without sacrificing content.

The following factors are considered when designing and offering programs throughout the region:

1. Customized Content:
   - RRCEP II explores new training topics through a systematic needs assessment process that includes input from direct service and administrative staff, state and federal agencies, and the research literature.
   - Our standard trainings described in our quarterly calendar have been developed to address our most requested training topics and to reach a broad range of participants. Keep in mind that the content of these programs can be customized to your unique needs.

2. Outcome-driven Training:
   - All of RRCEP II’s training programs have been designed with the intent to give our participants the anticipated skills necessary to perform their job duties. The content that is provided in our trainings is enhanced by numerous exercises and opportunities for practical skill development that can be easily applied in the work setting.
   - Through our extensive needs assessment process, standard training topics are often requested. However, the new issues in the field that arise from our constituents direct the content and design of our future trainings. For example, a CRP administrator identified that she had a great need to train her workshop staff to assist consumers with their vocational goals while maintaining the workshop’s production rate. The new program, “Practicing Rehabilitation in Production/Sheltered Settings,” was developed to help staff attain the skills for the administrator’s desire outcome.

3. Delivery and Format Options:
   a. Standard Trainings: RRCEP II has offered hundreds of one, two and three day training opportunities over the past 27 years. These intensive training programs promote skill development and education in topic areas of high demand at a centralized location. They are attended by the staff of State Agencies, ILCs, Native American Rehabilitation Programs, CAPs, and Community Rehabilitation Programs. These workshops have established curricula and learning objectives. It is expected that the participants will demonstrate improved skills and knowledge in the areas addressed by the curriculum. Program descriptions for the RRCEP II trainings can be found on pages 11 through 59 of this catalog. A schedule for workshops is produced by RRCEP II on a quarterly basis.
   b. Half-Day Seminars: RRCEP II appreciates the different staff training needs of its participants due to their experience in the field, position, or specialization. Half-day seminars are available to provide training in rehabilitation administration and management, advanced counseling and job coaching techniques, and other specialized topics. These training opportunities will provide exposure to the rehabilitation issue and connections to the resources that will lead to integration and further learning on the topic. Examples of half-day seminars include:
      - Traumatic Brain Injury
      - Medical Aspects of Disabilities
      - Job Coaching for Psychiatric Disabilities
      - Job Readiness
      - Developing Workplace Supports
      - School to Work Transition
      - Cultural Competence
      - Crisis Management
Half-day seminars will be scheduled on an “as needed” basis. Please contact RRCEP II at (716) 829-2875 for more information.

c. Distance Learning: Through a partnership with the University of Wisconsin-Stout’s Rehabilitation Online Learning Program (ROLL), RRCEP II offers up to 14 distance learning courses annually. Online learning offers rehabilitation staff the opportunity to learn anywhere, anytime and at their own pace. Online learning eliminates travel, therefore, staff can spend more of their valuable time with consumers. Online learning occurs over an extended period of time allowing the learner to apply the new knowledge to their job setting. Lastly, the information remains on the site for the learner to revisit at their convenience. Since the inception of the partnership in 2001, 547 individuals have taken advantage of the scholarships available to the constituents of the RRCEP II.

Examples of the Distance Learning Workshops being offered in 2006-2007 include:

- Rehabilitation and Persons with Cognitive Disabilities
- Rehabilitation and Persons with Physical Disabilities
- Ethics and Advanced Rehabilitation of Persons with Cognitive Disabilities
- Ethics and Advanced Rehabilitation of Persons with Physical Disabilities
- Rehabilitation and Persons with Psychiatric Disabilities
- Ethics and Innovations in Rehabilitation Services

For more information please contact Donna Stabler at (716) 829-2079 or dstabler@buffalo.edu

d. Teleconferences: The CRP and General RRCEP Programs offer teleconferencing via telephone conference calls or video conferencing as a cost effective training alternative. Teleconferencing allows numerous audience members from around the region to participate in discussions designed to address specific topics or training needs.

Future plans for teleconferencing include:

- Benefits Planning
- Organizational Change
- Rehabilitation Legislation
- Management Issues and Strategies
- Trends in the Field of Vocational Rehabilitation

Additional uses will include Technical Assistance Teleconferences and follow-up conference calls with the participants of the Job Coach and Supported Employment Training Series.

For more information, please contact Wendy Quarles at (716) 829-2875 or wquarles@buffalo.edu

e. Alternative Media: Several CD-ROM’s already have been developed for use in the Job Coach and Vocational Assessment for Beginners training programs to serve as a convenient resource tool for staff when on the job. RRCEP II will be expanding the role and purpose of the CD-ROM’s to function as a self-directed training modality for direct service staff and supervisors. Supervisors soon will be able to start the professional staff development of new employees without waiting for scheduled programs.

4. Other Training Opportunities:

Keep in mind that if you have a training need or idea for your agency or local consortium, RRCEP II is your resource to help develop training programs, provide support for conferences, or bring “experts in the field” to your region.

RRCEP II welcomes your request for customized training. Please call us at (716) 829-3934 to discuss your needs.
Addiction: The Biopsychosocial Process

Description
Substance abuse is an issue that is not going away. Often the problem may be initially hidden especially if there is a primary diagnosis of a physical, medical or mental disability. It becomes more evident through the attitudes and the behaviors of our consumers. Other times it is a primary diagnosis which can disguise a mental health problem. Either way the patterns of the addictive process need to be understood in order for our consumer to work effectively with the VR process.

Although the primary focus of this training is an understanding of how alcohol and other drugs affect the neurological, cognitive and behavioral side of our consumer, the same information can be applied to any other addictive behavior. This workshop is designed to help the VR professional understand the entire addiction process and the recovery process. It will also focus on the illogical thought process of the addicted mind.

This Program is Designed For
Anyone in the Rehabilitation field who wants to better understand their consumers who are addicted.

Learning Objectives
• To understand the criteria between a diagnosis of dependency and abuse.
• To identify the four stages of dependency and how behavior is changed.
• To understand the classes of drugs and their effect on the nervous system.
• To understand the cognitive process of addiction and how this process influences behavior.
• To explore the real meaning of recovery.
• To discuss the vocational implications.

Program Outline
• Brief history of drugs.
• Definition of the disease model.
• Neurotransmitters and what they do.
• DSM IV TR criteria for diagnosis.
• Addictive thinking- what it is?
• Relapse and recovery.
• How this effects employment.

Instructor
Marie Oehler, M.S., CRC
RRCEP II Senior Trainer

Length
Two-day training.

Format
Lecture, group activities, videos and group discussion.
Addressing Potentially Dangerous Behavior

Description
Predicting violence and assessing dangerous behaviors is difficult in most situations; it may be over predicted or missed completely until a situation escalates. Effective communication with a potentially dangerous person is perhaps the most critical component for diffusing the situation. This workshop assists counselors in identifying situations in which consumers can quickly lose control and to develop strategies to de-escalate the situation.

This Program is Designed For
Counselors, Supervisors, Counselor Assistants, and Support Staff with direct client contact.

Length
One-day training.

Format
Role playing, lecture, and small group size.

Learning Objectives
• To identify behaviors that are considered disruptive.
• To identify possible causes of dangerous behavior.
• To identify strategies effective in preventing the occurrence of dangerous behaviors.
• To practice verbal and non-verbal strategies designed to help de-escalate a situation.
• To understand how agency policy and procedure supports these strategies.

Program Outline
• Definition of potentially dangerous situations.
• Recognizing those situations before they grow out of control.
• Preventing volatile situations from escalating.
• Crisis management.
• Anger management.
• Incorporating agency policy and procedure.

Instructor
Marie Oehler, M.S., CRC
RRCEP II Senior Trainer
Advanced Vocational Evaluation Methods

Description
Designed as a follow-up to Vocational Evaluation Methods, this program will focus on updating the skills of vocational assessment professionals to include the latest assessment tools, technology and resources.

In addition to lecture, the format of this workshop will focus on an exposure to assistive technology as used in the vocational evaluation process. Case studies will focus on incorporating assistive technology and Internet resources in the vocational evaluation plans of persons with significant vocational challenges, as well as hypothesizing the effectiveness of these approaches.

This Program is Designed For
Community rehabilitation staff who are expected to conduct vocational evaluations and assessments.

Length
One, two or three-day training.

Format
Lecture, case study analysis, group and individual activities, and discussion.

Prerequisites
Vocational Evaluation Methods is a prerequisite to Advanced Vocational Evaluation Methods, Functional and Situational Assessment is a recommended workshop.

Note: Successful completion of Functional and Situational Assessment, Vocational Evaluation Methods, and Advanced Vocational Evaluation Methods will fulfill New Jersey (DVRS) Vocational Evaluation Certificates requirement.

Learning Objectives
• Understanding of what is new in vocational assessment.
• Understanding of the latest assessment tools, as well as the incorporation of assistive technology into the vocational evaluation process.
• Understanding use of the Internet in vocational evaluation.

Program Outline
• New themes in vocational assessment.
• Incorporating assistive technology in the vocational education process.
• Adapting the vocational assessment process to meet the unique needs of persons with significant cognitive impairments, traumatic brain injuries, specific learning disabilities, chronic mental illness, chemical dependencies and youth in transition from school to adult life.
• Internet resources for vocational assessment professionals.
• Quality assurance and outcome measurement considerations.

Instructors
Diane L. Neville, M.S., CRC, CVE
Abilities, Inc.
Deputy Director of WeCares Program

Maria Patrick Oakley, CRC, ABDA
Patrick Oakley Associates
Coaching: The Supervisor’s Role in Fostering Employee Commitment

Description
Recruitment and retention of qualified professionals in the field of vocational rehabilitation is an issue that impacts the future of the field, as well as the current delivery of services. This program addresses this issue by focusing upon the supervisor’s critical role in fostering employee commitment to high quality performance. Participants will learn skills to effectively work through job-related problems; and to train, counsel, and mentor staff. Four critical roles of the coach will be explored.

The program will also provide participants with the opportunity to learn and practice a coaching process designed to successfully address an employee’s needs and confront performance problems while building an employee’s commitment to the organization and their work.

This Program is Designed For
Supervisory staff, program managers - both new to their supervisory roles and veteran supervisors who seek to further develop their management skills.

Length
Two-day training.

Format
Lecture, role-playing, small group exercises, videos/DVDs, and discussion.

Learning Objectives
- Contrast the traditional model of managing people with the “Commitment Model of Management”.
- Identify ways to build employee commitment.
- Learn the “Four Coaching Rules”.
- Understand how to successfully manage the coaching process.

Program Outline
- Assumptions about the supervisory relationship.
- Control model vs. commitment model of management.
- Characteristics of employee commitment.
- Four coaching roles.
- Barriers and facilitators in coaching.
- Defining the coaching process.
- Criteria for successful coaching.
- Role-play and activities – coaching process, developing information, confronting statements.
- Managing resistance, using reaction to gather information.
- Using coaching performance appraisal process.
- Team coaching concepts.

Instructors
Tom Duffy, M.S.Ed., N.C.C.
RRCEP II Senior Trainer

Marie E. Oehler, M.S., CRC
RRCEP II Senior Trainer
Counseling Skills for Direct Service Providers

Description
Direct service staff are frequently the first to encounter consumers who are feeling upset, distressed or who just need to talk. This workshop will provide rehabilitation staff with the basic counseling skills to improve professional-consumer relationships and alleviate situational problems or distress. An emphasis will be placed on the development of attending and listening skills, keys to motivation, professional boundaries, and strategies to manage emotional situations.

This Program is Designed For
Job Coaches, Job Developers or other rehabilitation professionals with no formal training in counseling. Participants should be prepared to view and discuss emotionally provocative material involving consumers.

Length
One-day training.

Format
Lecture, group activities, case examples, and discussion.

Learning Objectives
• To develop basic listening skills to better understand consumer concerns.
• To learn how to respond to feelings and emotions.
• To provide strategies for addressing consumer problems as they arise.
• To improve participants comfort level and confidence with managing spontaneous consumer distress.

Program Outline
• Understanding professional boundaries.
• Attending behavior.
• Listening skills.
• Identification of what the consumer wants and needs.
• Taking the next steps for managing consumer problems and crises.
• Supporting ourselves.

Instructor
Jeffrey Dulko, M.A., CRC
CRP-RRCEP II Senior Trainer
Demystifying Autism

Description
This one day workshop is designed to guide participants toward a greater understanding and a heightened awareness of those who have an autism spectrum experience - from a purely non-clinical, anecdotal perspective based upon what people are telling us about their experience.

The discussion will lay the foundation of best practice approaches by presenting an overview of our collective differences and similarities in communication, social interaction, sensory, learning, and movement.

A short film puts images to these philosophies, and provides further testimony from people who speak to their autistic experience.

Participants will also experience two autism simulation exercises and will leave the day understanding the seven golden rules of autism.

This Program is Designed For
Vocational Rehabilitation Counselors, Counselor Assistants, Supervisors, and anyone who is interested in supporting someone on the Autism Spectrum.

Learning Objectives
• To increase understanding of the Autism Spectrum Disorders.
• To increase understanding of the Autism Spectrum experience as related to communication; social interaction; sensory; learning; learning and movement.
• To demonstrate a working knowledge of the seven rules of autism.

Program Outline
• Introduction.
• What are people on the Autism Spectrum telling us?
• What are similarities and differences between the autistic and neuro-typical experiences?
• How can I help support someone on the Autism Spectrum?

Instructor
William Stillman, B.S.
Author, Consultant and Presenter in the field of Autism and Asperger’s Syndrome

Length
One-day training.

Format
Lecture, discussion, small and large group exercises, and video.
Documentation and Record Keeping

Description
Balancing day-to-day service delivery and compliance to regulations, policies, and procedures has become a daunting task for professionals in the field of Vocational Rehabilitation. This one-day workshop will explore techniques and strategies to develop effective documentation and record keeping skills.

This Program is Designed For
Staff who provide direct services (vocational) to individuals with disabilities (Job Coach, Job Developer, Evaluator, Intake, Vocational Rehabilitation Counselor).

Length
One-day training.

Format
Video, observation, group discussions, and written practice.

Learning Objectives
• Will define documentation types.
• Will explore the philosophy of documentation and record keeping.
• Will study the concepts of observation and documentation.
• Will demonstrate assessment based evaluative documentation.
• Will increase skills in designing service plans.
• Will explore the concepts of ethics and accountability in documentation.
• Will learn paperwork management techniques.

Program Outline
• Overview of documentation types and philosophy.
• Review of regulations and compliance expectations.
• Assessment based evaluative documentation.
• Observation and case noting practice.
• Service planning based on assessment and evaluation documentation.
• Developing paperwork management strategies.
• The ethics of documentation and record keeping.

Instructors
Lisa Bayer
LDA Life and Learning Services
Director of Employment and Educational Services

Jeffrey Dulko, M.A., CRC
CRP-RRCEP II Senior Trainer

Jennifer Joyce, B.S.
The ARC of New Jersey
Director, Training and Consultation Services

Wendy Quarles, B.S.
CRP-RRCEP II
Training and Technical Assistance Coordinator
Ethical Issues in Rehabilitation

Description
Effective January 1, 2002, the new Code of Professional Ethics for Rehabilitation Counselors was implemented. This program is designed to update rehabilitation professionals regarding changes in the content and structure of the new Code of Ethics.

Using the new Code of Ethics as a guide, participants will develop increased skills for dealing with ethical dilemmas encountered in the rehabilitation process. Participants will draw upon their personal values, agency policies and procedures, the values of their clients, case information, and the Professional Code of Ethics in making decisions on ethical rehabilitation practices.

This Program is Designed For
Masters Level Rehabilitation Counselors, Vocational Evaluators, and Supervisors in both state and community work settings, at all experience levels.

Length
One and a half or two-day training. The hours and program content are sufficient to meet the CRC Ethics continuing education requirement.

Format
Mini-lecture, small group activities, and case studies.

Learning Objectives
• Increase understanding of the Five Ethical Principles, which have relevance for rehabilitation practitioners.
• Identify desirable rehabilitation practitioners’ actions/behaviors consistent with the Five Ethical Principles.
• Understand the relationship between the Five Ethical Principles and the Code of Ethics.
• Explore personal values and how these values impact upon work in the rehabilitation field.
• Identify and analyze the characteristics of an ethical dilemma.
• Apply an ethical decision-making model to various ethical dilemma scenarios.
• Address ethical principles and special issues/dilemmas (e.g., confidentiality and dual relationships).

Program Outline
• Values exploration.
• Review of the Five Ethical Principles.
• Introduction to the New Code of Ethics.
• Characteristics of an ethical dilemma.
• Introduction to an ethical decision-making model.
• Practical application of an ethical decision-making model.
• Case studies.

Instructors
Tom Duffy, M.S.Ed., N.C.C.
RRCEP II Senior Trainer

Jeffrey Dulko, M.A., CRC
CRP-RRCEP II Senior Trainer
The Family as a Critical Partner in Achieving Successful Employment Outcomes

Description
Traditionally, the focus of vocational rehabilitation has been almost exclusively on the individual with a disability. A person’s family has generally not been included as an integral part of either the assessment process or in the development and implementation of a person’s Individualized Plan of Employment. In fact, tension between rehabilitation counselors and a consumer’s family has often been noted. However, a greater awareness and appreciation of the importance of family involvement in the vocational rehabilitation process is emerging in the field today.

This program will explore the many ways that family inclusion into a consumer’s rehabilitation process can benefit the consumer and lead to successful employment outcomes. Specific issues regarding the respective roles of the consumer, their family, direct service staff, and the VR counselor and strategies to enable each part to work together more effectively will be covered. Issues regarding diversity, empowerment of both the consumer and his/her family and family systems will be explored also.

This Program is Designed For
Vocational Rehabilitation Counselors, Counselor Assistants, staff from Community Rehabilitation programs, and Supervisors who work directly with consumers and their families.

Learning Objectives
• Identification of opportunities for collaboration with families, consumers and VR staff in the rehabilitation process.
• Increase understanding of respective roles of the consumer, family and VR staff in the rehabilitation process.
• Develop skills such as reframing to empower others to look at a situation from another point of view.
• Develop strategies to include the family more effectively in the rehabilitation of their family member.
• To share resources available to consumers and their families.

Program Outline
• Introduction.
• Identification of problem areas.
• Opportunities for partnership and empowerment.
• Roles of consumer, family and VR staff.
• Skills, Strategies and Tools.
• Issues regarding multiculturalism/diversity.

Instructors
Tom Duffy, M.S.Ed., N.C.C.
RRCEP II Senior Trainer

Jeffrey Dulko, M.A., CRC
CRP-RRCEP II Senior Trainer

Wendy Quarles, B.S.
CRP-RRCEP II
Training and Technical Assistance Coordinator

Length
One or two-day training.

Format
Lecture, small and large group discussion, group exercises, and case studies.
Functional and Situational Assessment

Description
This two-day workshop is designed for participants to develop the skills necessary to conduct reliable community and organizational based assessments. Lectures will be supplemented with group discussions, completion of job and task analysis, determination of individual learning/teaching styles, and actual case studies.

The curriculum will focus on fostering an understanding of the inter-relationship between the worker, the employer and the work-site. Working in small groups, participants will develop criterion referenced Situational Assessment Rating Instruments that specify the requirements of the job, skills, and behaviors of the worker.

This Program is Designed For
Vocational Evaluators, Counselors, Teachers, Supervisors and Job Coaches.

Length
One or two-day training.

Format
Lecture, group discussion, group and individual exercises.

Prerequisites
Vocational Evaluation Methods is a prerequisite to Advanced Vocational Evaluation Methods, Functional and Situational Assessment is a recommended workshop.

Note: Successful completion of Functional and Situational Assessment, Vocational Evaluation Methods, and Advanced Vocational Evaluation Methods will fulfill New Jersey (DVRS) Vocational Evaluation Certificates requirement.

Learning Objectives
Participants will be introduced to the concept of situational and community based assessments, and will develop an understanding of how such an assessment can be used to fully understand the consumer’s vocational capacities.

Program Outline
- Person centered planning models.
- Functional vocational capacities.
- Learning styles.
- Work Interest and other Self-Assessment tools.
- Job and task analysis.
- Developing community-based evaluation and assessment opportunities.
- U.S. Department of Labor FLSA Considerations.
- Unique considerations of different populations including youth in transition from School-to-Work.

Instructor
Maria Patrick Oakley, CRC, ABDA
Patrick Oakley Associates
Fundamentals of Rehabilitation

Description
Fundamentals of Rehabilitation is a two-day workshop for new staff who do not have specific graduate degrees in rehabilitation and who could benefit from exposure to a variety of topical areas related to disability issues including the legislation, social history, philosophy, and process of vocational rehabilitation. Additionally, basic interpersonal approaches, medical aspects of disability, ethics, vocational evaluation, disability awareness and placement and career development will be discussed. This program is essentially an introduction to rehabilitation.

The content of this program can be modified to meet the specific needs of your agency and the training participants. Please contact the trainers to customize this training.

This Program is Designed For
New Vocational Rehabilitation Counselors without formal rehabilitation training, support staff, and Community Program Direct Service Staff.

Learning Objectives
• Gain a basic understanding of the theory and principles of vocational rehabilitation.
• Understand and be able to use disability laws to advocate for consumers.
• Gain an understanding of the importance of work in American society.
• Understand and be able to apply ethical principles.

Program Outline
• Legislation and laws relating to disability issues.
• Social history, philosophy, and process of vocational rehabilitation.
• Basic interpersonal approaches.
• Medical aspects of disability.
• Ethics in rehabilitation.
• Vocational evaluation.
• Job placement and career development.

Instructors
Tom Duffy, M.S.Ed., N.C.C.
RRCEP II Senior Trainer

Marie E. Oehler, M.S., CRC
RRCEP II Senior Trainer

Length
Two-day training.

Format
Lecture, group exercises, and group discussion.
The Impact of Disability: Families and the Grieving Process

Description
Traditionally the focus of disability and the family has been on the impact of the individual and the family structure. The natural grieving process has been ignored to a great extent. The ambiguous loss associated with a disability is full of uncertainty and prevents closure. It can defy resolution and can create long term confusion in the roles of family members.

This workshop will explore the need for us to address the grieving process with family members and to help identify unresolved grief. Disability can sometimes shatter dreams, fantasies, illusions, and projections into the future that families generate as part of their struggle to accomplish basic life missions. Parents of disabled children grieve for the loss of dreams that are key to the meaning of their existence, to their sense of being. Parents who are also disabled also mourn the loss of what could have been. Recovering from such a loss depends on one’s ability to separate from the lost dream, and to generate more attainable and realistic dreams.

This Program is Designed For
Vocational professionals who work with individuals and families with disabilities.

Length
This training can be formatted into a one or two day training.

Format
Lecture, group exercises, discussion, and videos.

Learning Objectives
• To explore how the grieving process needs to be applied to families of persons with a disability.
• To increase the understanding of the emotional experiences related to the grieving process from disability.
• To identify helping strategies for family members with dealing with loss.

Program Outline
• Loss and ambiguity.
• Dreams and attachment.
• Tempering mastery.
• Recreating identity.
• Therapeutic strategies.

Instructors
David F. Burganowski, Ph.D.,
Director, Department of Counseling and Educational Psychology
Director, Region II Rehabilitation Continuing Education Program (RRCEP II)
State University of New York at Buffalo

Marie Oehler, M.S., CRC
RRCEP II Senior Trainer
Job Coach I

**Description**
The intent of this training program is to explore the basic knowledge and skills required to be a successful Job Coach. An emphasis is placed on the key components to effective job matching: consumer assessment and job analysis.

**This Program is Designed For**
New Job Coaches and Production Supervisors employed by Community Based Programs and Supported Employment Programs, professional staff associated with affirmative industries and work-related programs.

**Length**
One and a half day training.

**Format**
Lecture, group exercises, discussion, case study analysis and role playing.

**Prerequisites**
Applicants must have successfully completed Orientation to Supported Employment. This program (Job Coach I) is a pre-requisite to Job Coach II.

**Learning Objectives**
- To create an understanding of the role of the Job Coach.
- The practice of person-centered planning.
- Applying assessment and goal planning techniques.
- Understanding the phases of community-based employment.

- To explore the concepts and techniques of Job and Task Analysis.
- Using of the Job Match Model (discrepancy analysis).
- To identify strategies for developing workplace supports.

**Program Outline**
- Overview of supported employment principles and phases.
- Person-centered planning principles and techniques.
- Assessment tools and planning techniques.
- Job analysis and task analysis.
- The Job Match Model (discrepancy Analysis).
- Follow a consumer through the job matching process.
- Developing strategies for creating workplace supports.

**Instructors**

**Jeffrey Dulko, M.A., CRC**  
CRP-RRCEP II Senior Trainer

**Jennifer Joyce, B.S.**  
The ARC of New Jersey  
Director, Training and Consultation Services

**Wendy Quarles, B.S.**  
CRP-RRCEP II  
Training and Technical Assistance Coordinator

**Jeffrey Tamburo, L.M.S.W.**  
Enable  
Program Coordinator for Employment Services
Job Coach II

Description
Job Coach II continues to review concepts of supported employment that were initiated in the previous two trainings. Participants will convert knowledge accumulated in the earlier trainings into skills as they learn to apply them to the individual situations that occur everyday in supported employment. Employment specialists will examine a variety of methods that will assist the consumer, co-workers and employer to achieve the goals of the supported employment placement. The Job Coach’s response to critical incidents occurring in supported employment situations will also be discussed from a “best practices” point of view.

This Program is Designed For
Individuals who have successfully completed Orientation to Supported Employment and Job Coach I. Individuals who specialize in Job Development and have had no previous exposure to the field of Job Coaching could also benefit from this training.

Length
One and a half day training.

Format
Lecture, group activities, case study analysis, and discussion.

Prerequisites
Successful completion of Orientation to Supported Employment and Job Coach I.

Learning Objectives
• To learn techniques of creating systematic training plans.
• Gain an understanding of challenging behaviors in the work environment.
• Applying learned skills to actual case studies to generate real answers to difficulties experienced in community employment situations.
• Enhancing the supported employment process by continuing to provide quality services that involve all stakeholders at the job site.
• To identify learning styles and teaching strategies.
• Approaching employers with supported employment.
• To know the supported employment ethical principles.

Program Outline
• Assessment of the job match as an ongoing process.
• Introduction to working through challenging behaviors in the workplace.
• Problem solving and skill utilization through the use of case studies.
• Designing systematic training plans.
• Teaching and learning strategies and techniques.
• Creative job development practice.
• Putting the supported employment ethical principles into practice.

Instructors
Jeffrey Dulko, M.A., CRC
CRP-RRCEP II Senior Trainer

Jennifer Joyce, B.S.
The ARC of New Jersey
Director, Training and Consultation Services

Wendy Quarles, B.S.
CRP-RRCEP II
Training and Technical Assistance Coordinator
Job Development I

**Description**
The workshop is designed to provide an overview of job development values, concepts, trends and rationale, as well as specific skills with an emphasis on relationship building and customized employment. Topics covered will include: Networking strategies, developing successful partnerships, customized employment, job carving and managing job development documentation.

**This Program is Designed For**
The new Job Developer or the Job Coach who may find it necessary to obtain Job Development skills.

**Length**
One-day training.

**Format**
Lectures, audio visual clips, group and individual exercises, role plays, and hands-on practice sessions.

**Learning Objectives**
The participant will be able to:

- Design and present proposals and negotiation points to employers.

**Program Outline**
- Overview of Job Development.
- Networking Strategies.
- Customized Employment.
- Job Development Documentation.
- Marketing Plans.
- Staff Roles.

**Instructors**

Jeffrey Dulko, M.A., CRC  
CRP-RRCEP II Senior Trainer

Wendy Quarles, B.S.  
CRP-RRCEP II  
Training and Technical Assistance Coordinator
Job Development II

Description
This workshop is designed as a follow-up to Job Development I. Participants will take the concepts of relationship building and marketing to the next level in this training. Key concepts that will be discussed are: partnership development, customized employment, employer proposals and roles of the team. Participants will also leave with strategies for addressing issues that arise as they engage in the placement process.

This Program is Designed For
Job Development staff.

Length
One-day training.

Format
Lecture, group and individual exercises, and discussion.

Learning Objectives
• Will explore marketing practices.
• Will understand concepts of partnerships and customized employment.
• Will discuss roles of the support team.
• Will develop strategies to address issues facing job developers.
• Will design employer proposals.

Program Outline
• Marketing and sales principles.
• Customized employment.
• Developing partnerships.
• Maximizing the support team.
• Strategies for addressing issues that face Job Developers.

Instructors
Julia Kelly, M.Ed.
Rensselaer NYSARC, Inc.
Senior Coordinator of Community Services

Wendy Quarles, B.S.
CRP-RRCEP II
Training and Technical Assistance Coordinator
Job Retention for Supported Employment

Description
This workshop will provide an opportunity to explore the “Top Ten” reasons that supported employees typically lose their jobs. Participants will design strategies to increase job retention and enhance job coaching services they provide in their own programs.

This Program is Designed For
Vocational staff providing job coaching or support service to consumers working in the community.

Length
Half-day or one-day training.

Format
Discussions, group and individual exercises.

Learning Objectives
• Will gain understanding of their program’s issues with consumer job retention.
• Will identify top ten causes of retention issues.
• Will design strategies for increasing job retention.
• Will understand the integration of learned strategies into program services.

Program Outline
• Assessing job retention issues.
• Top ten causes of job loss.
• Designing retention strategies.
• Integrating strategies into program services.

Instructors
Jeffrey Dulko, M.A., CRC
CRP-RRCEP II Senior Trainer

Wendy Quarles, B.S.
CRP-RRCEP II
Training and Technical Assistance Coordinator
Leadership: Discovering Your Potential

Description
Often as staff in the field of Supported Employment / Vocational Rehabilitation we don’t maximize our leadership potential. The power that we have as “leaders” in the field is actually immeasurable; when we have reached our true leadership potential, it is reflected in program growth and enhanced opportunities for persons with disabilities.

This Program is Designed For
Any level staff working within a Supported Employment or vocational rehabilitation program.

Length
Half-day or one-day training.

Format
Lectures, group and individual exercises, and discussions.

Learning Objectives
• Will explore concepts of leadership.
• Will assess personal leadership skills.
• Will learn to integrate leadership into daily operations.
• Will identify strategies for increasing our leadership potential.

Program Outline
• Key concepts of leadership.
• What are my leadership skills?
• Leadership and daily operations.
• Increasing leadership potentials.
• Going from good to great.

Instructors
Jeffrey Dulko, M.A., CRC
CRP-RRCEP II Senior Trainer

Wendy Quarles, B.S.
CRP-RRCEP II
Training and Technical Assistance Coordinator
Learning Disabilities and the Rehabilitation Process

Description
This two-day program is designed to give rehabilitation counselors comprehensive information regarding learning disabilities. Additionally, participants will be introduced to some new tools for evaluating and working with consumers who have learning disabilities.

The workshop will highlight the different types of learning disabilities, appropriate assessment tools, when to use an expert, where to find an expert in the field of adult learning disabilities, and appropriate training and work-related interventions. Lectures and exercises will be combined to enhance the learning process.

This Program is Designed For
Experienced and new Vocational Rehabilitation Counselors.

Length
Two-day training.

Format
Lecture, group activities, and case studies.

Learning Objectives
• Gain a thorough understanding of learning disabilities.
• Gain skills in reading and understanding a psychological report.
• Gain experience with vocational tools and assessment tools.
• Develop skills necessary to assist consumers in making vocational decisions.

Program Outline
• Overview of the types of learning disabilities.
• Orientation to learning disabilities.
• Who can diagnose a learning disability.
• Where to go for assistance and when should an expert be consulted.
• What tools are appropriate for a vocational assessment.
• Career/work concerns.
• Training and work-related interventions: What assistive technology is available and when to use it.

Instructor
Kathleen Ross-Kidder, Ph.D.
Director, Educational and Psychological Counseling Services in Virginia
Faculty, Department of Psychology, the George Washington University
Maximizing Client Choice Through Effective Goal Planning

Description
Many times a consumer enters the VR system with a specific plan in mind. However, what a consumer wants is not always the best direction for action. By exploring needs, wants, barriers, strengths, interest and abilities counselors can effectively facilitate their consumer through the VR process. The focus is on informed choice which is developed by exploration of the job market, identification of strengths and development of realistic expectations which then lead to goal development. It is a sharing of mutual responsibility between the consumer and the counselor.

This Program is Designed For
VR Counselors, Aides and Supervisors who help to develop vocational goals with their consumers.

Length
Two-day training.

Format
Lecture, case studies, group exercises.

Learning Objectives
- To identify the information that a consumer needs to make an informed choice.
- To understand the purpose of an assessment.
- To identify assessments that would provide the information that is needed.
- To discover and share other tools for career exploration.
- To develop appropriate consumer centered goals based on the discovery process.
- To discuss how to keep the consumer motivated, focused and on track throughout the process.
- To understand when it is time to let go.

Program Outline
- What is a person centered approach?
- Want vs. need.
- Identifying job readiness.
- Assessments.
- Short term-long term goals.
- Case studies.

Instructor
Marie Oehler, M.S., CRC
RRCEP II Senior Trainer
Orientation to Supported Employment

Description
The purpose of this training program is to increase the participants’ understanding of Supported Employment and the role of the Job Coach/Job Developer in the process. This workshop provides an overview of the competencies necessary to continue in Job Coach I and II and Job Development.

This Program is Designed For
Job Coaches or Job Developers in their first year of employment.

Length
One-day training.

Format
Lectures, group exercises, discussions, homework assignments.

Prerequisites
Orientation to Supported Employment is a prerequisite to Job Coach I.

Learning Objectives
• To gain an understanding of how the field of human services, specifically rehabilitation, evolved in the United States. Included in this objective will be a review of pertinent legislation that contributed to the supported employment movement.
• Ability to define key supported employment terms.
• An understanding of how the system works and where the job coach “fits” in the system.

• Use of person-first and disability-sensitive language.
• Identification of skills and competencies required for job coaching.
• Understanding state/territory Supported Employment Guidelines.

Program Outline
• Review history of rehabilitation, community rehabilitation programs and supported employment.
• Overview of rehabilitation philosophy and values.
• The power of language and disability.
• Models/Components of service delivery system.
• How does the system work?
• Job Coach role(s) with stakeholders in the supported employment process.

Instructors
Jeffrey Dulko, M.A., CRC
CRP-RRCEP II Senior Trainer

Jennifer Joyce, B.S.
The ARC of New Jersey
Director, Training and Consultation Services

Wendy Quarles, B.S.
CRP-RRCEP II
Training and Technical Assistance Coordinator
Overview of Supported Employment for VR Counselors

Description
The purpose of this one-day workshop is to increase the understanding of the Supported Employment process for VR Counselors. This training will feature discussions on the history, values and models of Supported Employment. VR Counselors will also gain an understanding of what they can expect from a referral to a supported employment provider and what their role is in the process. This workshop will strengthen the VR relationship with local supported employment providers by helping professionals to “get on the same page and speak the same language”.

This Program is Designed For
VR Counselors in their first year of employment, VR Counselors who are new to working with Supported Employment Programs, Community Rehabilitation Program staff who have identified a need for this training in their area.

Length
One-day training.

Format
Lecture, group and individual exercises, and discussions.

Learning Objectives
• To gain an understanding of the evolution of supported employment within the field of vocational rehabilitation.
• To explore key values that drive quality supported employment programs.
• To learn models of supported employment.
• To understand the roles of the provider and VR Counselor in the supported employment process.
• To identify reporting and documentation standards for supported employment.

Program Outline
• History and Fundamentals of Supported Employment.
• Ethical guidelines and quality indicators.
• Models of Supported Employment.
• The Supported Employment Process from referral to job coaching.
• Roles of staff in the process.
• Reporting and documentation.

Instructors
Jeffrey Dulko, M.A., CRC
CRP-RRCEP II Senior Trainer

Jennifer Joyce, B.S.
The ARC of New Jersey
Director, Training and Consultation Services

Wendy Quarles, B.S.
CRP-RRCEP II
Training and Technical Assistance Coordinator
Description
Peer counseling is a key service that Independent Living Centers provide to its consumers. The concept of peer role modeling and counseling reflects a belief that people with disabilities can benefit from the perspectives and support of others with disabilities who have been successful in their quest to lead productive and meaningful lives in their communities. We will expand upon the concept of peer counseling to incorporate mentoring as an additional component of this process. This program will provide an overview of the peer counseling/mentoring process and explores the role of a peer counselor in an Independent Living Center.

This Program is Designed For
Staff and Board Members of an Independent Living Center.

Length
One-day training.

Format
Lectures, group discussions, small group activities, and role-plays.

Learning Objectives
• To develop some basic listening and attending skills.
• Development of some basic mentoring skills.

Program Outline
• Peer Counseling – What Is It?
  ◦ Shift from Counseling to Mentoring.
  ◦ Mentoring – What Is It?
  ◦ Friendship.
• Self Reflection
  ◦ My Mentors: A Quick Look.
  ◦ Lifeline.
• Phases of the Mentoring Process.
• Mentoring Skills.
• Things to be aware of.

Instructor
Tom Duffy, M.S.Ed., N.C.C.
RRCEP II Senior Trainer
People Skills for Effective Team Building

Description
This program provides an overview of the fundamentals of building an effective team and of understanding the concept of team work in the workplace. This program uses lectures, videos and hands-on activities to enhance the learning process.

This Program is Designed For
Middle Managers and those individuals seeking advancement into management.

Length
Two-day training.

Format
Lectures, group discussions and hands-on exercises.

Learning Objectives
• Six elements of a powerful team meeting.
• Consensus decision-making.
• Skills needed for an effective team: active listening, probing, confronting, etc.
• Managing conflict in teams.
• Four C’s of effective team members.
• Four essential elements of good team communication.

Program Outline
• What is a team?
• Stages of forming a team.
• Characteristics of good teams.
• Process of team building.
• “Swamped” exercise – decision-making.
• Exercise on team work.
• Improving team work.
• Forming, structuring and nurturing teams.
• Communication.
• Conflict resolution.
• Making decisions and solving problems.
• What a successful meeting consists of.
• Total Quality Management (TQM).

Instructors
Jeffrey Dulko, M.A., CRC
CRP-RRCEP II Senior Trainer

Wendy Quarles, B.S.
CRP-RRCEP II
Training and Technical Assistance Coordinator
The Practical Guide for Successful Public Speaking

Description
Vocational Rehabilitation professionals are often called to represent their agency either by presenting, moderating or being an active participant in a meeting. Public speaking is for many an anxiety producing activity. This workshop is designed to reduce the fear factor from speaking in public.

Participants will be expected to participate by preparing several short talks and by offering guided feedback. Because of the active involvement of participants, class size is limited to 15.

This Program is Designed For
Anyone who wants to brush up on their public speaking skills.

Length
Two-day workshop.

Format
Lecture, speeches, and videotaping.

Learning Objectives
• To understand how to use anxiety to your advantage.
• To understand the communication process.
• To learn how to organize thought process.
• To explore and refine delivery style.

Program Outline
• Stop taking ourselves so seriously.
• Preparation: what do you need to say?
• Flexibility and focus: keep it simple.
• Body language; what you are saying to your audience, and what they are saying back.
• Pulling it all together.

Instructor
Marie Oehler, M.S., CRC
RRCEP II Senior Trainer
Practicing Rehabilitation in Production/Sheltered Settings

Description
Often the staff of Community Rehabilitation Programs with sheltered workshops struggle to balance production responsibilities with rehabilitation outcome goals. This one-day workshop will provide an opportunity for Production Staff to explore the basics of vocational rehabilitation and how to integrate rehabilitation practice into their daily production environment. Participants will leave with strategies to encourage consumer vocational growth.

This Program is Designed For
Sheltered Employment staff who function in the capacity of Production Supervisor, Work Adjustment Trainer or Job Coach.

Length
One-day training.

Format
Lecture, group and individual exercises and group discussion.

Learning Objectives
• To learn the theories and principles of vocational rehabilitation.
• To explore the vocational implications of disabilities.
• To define the continuum of employment opportunities.
• To understand your role in the process.
• To learn the connection of assessment and planning to successful vocational outcomes.

• To explore professional boundaries and values.
• To understand the documentation and record keeping requirements.

Program Outline
• Fundamentals of vocational rehabilitation.
• Functional and medical aspects of disabilities and the vocational implications.
• Employment models in the field of vocational rehabilitation.
• The vocational rehabilitation process.
• Ethics and professional values.
• Record keeping and compliance.

Instructors
Jeffrey Dulko, M.A., CRC
CRP-RRCEP II Senior Trainer

Wendy Quarles, B.S.
CRP-RRCEP II
Training and Technical Assistance Coordinator
Providing Customer Driven Services

Description
He who listens well learns well... this workshop will address the customer service and satisfaction issues that we face in the field of Supported Employment/Vocational Rehabilitation. Participants will use the SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis to assess their own approaches to customer service. Strategies for integrating customer satisfaction into our services will be explored in an effort to ensure that our services are always customer driven. The funders that support our programs are seeking assurance that customer satisfaction is being considered. Don’t miss this opportunity to develop standards for your program.

This Program is Designed For
Any level staff working within a Supported Employment or vocational rehabilitation program.

Length
Half-day or one-day training.

Format
Lecture, group and individual exercises, and discussion.

Learning Objectives
• Will explore concepts of customer service and satisfaction.
• Will understand the stakeholders in the field.
• Will learn strategies for “listening” to customer’s needs.
• Will implement strategies for program assessment.
• Will integrate 10 customer service action steps into service delivery.

Program Outline
• Key concepts of customer service and satisfaction.
• Who are the stakeholders?
• Assessing current service and satisfaction practices.
• Techniques for gathering satisfaction information.
• Ten customer service action steps.

Instructors
Jeffrey Dulko, M.A., CRC
CRP-RRCEP II Senior Trainer

Wendy Quarles, B.S.
CRP-RRCEP II
Training and Technical Assistance Coordinator
Providing Outcome-Based Services that Lead to Customer Satisfaction and Success

Description
Providing vocational rehabilitation services can be stressful and overwhelming. We often find it difficult to step back from the day-to-day occurrences to look at the overall quality of services. This workshop will demonstrate the importance of creating an outcome-based program that focuses on stakeholder satisfaction. Attendees will learn how to conduct a self evaluation of their own program, celebrate successes, identify areas in need of improvement, set goals and determine outcomes, and prepare for the accreditation process. In addition, going beyond stakeholder surveys to determine satisfaction and utilizing the results to determine and meet stakeholder needs, as well as address concerns or complaints will be discussed.

This Program is Designed For
Supervisors, Program Coordinators, Executive Directors, Administrators, Quality Assurance Personnel who coordinate, supervise, oversee programs providing direct services to individuals with disabilities and/or are involved in the preparation for CARF accreditation.

Learning Objectives
• Understand the concept of outcome-based services.
• Evaluate program/services.
• Identify program/service areas in need of improvement.
• Set goals and determining outcomes for program/services.
• Prepare for the accreditation process.
• Determine stakeholder satisfaction beyond using surveys.
• Share information about successes through Outcome Management Reports, the accreditation process, marketing, etc.
• Incorporate these concepts/ideas into your own program/services.

Program Outline
• Outcome Based Services concepts.
• Program and service evaluation.
• Developing improvement plans.
• Understanding accreditation.
• Integrating Outcome Based Services concepts into agency services.

Instructor
Jennifer Joyce, B.S.
The ARC of New Jersey
Director, Training and Consultation Services

Length
One-day training.

Format
Lecture, group and individual exercises and group discussion.
Psychopharmacological Interventions

Description
This two-day program on psychiatric medications focuses on the primary treatment for many psychiatric diagnoses. The past 60 years that we have had psychopharmacology have included enormous leaps in the treatment of mental illness. The successful impact that psychopharmacology has had on serious mental illness indicates that mental illness is a physiological impairment not unlike other physical problems. Just as the symptoms of an endocrine disorder such as diabetes responds to treatment with insulin, mental illness is an imbalance of brain chemicals that can be addressed or corrected with medications.

This two-day workshop will highlight the different classes of medications for major diagnostic groups. We will look at how they work and why they might not. Psychopharmacology demands that professionals understand the basics of these medications with a working knowledge of the various compounds, and are able to monitor client response to these medications as well as identify problems or side effects. Many problems working with clients can stem from incomplete understandings of the main effects and the side effects of medications.

Psychopharmacology can have tremendous positive impacts on quality of life, but can also create side effects or combination effects with other medications that must be recognized. Professionals have to have knowledge about how many medications have multiple indications beyond their original ones, including use across some diagnostic groups. We will spend some time on the multicultural implications of psychopharmacology and alternative and complementary interventions as well.

This Program is Designed For
Experienced and new Vocational Rehabilitation Counselors.

Length
Two-day training.

Format
Lecture, case examples, and discussion.

Learning Objectives
• Understand the basics of psychiatric medications (psychopharmacology).
• List the likely treatment options for a diagnostic group.
• Plan for main effects and side effects possible with a given psychiatric treatment regimen.
• Develop skills necessary to make appropriate assessments to communicate with other health care professionals.

Program Outline
• Psychiatric Medications.
• How These Medications Work.
• Classes of Medications.
  ◊ Antipsychotics.
  ◊ Antidepressants.
  ◊ Mood Stabilizers.
  ◊ Anti-Anxiety (Anxiolytics).
  ◊ Anti-Dementia Medications.
• Side Effects.
• Alternative and Complementary Medications for Psychiatry.
• Expectations Regarding Medications.

Instructor
Dr. Eileen Trigoboff, RN, APRN/PMH-BC, DNS, DABFN, CIP
Clinical Nurse Specialist, Psychiatry
### Description
Resilience is a learned skill that helps to manage stress, enhance productivity and mood. The focus is on thinking styles and belief systems. This a small group interactive workshop designed to develop accurate and flexible thinking by identifying deeply held beliefs that can cause a response that is out of proportion to a situation which therefore influences our behaviors and emotions. This program is limited to 12 participants.

### Learning Objectives
- To know ourselves.
- To identify our thinking style.
- To learn how to think accurately about challenging situations.
- To identify that our beliefs determine our consequences.
- To recognize the power of “should.”
- To understand when to apply these strategies.

### Program Outline
- The ABC Model.
- Recognizing illogical beliefs.
- Identifying the core beliefs.
- ‘Should’ statements.
- Putting it in perspective.
- Procastination.
- Challenging our beliefs.
- Real-time resilience.

### This Program is Designed For
Counselors and Supervisors in the VR system who want to understand how they respond to unexpected challenges. This program can also be designed for specific work sites or specific work groups such as supervisors.

### Length
Two or two and a half day training.

### Format
Lecture and many experiential exercises designed to explore thinking patterns.

### Instructor
Marie Oehler, M.S., CRC
RRCEP II Senior Trainer
Rolling with Resistance: The Spirit of Motivational Interviewing

Description
Motivational Interviewing (MI) is an effective evidence-based approach in overcoming ambivalence. This ambivalence can be demonstrated as resistance and is a prime factor in preventing change from occurring. Motivation is understood to be action oriented; it is something that is done. It is the concept of recognizing a problem, searching for a way to change and sticking with that strategy. Therefore, MI is broadly defined as a clinical strategy designed to enhance client motivation for change. It is an approach that has been successful in substance abuse treatment and is now expanded to other populations including individuals with disabilities.

The foundation of this approach is the change model and helping clients work through their resistance. Despite the challenges that the counselor-client relationship face, the clinician’s primary goal is to support the client’s transition into gainful employment. This can be demonstrated by asking evocative questions which can be used to explore the client’s own perceptions and concerns that can act as barriers and prevent successful employment outcome.

This Program is Designed For
Any professional in the rehabilitation field who has been frustrated with client resistance and is looking for ways to understand and work through that resistance.

Length
One or two-day training.

Format
Lecture, video, role-playing, case studies and group exercises.

Learning Objectives
• To identify behaviors that signal client resistance.
• To gain knowledge of the process of behavior change.
• To learn strategies to move the client through the change model into productivity.

Program Outline
• Exploring the concept of ambivalence.
• Conditions that are necessary for change to occur.
• Strategies for building motivation.
• Responding to resistance.
• Enhancing confidence.
• Recognizing readiness to change.
• Strengthening commitment.

Instructor
Marie Oehler, M.S., CRC
RRCEP II Senior Trainer
Serving the Individual with a Hearing Loss

Description
Hearing loss is estimated to affect 28 million Americans. Many rehabilitation counselors lack the knowledge or experience on how to work with consumers who are losing their hearing or are hard of hearing. With older adults in the work force, hearing loss is becoming a major concern. More often than not there is a social stigma attached and many folks are unwilling to address this issue unless there is an intervention. This one-day training will provide the VR counselor a general working knowledge of the types of hearing loss, the psychosocial issue involved and vocational accommodations. This program has been produced by the League for the Hard of Hearing under grant from DOE.

This Program is Designed For
Professionals in the field who work with individuals who are not deaf, but hearing impaired.

Length
One-day training.

Format
Lecture, discussion, video, and group activities.

Learning Objectives
• To understand the different types of hearing loss.
• To understand the psychosocial issues involved.
• To identify communication strategies that can be incorporated.

Program Outline
• The ear’s anatomy.
• How to read an audiogram.
• Hearing aids: what they can do and what they can’t do.
• Social and emotional issues.
• Speaker, situational and listener strategies.
• Assistive listening devices.
• Job accommodations.

Instructor
Marie Oehler, M.S., CRC
RRCEP II Senior Trainer
Strategies for Supervision Success

Description
This one-day workshop is designed to provide vocational rehabilitation supervisors with the skills to bring out the best in their staff. Often supervisors who have been promoted from direct service positions have little training in supervision and are taken by surprise by the power of their new role.

Topics will include building strong foundations for positive working relationships, promoting skill enhancement in new and experienced supervisees, supporting the self-esteem of staff during challenging times, developing a confrontational style that promotes growth, self-awareness of your own personal supervision style, and strategies to take care of yourself as a supervisor.

This Program is Designed For
Supervisors, Program Coordinators and Middle Management personnel who provide supervision to staff employed in Community Rehabilitation Programs or similar settings.

Learning Objectives
- To identify your personal management style.
- To understand appropriate situations that warrant staff intervention.
- To foster a supportive learning environment that enables supervisees to become confident rehabilitation professionals.
- To enhance the listening skills of supervisors.
- To develop strategies that will help avoid supervisor burnout.

Program Outline
- Supervisory style: How do you work with staff?
- Coaching staff to accurately self-appraise continuing performance.
- Adapting coaching to fit the individual’s work style.
- Selecting appropriate candidates for mentoring.
- Benefits of mentoring to overall agency performance.

Length
One-day training.

Format
Instruction, reflection, group and individual exercises.

Instructors
Jeffrey Dulko, M.A., CRC
CRP-RRCEP II Senior Trainer

Wendy Quarles, B.S.
CRP-RRCEP II
Training and Technical Assistance Coordinator
Supported Employment Program Management I

Description
This one-day workshop will provide the background and foundation to be a successful leader of a supported employment program. Participants will integrate class based learning into their daily services by participating in hands on learning activities.

This Program is Designed For
Supported employment program managers, coordinators or supervisors.

Length
One-day training.

Format
Lecture, individual and group activities, and discussion.

Learning Objectives
• Will learn foundations and history of supported employment.
• Will understand supported employment program quality indicators.
• Will develop skills in determining customer satisfaction and designing customer driven services.
• Will learn strategies to insure compliance to funders regulations.
• Will explore community resources.

Program Outline
• Foundations and history of Supported Employment.
• Supported Employment Quality Indicators.
• Customer Satisfaction.
• Providing customer driven and responsive services.
• Funder’s expectations.
• Community resources and collaboration.

Instructors
Jeffrey Dulko, M.A., CRC
CRP-RRCEP II Senior Trainer

Wendy Quarles, B.S.
CRP-RRCEP II
Training and Technical Assistance Coordinator
Supported Employment Program Management II

Description
This one-day program is provided as a skills based follow-up to Supported Employment Program Management I. Participants will have the opportunity to learn successful staff hiring, training, and retention strategies, while also focusing on quality assurance and documentation skills. Each session will provide an opportunity for attendees to discover their supported employment leadership potential.

This Program is Designed For
Supported employment program managers, coordinators or supervisors who have completed Supported Employment Program Management I.

Length
One-day training.

Format
Lecture, individual and group exercises, and discussion.

Learning Objectives
• Will explore staff hiring and retention practices in the field.
• Will design staff training and development plans.
• Will gain understanding of Documentation and Record Keeping best practices.
• Will develop internal quality measurements.

• Will explore the role of the Supported Employment Manager as a leader in the field.

Program Outline
• Staff hiring and retention.
• Staff training and development.
• Effective documentation and record keeping.
• Quality assurance.
• Supported Employment leadership.

Instructors
Jeffrey Dulko, M.A., CRC
CRP-RRCEP II Senior Trainer

Wendy Quarles, B.S.
CRP-RRCEP II
Training and Technical Assistance Coordinator
Team Building (Technical Assistance)

Description
This program represents a movement from a generic workshop presentation designed for a group of people from a variety of work settings to providing an individualized, needs based training and/or technical assistance for an individual agency or office.

An assessment of an existing team’s needs in the area of team building will be completed, and recommendations for training and/or technical assistance will be provided to the agency/office. The agency/office will then process the recommendations and develop a plan of action with the RRCEP. This plan of action could include a variety of training and technical assistance activities.

This Program is Designed For
All members of an existing team (office/agency) that provides rehabilitation services. It is expected that the team would participate in this process together, although there may be meetings or assessments that would be compartmentalized by job title/duties.

Length
Individualized for each office/agency. One or two-day assessment where RRCEP trainers would visit the office/agency and meet with staff. If training/technical assistance is recommended as a result of the assessment, and desired by the office/agency, follow-up meetings and/or trainings would be scheduled.

Format
Again, individualized to meet the office/agency’s needs. Examples would be small/large group activities, mini-lecture, and homework assignments.

Learning Objectives
• Increase understanding of other teammates individuality and what each player contributes to the team.
• Improve the effectiveness of the team, so that the quality of services provided to consumers also improves.
• Increase the level of cohesion among team members.

Program Outline
Individualized to meet the needs of an office/agency.

• STEP 1: Assessment of needs of team requiring team building.
• STEP 2: Recommendations and development of action plan.
• STEP 3: Trainings/technical assistance that could focus on areas such as:
  ◆ Clearer identification of individual roles of team members.
  ◆ Better understanding of individual and team members communication or work styles.
  ◆ Improving communication and/or conflict resolution skills.
  ◆ Clarifying policy and procedures.
  ◆ Developing or clarifying the Mission Statement of agency or office.
  ◆ Creative approaches to strengthen team unity.

Instructors
Tom Duffy, M.S.Ed., N.C.C.
RRCEP II Senior Trainer

Jeffrey Dulko, M.A., CRC
CRP-RRCEP II Senior Trainer

Marie Oehler, M.S., CRC
RRCEP II Senior Trainer

Wendy Quarles, B.S.
CRP-RRCEP II Training and Technical Assistance Coordinator

Marilyn Stevens
RRCEP II Project Support Specialist
Time and Stress Management

Description
With enormous caseloads, the rehabilitation counselor may feel that there is never enough time, and be too stressed to do anything about it! This introspective and energizing workshop allows the participant the luxury of a stress free environment to explore goals and identify priorities that can result in positive and realistic changes in time and stress management.

This Program is Designed For
Administrators, Managers, Vocational Rehabilitation Counselors, Rehabilitation Assistants and Support Staff.

Length
This program can be a two-day training or broken down into separate trainings.

Format
Reflection, video, group and individual exercises, and humor.

Learning Objectives
• To increase awareness of time and stress management strategies.
• To develop time and stress management coping strategies to be used on a day-to-day basis.

Program Outline
• Identifying time styles.
• Time wasters and strategies.
• Effective time planning strategies.
• Caseload management.
• The effects of positive and negative stress.
• Type A and B behavior.
• Job stress and burnout.

Instructors
Tom Duffy, M.S.Ed., N.C.C.
RRCEP II Senior Trainer

Jeffrey Dulko, M.A., CRC
CRP-RRCEP II Senior Trainer

Marie Oehler, M.S., CRC
RRCEP II Senior Trainer

Wendy Quarles, B.S.
CRP-RRCEP II
Training and Technical Assistance Coordinator
Training Techniques in Employment Settings

Description
Effective use of teaching and intervention strategies equals time savings, resource savings, and leads to job retention. This one-day workshop will highlight the importance of matching teaching and intervention techniques with the consumer’s learning strengths. Participants will complete their own assessments, allowing them to maximize their teaching style based on personal strengths.

This Program is Designed For
Any staff who teaches, instructs, or designs job site interventions.

Length
One-day training.

Format
Interactive hands-on, opportunities to explore and initiate learning styles.

Learning Objectives
• Will explore the concepts of learning styles.
• Will understand the strength-based assessment approach.
• Will identify environmental factors.
• Will develop Job Development and Job Coaching plans based on strengths and learning styles.
• Will design real life, real work teaching and intervention strategies.

Program Outline
• Learning styles overview.
• Assessment types and methods.
• Environmental factors that affect learning.
• Job Development and Job Coaching planning.
• Teaching and intervention strategies.

Instructors
Lisa Bayer, B.S.
LDA Life and Learning Services
Director of Employment and Educational Services

Jeffrey Dulko, M.A., CRC
CRP-RRCEP II Senior Trainer

Wendy Quarles, B.S.
CRP-RRCEP II
Training and Technical Assistance Coordinator
Understanding Mood Disorders

Description
This one or two-day program will provide an overview of the major mood disorders (Depression, Dysthymia, Bipolar, Mania and Hypomania). Job placement and retention can be challenging for a consumer with a mood disorder. We will explore treatment options and strategies that can be used to support someone who has a mood disorder.

This Program is Designed For
Vocational Rehabilitation Counselors, Rehabilitation Assistants, Supervisors, and other Rehabilitation Professionals.

Length
One or two-day training.

Format
Lecture, small and large group activities, discussions, case studies, and videos.

Learning Objectives
• To increase understanding of the various mood disorders and the differences in diagnoses.
• To be more aware of the warning signs and the strategies/treatments available.
• To increase understanding of the supports that can be used to help a consumer with a mood disorder be more successful vocationally.

Program Outline
• Overview of Mood Disorders: Depression, Dysthymia, Bipolar, Mania and Hypomania.
• Warning Signs.
• Treatments.
• Vocational Issues.
• Developing supports.

Instructor
Tom Duffy, M.S.Ed., N.C.C.
RRCEP II Senior Trainer
Vocational Assessment For Beginners

Description
Designing effective vocational evaluation strategies leads to efficient goal planning, better job matches, and longer job retention. This one-day workshop will offer assessment tools and skills to direct service staff who are looking for simple methods to better understand the individuals they serve.

Participants also will have an opportunity to practice observational skills and to learn how assessment results are used in vocational planning.

This Program is Designed For
Direct service staff with no prior formal training in vocational assessment.

Length
One-day training.

Format
Lecture, group and individual exercises and group discussion.

Learning Objectives
• To understand the purpose and function of Vocational Evaluation.
• To acquire and learn informal assessment tools and methods.
• To develop the ability to conduct a person-centered assessment.
• To learn and practice observational techniques.
• To gain skills in using evaluation results to facilitate goal planning.

Program Outline
• Introduction to vocational evaluation.
• Practice with informal assessments and observational techniques.
• Understanding person-centered assessment.
• Documenting the results.
• Vocational goal development.
• Implications for different disabilities.

Instructor
Jeffrey Dulko, M.A., CRC
CRP-RRCEP II Senior Trainer
Vocational Assessment Tools

Description
Defining the needs of our consumers is based partly on experience and training, but is also based on knowing what to expect from tests, and accurately administering and interpreting assessments and test scores. This training will focus on the assessment tools that are currently on the market, and how to use these tools to determine the readiness, skill, ability and academic level of the consumer. These assessments can be administered in the counselor’s office, may be pencil and paper or software based, and can be easily interpreted.

This Program is Designed For
Bachelor level or higher Vocational Rehab Counselors, who assess the needs of their clients, or refer for vocational assessments.

Length
One or two-day training.

Format
Lecture, discussion, case studies, and hands-on experience.

Learning Objectives
• To learn what tools are currently available.
• To understand the test results that are currently used.
• To define which assessments address which issues.

Program Outline
• An overview of evaluation: What to expect from tests.
• Criterion vs. norm referenced.
• How to interpret specific test results.
• When to refer for a voc evaluation.
• An overview of what is measurable.
• Standardized materials currently on the market.

Instructor
Maria Patrick Oakley, CRC, ABDA
Patrick Oakley Associates
Vocational Evaluation Methods

Description
This program provides an intensive learning experience for Vocational Rehabilitation and Special Education Practitioners who are expected to conduct vocational evaluations and assessments.

This course stresses actual hands-on experience with actual tests, work samples, interest inventories, computerized aptitude and job matching systems, and U.S. Department of Labor occupational information resources. Using a combination of lecture, hands-on practicum, and individual and group projects, this program prepares participants to conduct and interpret vocational evaluations.

This Program is Designed For
Community Rehabilitation Staff who are expected to conduct vocational evaluations and assessments.

Length
One or two-day training.

Format
Lecture, hands-on practicum, individual and group projects and discussion.

Prerequisite
Vocational Evaluation Methods is a prerequisite to Advanced Vocational Evaluation Methods, Functional and Situational Assessment is a recommended workshop.

Learning Objective
An increased awareness of the details of vocational evaluation methods through actual hands-on learning.

Program Outline
• Appropriate vocational assessment tools.
• Understanding psychometric concepts.
• Developing Vocational Evaluation Plans.
• Writing meaningful evaluation reports.
• Recording behavioral observations.
• Completing a job analysis using DOL format.
• Adapting vocational evaluation process for transitioning youth, as well as for those with different disabilities and learning styles.

Instructor
Maria Patrick Oakley, CRC, ABDA
Patrick Oakley Associates

Note: Successful completion of Functional and Situational Assessment, Vocational Evaluation Methods, and Advanced Vocational Evaluation Methods will fulfill New Jersey (DVRS) Vocational Evaluation Certificates requirement.
Vocational Implications of Psychiatric Disabilities

Description
This one-day program explores the fundamentals and symptoms of select psychiatric illnesses and the current treatments for each diagnostic group. The effects on communications, interactions, and abilities of consumers with these problems are discussed. One of the primary underpinnings of successful vocation-focused activities is understanding the symptoms of the mental illness, the treatments used for the problem (medications and talk therapies), and the side effects. That understanding is one of the most effective factors in promoting positive vocational goals.

Learn to work with the symptoms and treatments and side effects when conceptualizing an occupational outcome for someone. We all have disabilities, weaknesses, poor skills in one or many areas and we manage to work with them – so can someone with a psychiatric diagnosis. A basic overview of how the principles of psychiatric rehabilitation merge with psychiatric treatment will be presented.

The workshop will highlight how the different diagnoses can have vocational impacts and how professionals can manage and plan around these aspects of mental illness. Strategies, short and long term vocational planning, and placement considerations will also be presented.

This Program is Designed For
Experienced and new Vocational Rehabilitation Counselors.

Length
One-day training.

Format
Lecture, case examples, and discussion.

Learning Objectives
• Understand the symptoms and impacts of psychiatric disabilities.
• List the likely treatment options for a diagnostic group.
• Plan for vocational placement combined with a given psychiatric treatment regimen.
• Develop skills necessary to make appropriate vocational recommendations.

Program Outline
• Symptoms of Schizophrenia and Schizoaffective Disorder.
• Treatments for Psychiatric Disabilities.
• Employment Issues.
• Rehabilitation and Work Readiness.
• Barriers to Employment.
• Supports.
• Expectations Fitting the Illness and the Meds.

Instructors
Dr. Eileen Trigoboff, RN, APRN/PMH-BC, DNS, DABFN, CIP
Clinical Nurse Specialist, Psychiatry

Jeffrey Dulko, M.A., CRC
CRP-RRCEP II Senior Trainer
Vocational Rehabilitation Issues for Persons with Autism Spectrum Disorders

Description
During the past several years there has been an enormous increase in the identification and diagnosis of individuals with Autism Spectrum Disorders.

This program will explore some of the reasons for this change and why it is significant for the field of VR. Participants will gain an increased awareness of the complexities of this group of disorders and will learn ways to support someone who has an Autism Spectrum Disorder. Special emphasis will be placed upon Asperger’s Syndrome.

This Program is Designed For
Rehabilitation Counselors, Rehabilitation Assistants, and Supervisors.

Learning Objectives
• To increase knowledge of the Autism Spectrum Disorders.
• Develop strategies to help support an individual with a diagnosis of an Autism Spectrum Disorder.

Program Outline
• Background: Definitions, Prevalence, Why it is important for VR professionals to understand Autism.
• Cause and Treatments.
• Communication and Behavioral Issues.
• Valuing Passions.
• Social Skill Issues.
• Strategies to support someone who has an Autism Spectrum Disorder - with an emphasis on Vocational aspects.

Instructor
Tom Duffy, M.S.Ed., N.C.C.
RRCEP II Senior Trainer

Description
During the past several years there has been an enormous increase in the identification and diagnosis of individuals with Autism Spectrum Disorders.

This program will explore some of the reasons for this change and why it is significant for the field of VR. Participants will gain an increased awareness of the complexities of this group of disorders and will learn ways to support someone who has an Autism Spectrum Disorder. Special emphasis will be placed upon Asperger’s Syndrome.

This Program is Designed For
Rehabilitation Counselors, Rehabilitation Assistants, and Supervisors.

Length
Program can be modified to run for half-day, one-day or two-day depending on the needs of the agency requesting the training.

Format
Lecture, case studies, small and large group discussions and exercises.

Note: This program may be combined with a program in the area of Autism Spectrum Disorders offered by our consultant, William Stillman. Please contact Tom Duffy, RRCEP II Senior Trainer at thduffy@buffalo.edu or (716) 829-2066 for details.
Working with Consumers with Coexisting Conditions

Description
This one-day workshop will explore the vocational implications of working with consumers who have a psychiatric disability and another significant disability, such as a developmental disability or substance abuse.

Many programs have been designed to meet the needs of a specific disability group. However, there is a growing trend that vocational rehabilitation providers are attempting to meet the demand to serve consumers with multiple disabilities. Additionally, staff often do not feel adequately prepared to develop vocational plans or provide support for multiple complicating vocational barriers.

This program will provide strategies to understand and approach consumers with the coexisting conditions of mental illness and a developmental disability or substance abuse. The topics will focus on attending to the functional aspects of the disabilities, developing positive momentum for change, setting priorities when attending to multiple vocational barriers, working with treatment teams, and how to communicate to consumers, families, and employers about the disability issues without being overwhelming.

This Program is Designed For
Vocational Rehabilitation Counselors, Supervisors, Counseling Assistants, and CRP staff.

Format
Lecture and discussion.

Learning Objectives
• Increased awareness of the vocational barriers associated with multiple disabilities.
• Vocational planning for complex situations.
• Communication skills for treatment teams.
• Staying focused in the midst of multiple issues.
• Development of positive relationships with distressed consumers.
• Strategies to communicate with stakeholders close to the consumer.

Program Outline
• Overview of mental illness, developmental disability and substance abuse.
• Developing “realistic” vocational plans.
• Practice with different treatment team scenarios.
• Managing difficult relationships and difficult communication.
• Case studies.

Instructor
Jeffrey Dulko, M.A., CRC
CRP-RRCEP II Senior Trainer

Length
One-day training.
Working with Consumers with Criminal Backgrounds

Description
This session will provide an overview of working with consumers within supported employment programs that have criminal/legal involvement. Participants will learn about the juvenile justice process and how it impacts youth/young adult employment and adult supported employment. Presenters will cover the adult legal system, how to package services, and developing specialized components of a supported employment program.

Aspects to be covered will include intake, assessment, job development, and job coaching. Information and techniques that will help participants work more effectively with this population will be provided.

This Program is Designed For
Any vocational rehabilitation staff who are working with consumers with criminal backgrounds.

Learning Objectives
• Will explore the juvenile and adult justice process.
• Will explore concepts of criminal history, convictions, bonding, etc.
• Will determine barriers to employment.
• Will identify services and programs available.
• Will create program models to address the needs of consumers with Criminal Backgrounds.

Program Outline
• Overview of justice process.
• Key concepts of Criminal Backgrounds.
• Programs and Services available.
• Strategies for program design.

Instructors
Sharon Bellinger, B.S.
Rehabilitation Support Services, Inc.
Program Coordinator

Diane Woodward, LMSW
Wildwood Programs
Senior Clinical Consultant

Length
One-day training.

Format
Lecture and group discussions.
Working with Consumers Who Have a Brain Injury

Description
This is a day and one-half workshop. People who have acquired a brain injury often face major challenges when they attempt to enter or re-enter the workplace.

This program will provide the participants with an overview of the medical, psychological and vocational aspects of brain injury. Treatments and strategies to support someone with a brain injury will be explored.

This Program is Designed For
Vocational Rehabilitation Counselors; Rehabilitation Assistants; Supervisors; and Independent Living Center Staff.

Length
One and one-half day training.

Format
Lecture, small and large group activities, discussions, case studies, and videos/DVDs.

Learning Objectives
- To increase awareness of the medical and psycho-social issues that a person with a brain injury may face.
- To develop an increased understanding of possible strategies to support someone with a brain injury in a vocational setting.

Program Outline
- Brain Facts.
- What is an Acquired Brain Injury?
- How is the brain hurt?
- Brain anatomy.
- Coma.
- Memory.
- Emotional/motivational/behavioral disturbances.
- Awareness of deficits after injury.
- Mild brain injury.
- Challenges for returning to work.
- Assessments.
- Employment and community supports.

Instructor
Tom Duffy, M.S.Ed., N.C.C.
RRCEP II Senior Trainer
Description
This one-day program explores the fundamental features of the psychiatric illnesses Depression and Bipolar Illness and the current treatments for each diagnostic group. The prevalence, heritability, and course of illness including relapses and remission will be explored along with how these illnesses impact communications, relationships, and other life areas. Understanding the symptoms of the mental illness, the treatments used for the problem (medications and talk therapies), and the side effects will be invaluable for those working with these populations.

This workshop highlights how these Mood Disorders impact people’s lives and how professionals can manage and plan around these aspects of mental illness.

This Program is Designed For
Experienced and new Vocational Rehabilitation Counselors.

Learning Objectives
• Understand the symptoms and impacts of Mood Disorders.
• List the likely treatment options for the diagnostic group.
• Plan your work contacts around the likely course of illness.
• Develop skills necessary to interact appropriately and therapeutically with this population.

Program Outline
• Symptoms of Depression and Bipolar Disorder.
• Treatments for these illnesses.
• Lethality Issues and Identification.
• Intervention Strategies for Lethality.

Instructors
Dr. Eileen Trigoboff, RN, APRN/PMH-BC, DNS, DABFN, CIP
Clinical Nurse Specialist, Psychiatry

Jeffrey Dulko, M.A., CRC
CRP-RRCEP II Senior Trainer

Length
One-day training.

Format
Lecture, case examples, and discussion.
Working with Consumers Who Have Personality Disorders

Description
This one-day program will cover the clinical presentation of Personality Disorders. How these Axis II psychiatric diagnoses impact on the level of relatedness to others, the degree someone comes into conflict with others, sense of humor, and the degree of motivation - among other traits – will be explored. All 10 Personality Disorders will be covered, however Cluster B Personality Disorders (Antisocial, Borderline, Narcissistic, and Histrionic) will be the main focus for the day.

The typical interpersonal style of these diagnostic groups will be examined in light of psychological defenses and therapeutic responses. Taking care of yourself while involved in the treatment of someone with Personality Disorders will be thoroughly discussed.

This Program is Designed For
Experienced and new Vocational Rehabilitation Counselors.

Length
One-day training.

Format
Lecture, case examples, and discussion.

Learning Objectives
• Describe an awareness of the general features of Personality Disorders.
• Identify impacts on professional contacts with Personality Disorders.
• Evaluate how Personality Disorders are demonstrated in pertinent areas of life.
• Discuss current issues regarding interacting with Personality Disorders.

Program Outline
• Definition of Personality Disorders (PDs).
• Introduction to the 10 PDs.
• Clinical Presentation of Cluster B Personality Disorders.
• Clinical Interventions.

Instructors
Dr. Eileen Trigoboff, RN, APRN/PMH-BC, DNS, DABFN, CIP
Clinical Nurse Specialist, Psychiatry

Jeffrey Dulko, M.A., CRC
CRP-RRCEP II Senior Trainer
Certificate Series

During its first year of offering, RRCEP II has received strong interest from rehabilitation professionals regarding the Supported Employment Certificate Series. They describe the certificate as helping to professionalize the field, encourage staff to pursue additional training, increase professional esteem, and allow staff to demonstrate a level of professional achievement.

As a result, requests for additional Certificate Series have been received, and RRCEP II is pleased to announce four certificates that demonstrate attendees successful completion of training in a given area:

1. Supported Employment Certificate  
2. Mental Health Support Certificate  
3. Vocational Evaluation Certificate  
4. Supported Employment Program Management Certificate

The following is a list of the required courses for completing each certificate. Attendees will receive attendance certificates for each workshop completed.

If you have questions, please contact Wendy Quarles at (716) 829-2875 or wquarles@buffalo.edu

Supported Employment Certificate

Designed in accordance with the competencies and standards set by the Association for Persons in Supported Employment (APSE) and the Association of Community Rehabilitation Educators (ACRE), the following eight trainings are mandatory for eligibility to receive the Series Certificate:

Orientation to Supported Employment  
Job Coach I 
Job Coach II 
Counseling Skills for Direct Service Providers 
Training Techniques in Employment Settings 
Documentation and Record Keeping 
Vocational Assessment for Beginners OR Functional and Situational Assessment 
Job Development I OR Job Development II
Mental Health Certificate

The following five trainings are mandatory for eligibility to receive the certificate:

- Vocational Implications of Psychiatric Disabilities
- Working with Consumers with Mood Disorders
- Working with Consumers with Personality Disorders
- Working with Consumers with Coexisting Conditions
- Counseling Skills for Direct Service Providers

Vocational Evaluation Certificate

The following five trainings are mandatory for eligibility to receive the certificate:

- Vocational Assessment for Beginners
- Functional and Situational Assessment
- Vocational Evaluation Methods
- Vocational Assessment Tools
- Advanced Vocational Evaluation

Supported Employment Program Management Certificate

The following four trainings are mandatory for eligibility to receive the certificate:

- Strategies for Supervision Success
- Supported Employment Program Management I
- Supported Employment Program Management II
- Ethical Issues in Rehabilitation
RRCEP II is offering a variety of trainings in the following topic areas to offer participants an opportunity to concentrate their learning experience in an area of interest. These concentrations may be customized to meet your agency or organization’s specific needs. The following is a sampling of possible offerings.

1. **Supervision and Middle Management**

   These trainings are designed for rehabilitation professionals who want to move into middle management, as well as middle managers who would like to develop and strengthen their skills.

   - Moving Up: Making the Transition to a Managerial Position
   - Coaching: The Supervisor’s Role in Fostering Employee Commitment
   - Recruitment Strategies: Interviewing and Selecting Quality Employees
   - Strategies for Building Successful Teams
   - Understanding Work and Learning Styles

   Contact person: Tom Duffy at (716) 829-2066 or thduffy@buffalo.edu

2. **Leadership**

   These programs are designed for individuals in middle management who are interested in assuming more of a leadership role in their organization, as well as those in upper management and executive position who would like to sharpen their skills.

   - Understanding and Applying the Principles of Leadership
   - Strategic Thinking and Scenario Building Techniques for Tomorrow’s Leaders
   - Marketing/ Public Relations
   - Understanding Systems and their Relationship to other Systems

   Contact person: Tom Duffy at (716) 829-2066 or thduffy@buffalo.edu

3. **Addiction**

   These offerings are for anyone who wishes to strengthen their knowledge base in the field of addictions.

   - Addiction: The Biopsychosocial Process
   - Relapse Prevention and Vocational Direction
   - Current Drug Trends
   - Special Populations
     - May Include: Women; Hep C; HIV/AIDS; Gambling; Adolescence; Dual Diagnoses; Domestic Violence.

   Contact person: Marie Oehler at (716) 829-2914 or moehler@buffalo.edu
Instructors

David F. Burganowski, Ph.D., is the Director of the Rehabilitation Counseling Program and both the Region II General and Community Rehabilitation Programs (RRCEP II) at the State University of New York at Buffalo. Dr. Burganowski began his career in rehabilitation counseling in 1979 as an instructor with the General RRCEP II. In 1990, he was promoted to Director of the General RRCEP II, and under his direction in 1997, he secured additional funding to establish the Community Rehabilitation Program RRCEP II.

He has over 27 years of experience in rehabilitation including 16 years in program administration, seven years of direct training services at the state, regional and national level, and four years of clinical experience at the Veterans Administration Medical Center in Buffalo, New York.

Over the past 16 years, Dr. Burganowski has: (1) Secured over 15 million dollars in funding from the Department of Education and; (2) Expanded total program budget by 125% over a three-year period enabling a robust array of technical assistance and training services for Vocational Rehabilitation, Community Rehabilitation Programs, Centers for Independent Living, Native American Rehabilitation Programs, and related agencies.

Dr. Burganowski is internationally recognized in several areas of rehabilitation including Transitioning School to Careers, Substance Abuse, Traumatic Head Injury, Family, Strategic Planning and Organizational Development.

Wendy S. Quarles, B.S., joined the CRP RRCEP II team in 2001 as our Senior Trainer, and currently she is the Training and Technical Assistance Coordinator.

Wendy brings over 20 years of experience in Vocational Rehabilitation. She began her career in Baltimore as a Sheltered Workshop Supervisor, Job Coach and Job Developer. She has spent 12 years managing Supported Employment programs in Rochester, New York.

Through ownership of Strategies for Success, a training and consulting business and various leadership positions with Empire State APSE (Association for Persons in Supported Employment), Wendy has gained national recognition in the field of Supported Employment.

As a Training Coordinator at CRP-RRCEP II, Wendy supervises the CRP-RRCEP staff and oversees the annual training calendar. She also participates on a variety of state and national committees. Wendy also provides training in the Job Coach Certificate Series.

Marie E. Oehler, M.S., CRC, joined RRCEP II in 2001. Marie has a M.S. in Rehabilitation Counseling from the SUNY at Buffalo, and also holds undergraduate degrees in Alcohol Counseling and Community and Human Services, with a concentration in counseling issues.

Marie has worked in the rehab field in outpatient mental health and substance abuse clinics, IPRT, and continuing day treatment where she developed curriculum, conducted groups and assessments, while providing individual counseling. Her clients have included individuals with mental health, substance abuse, MICA, psychiatric and legal issues.

At RRCEP, Marie has been involved in the implementation and development of many programs including the following topics: substance abuse, addiction and recovery; dangerous behaviors; resilience; understanding client resistance; team building; vocational goal planning and motivational interviewing. Marie also regularly volunteers as a mental health counselor.
Instructors -- continued

Tom Duffy, M.S.Ed., N.C.C., has been a Senior Trainer at RRCEP II since 2001. Prior to joining the RRCEP team Tom worked for over 20 years in a variety of settings in the rehabilitation field, including over 12 years in a supervisory role.

Tom’s background includes working as a counselor in a sheltered workshop; outpatient mental health counselor; program coordinator for a Continuing Day Treatment Program; and most recently as the Community Social Services Director – Mental Retardation for a mental health center in Pennsylvania. Tom was an adjunct professor at St. Bonaventure University (1989-98) in the Graduate Community Counseling Program, where he taught Group Counseling Practicum classes and served as a group facilitator in Group Counseling classes. He has been a National Certified Counselor since 1986. Tom has co-authored a book chapter entitled “Group Therapy for Persons with Mental Retardation”. Recently Tom was selected to be a Primary Study Group Member for the 32nd Institute on Rehabilitation Issues’ upcoming publication – “Rehabilitation of Individuals with Autism Spectrum Disorders”.

In addition to developing and implementing training programs for the General RRCEP, Tom is involved in coordinating and providing training and technical assistance for the Independent Living Centers throughout Region II.

Jeffrey P. Dulko, M.A., CRC, joined CRP-RRCEP as a Senior Trainer in 2003. Jeff received his M.A. degree in Rehabilitation Counseling from New York University and his CRC in 1990 and is in the process of completing his doctoral degree in Counseling Psychology from West Virginia University. His 16 years experience includes individual and group counseling, vocational evaluation, program coordination, supervision, and course instruction. He has worked primarily with persons with mental illness, chronic pain, visual impairment, substance abuse, and dual diagnoses.

Jeff’s role at the RRCEP is to provide training and technical assistance in job coaching, counseling topics and program management skills. Jeff brings to the team experience with workshop development and curriculum design and looks forward to meeting the needs of the constituents in Region II.
The following is a list of consultants that the RRCEP II employs to facilitate workshops, as well as complete agency based Technical Assistance. This list evolves as additional consultants are hired to provide Technical Assistance.

Lisa Bayer, B.S., is currently the Director of Employment and Education Services at the Learning Disabilities Association of Genesee Valley in Rochester, New York. Lisa has 17 years of experience in the field of supported employment, adult education and advocacy. She has a B.S. in Psychology from Nazareth College and holds certifications in the following areas: Medicaid Case Management, Supported Employment and Program Evaluation. Lisa, who is also the Vice President for Empire State Association for Persons in Supported Employment (APSE), is recognized for her expertise in the areas of School-to-Work Transitioning, Job Coach training and Learning Styles.

Sharon Bellinger, B.S., graduated from SUNY Brockport with a Bachelor’s Degree in Sociology and holds current certification from the United States Psychiatric Rehabilitation Association (USPRA) as a Certified Psychiatric Rehabilitation Practitioner. Ms. Bellinger currently works for Rehabilitation Support Services, Inc. where she has been employed for twenty-two years. She has worked in various positions/programs from direct care to manager. Her first ten years with RSS were spent working in residential programs including: community residences, certified apartment and MICA residential programs. She transitioned from managing residential programs to managing a vocational support program for RSS. She continues overseeing this program and over the past twelve years developed and oversees several other vocational support programs for RSS in Albany and Schenectady Counties. During the course of her involvement with employment and vocational services she has developed a very strong commitment to the idea that work is a key to a person’s recovery and overall well being.

Jennifer Joyce, B.S., is the Director, Training & Consultation Services with The Arc of New Jersey – Project Hire. She utilizes more than 10 years of experience when providing training and consultation to supported employment providers, parents, and school districts throughout New Jersey on a variety of topics related to supported employment or transition from school to adult life. She also serves on several statewide committees and consults with professionals in the field. She is the First Vice-President of the Board of Directors of the New Jersey Chapter of APSE - The Network on Employment and is an award-winning presenter at statewide and national conferences. In addition, she provides instruction for Orientation to Supported Employment, Job Coach I, Job Coach II, and Documentation & Record Keeping training in her role as a consultant with the Region II Rehabilitation Continuing Education Program (RRCEP II).

Julia Kelly, M.Ed., is the Senior Coordinator of Community Services at the Rensselaer NYSARC, Inc., located in Troy, New York. She began her career as one of the first Supported Employment Specialists hired in Philadelphia in 1985 and has continued to develop and coordinate Supported Employment and individualized Community Inclusion programs for over 21 years. Her educational background includes a B.A. from Stockton State College and a M.Ed. in Educational Psychology from the College of St. Rose. Ms. Kelly has designed and/or conducted seminars for the Supported Employment Training Counsel, New York State OMRDD, NYSAPSE, Syracuse University Facilitated Communication Institute, Kennedy Institute, Parent and Advocacy Training Center (PEATC), local schools and various human service agencies. Ms. Kelly’s extensive training experience includes topics such as Supported Employment, Community Inclusion, Instructional Strategies, Natural Supports, Job Development/Networking, Developing Creative Day Options, Positive Behavioral Supports, Facilitated Communication, and Self-Advocacy. Ms. Kelly currently edits and contributes to several newsletter publications.

Diane L. Neville, M.S., CRC, CVE, is a professional educator, consultant and trainer and has been teaching vocational evaluation and work adjustment techniques for community rehabilitation programs in Region II for the past 20 years. A Switzer Scholar, she teaches graduate courses in rehabilitation counseling at Hofstra University and serves as a program consultant and regional associate for CARF, the accreditation commission. Currently, Diane is serving as the Deputy Director of Wecares Program Abilities, Incorporated.

Maria Patrick Oakley, M.S., CRC, ABDA, is the principal partner in Patrick Oakley Associates, Inc. and a private consultant in rehabilitation. She has 20 years of experience providing vocational evaluations for individuals referred by Vocational and Educational...
Dr. Eileen Trigoboff, RN, APRN/PMH-BC, DNS, DABFN, CIP, is certified as a clinical nurse specialist in psychiatry and holds a doctorate in nursing science specializing in psychiatric nursing and psychopharmacology. She is board certified in three specialties. Dr. Trigoboff is currently in private practice, is a consultant, and has numerous publications on topics such as psychopharmacology, mental illness and chemical abuse, mediation teaching, codependency, test bank/resource guides, and psychiatric nursing textbooks. She is the Director of Nursing Research at the Buffalo Psychiatric Center, as well as book reviewer and journal editor. Dr. Trigoboff has presented at hundreds of conferences on topic areas including assessment interventions, psychopathologies, and professional issues.

William Stillman, B.S., is an author, consultant and presenter in the field of Autism and Asperger’s Syndrome. He has written several books on Autism Spectrum Disorders that have been highly praised by the autism and self-advocacy communities, as well as a column for the national quarterly publication “The Autism Perspective”. Prior to developing his consulting business, Bill was the Pennsylvania Department of Public welfare, Office of Mental Retardation’s statewide point person for children with intellectual impairment, mental health issues, and autism. As an adult with Asperger’s Syndrome, Bill’s unique perspective and message of reverence and respect has touched thousands nationally through his acclaimed autism workshops and private consultations.

Jeffrey Tamburo, L.M.S.W., is Program Coordinator of Employment Services at Enable, an affiliate of the Cerebral Palsy Associations of New York State. He has 14 years experience in the field of supported employment, and has worked as a job coach and job developer. Currently, he is President of the Empire State Association for Persons in Supported Employment. In addition, Jeffrey is the Greater Syracuse Disability Mentoring Day Local Coordinator; Commissioner for the Onondaga County/Syracuse Commission on Human Rights; Chair of the Central New York Integrated Employment Council, and a member of the Board of Directors of AIDS Community Resources. Jeffrey holds a Master of Social Work from Syracuse University and Bachelor of Arts from Villanova University. Jeffrey also is a foster and adoptive parent and a member of a statewide initiative to recruit and mentor new foster parents.

Diane Woodward, LMSW, is the Senior Clinical Consultant for Wildwood Programs’ Clinical and Consultation Services. Ms. Woodward has a BSW and MSW and extensive experience working with individuals with autism spectrum disorders, learning disabilities, mental health impairments, and developmental disabilities. In addition to her current position, Ms. Woodward’s other professional experiences include being a residential and family support worker, director of supported employment, and director of transition services.

During her thirteen years at Wildwood Programs, Ms. Woodward has assisted in the grant writing, development, and implementation of several programs including a faith-based respite program, the provision of vocational assessments to inner city youth that dropped out of school, and an intensive day habilitation program focused on the needs of individuals with autism.

Additionally, Ms. Woodward provides training to not-for-profits, school districts, and families across New York State in a variety of areas such as negotiating the transition process, developing employment opportunities for individuals with autism spectrum disorders, understanding autism spectrum disorders or understanding learning disabilities, and assisting youthful offenders with disabilities to reintegrate into their schools and communities.
REGISTRATION FORM - must be received four weeks prior to program date

***PLEASE TYPE OR PRINT CLEARLY***

TITLE OF COURSE: ____________________________________________

DATE OF COURSE: __________________________ CITY: ________________________

Your Name: ____________________________________________________ Home Phone: ______________________

(please indicate: Mr., Ms., Mrs.)

Job Title: ____________________________________________________ Length of time in: current position _____ yrs. rehab. field _____ yrs.

Supervisor: __________________________________________ Phone (____) __________________ E-mail ______________________

Company Name: ____________________________________________________________

Company Mailing Address: ______________________________________________________

City: ___________________ State: ____________ Zip __________________

Business Phone: (____) __________________ Fax: (____) __________________ E-mail ______________________

Are you a veteran? ____ Yes ____ No Do you have a disability? ____ Yes ____ No

Do you need material in alternate format? A minimum of three weeks notice is required.

____ Braille     ____ Disk     ____ Large Print, specify font/size _______     ____ Sign Language Interpreter

____ Closed Captioning     ____ Assistive Listening Device, please specify: ________________________________

To make your training as comfortable and successful as possible, what type of assistive devices/services do you currently use?

____ Motorized Wheelchair   ____ Manual Wheelchair   ____ Scooter   ____ Guide Dog

____ Personal Aide   ____ Other, please specify ________________________________________________

Highest education level obtained: □ High School □ Associates Degree □ Bachelor’s □ Masters □ Doctorate

Which best describes your ethnic background? □ Black Non-Hispanic □ White Non-Hispanic □ Hispanic

□ Native American □ Asian or Pacific Islander □ Other

____ Yes, I would like to request a Travel Scholarship (Only CRP employees who will travel 100 miles from agency address or more should apply).

IF YOU ARE A COMMUNITY REHABILITATION PROGRAM PROVIDER:

Does your agency have a working agreement with VESID, NJDVRS, NYCBVH, NJCBVI, PR Vocational Rehabilitation Administration (VRA), or VI Disabilities and Rehabilitation Services (DRS)? ____ Yes ____ No

Supervisor’s Signature __________________________ Applicant’s Signature __________________________

~~~~~ Fax registration form to: Registration Officer 716/829-3935 ~~~~~