

Interpreting in VR Settings Webinar Series

## Vocational Rehabilitation as a System

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### Consortium Mission

- to connect and collaborate with diverse stakeholders in order to create excellence in interpreting

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graph TD; TA[technical assistance] --- CC[cross-center collaboration]; TA --- C[communication]; TA --- DR[dissemination resources]; TA --- KT[knowledge transfer]; CC --- C; CC --- EO[educational opportunities]; C --- DR; C --- KT; DR --- KT; EO --- KT
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## Outcomes

- Provide a historic view of VR as a system
- Increase participants awareness of the personnel, structures and processes associated with VR

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## Civilians with Disabilities

- Largely invisible and unaccounted for by the government



- Change began in the later half of the twentieth century
  - Social and physical isolation of people with disabilities became focus of civil rights legislation

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## Changes Affecting Disability Rights

Smith Fess Act

1954 Transition

Changing View of Disability

Civil/ Disability Rights

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## Changes Affecting Disability Rights

**Smith-Fess Vocational Rehabilitation Act**

- Enacted after World War I
- Amended in 1943, 1954 and 1965—after World War II, Korean War and the Vietnam War
- Designed to assist injured veterans
- Revisions related to new treatment and rehabilitation protocols

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## Changes Affecting Disability Rights

**1954 Transition of Services**

- Rehabilitation moved from the Veterans Administration into the new federal Department of Health, Education and Welfare
- Funds allocated for research and demonstration grants

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## Changes Affecting Disability Rights

**Changing View of Disability**

- Federal legislation, medical advances, and developments in assistive technology existed but social attitudes slow to change
- Defining of disability shifted from medical and economic view to socio-political perspective

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## Changes Affecting Disability Rights

### Changing Perspective

The view or perspective of disability began to change from medical/economic view to socio-political view.

Medical/Economic	→	Socio-Political
<ul style="list-style-type: none"> <li>Focus on <b>functional and vocational limits</b> and what the individual is unable to do as a result</li> <li>People with disabilities viewed as inferior and in need of "cure"</li> </ul>		<ul style="list-style-type: none"> <li>Focus on <b>social circumstances</b> that create barriers and can be changed through legislation and political action</li> <li>People with disabilities merged as an oppressed group of minorities</li> </ul>

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## Changes Affecting Disability Rights

### Civil and Disability Rights Legislation

Civil Rights Act of 1964	Rehabilitation Act of 1973
<ul style="list-style-type: none"> <li>Focus on eliminating racial discrimination</li> <li>Set the stage for a number of minority groups to broaden its coverage and demand equality</li> </ul>	<ul style="list-style-type: none"> <li>Section 504 echoes Title VII of the 1964 Civil Rights Act</li> <li>Offered the first statutory definition of discrimination towards people with disabilities</li> <li>Limited scope—only outlawed discrimination by entities receiving federal funds</li> </ul>

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## Changes Affecting Disability Rights

### Civil and Disability Rights Legislation

#### Section 504 of the Rehabilitation Act

- Regulations enforcing Section 504 took an additional 4 years to be issued in 1978
- Three new concepts emerged during this time period
  - Program Accessibility
  - Mainstreaming
  - Independent Living

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## VR and Interpreting

- VR's interest in interpreters precedes federal legislation by a decade
- 1965 Public Law 89-333 passed and authorized interpreting as a case service for deaf clients of VR
- By 1978 RSA was funding five-year competitions for regional and national projects to increase the supply of interpreters for persons who are deaf, deaf-blind or hard of hearing



Demand for Qualified Interpreters

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## PL 94-142 (IDEA)

- Passed in 1975
- Education of All Handicapped Children's Act—informally called the mainstreaming law
- Resulted in an accelerated demand for qualified interpreters
- Fields of interpreting and interpreter education not prepared for the increased demand and still reacting to it today



Demand for Qualified Interpreters

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## Americans with Disabilities Act (ADA)

- Passed in 1990
- Requires all segments of society serving the public to be accessible
- An individual can qualify as a member of a protected class at anytime in his or her life when circumstances warrant
- Another significant acceleration in demand for interpreters and the privatization of interpreting services delivery



Demand for Qualified Interpreters

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## Interpreter Education

**What has been done to respond to the demand?**

- 1974 RSA funded the National Interpreter Training Consortium (NITC)—six post secondary interpreter programs
- 1980 RSA began funding regional and national interpreter education projects in response to the 1978 Amendments to the 1973 Rehab Act
  - Establish competency standards for IEP graduates
  - This funding continues today with five-year funding cycles for six projects under the auspices of the National Consortium of Interpreter Education Centers (NCIEC)

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## What Interpreter Education is Available?

### 2008 NCIEC Study

Survey Results – 91 Respondents

Education Level	Number of Respondents
Associate	71
Bachelors	27
Masters	4

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Practitioners

Members of the System

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**Impact**

An interpreter-centric view of our work limits our access to important strategies for

- improved relationship building
- improved decision-making
- greater job satisfaction

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**Human Systems consist of...**

- People
- Structures and
- Processes

that work together to make an organization function as effectively and efficiently as possible.

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**RSA Leadership**

- Led by a Commissioner who advises the Assistant Secretary for Special Education and Rehabilitative Services

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## RSA Funding to States

Formula Grant Program

Discretionary Grant Process

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## RSA Funding to States

Formula Grant Program

Discretionary Grant Process

- Allocations of funds in accordance with a distribution formula
- Formula based on state population and per capita income
- Covers direct services and program administration
- Federal (79%)-State (21.3%) Match

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## RSA Funding to States

Formula Grant Program

Discretionary Grant Process

- Competitive process
- RSA reviews applications according to legislative and regulatory requirements
- RSA has discretion to determine which applications best address program requirements
- Examples: Projects with Industry, VR services for American Indians or Migrant and Seasonal Farmworkers

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## RSA Funding to States

**Formula Grant Program**

**Discretionary Grant Process**

- Assistive Technology State Grant Technical Assistance
- Centers for Independent Living
- Demonstration and Training
- Migrant and Seasonal Farmworkers
- Projects with Industry (PWI)
- Recreation Programs
- Rehabilitation Training
- Vocational Rehabilitation Services for American Indians

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## Individual State Plans

- Each state has flexibility in determining its policy, procedures and business practices
- Articulated in a state plan
- State plan describes how the state will provide services that comply with the federal mandate
- Submitted to Federal government for review and approval




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## Two Parts of the State Plan

**1 Preprint**  
Addresses the basic legal requirements about how states should operate VR programs

**The State Plan**

Each state plan has 2 parts.

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## Possible Differences in State Plans

- Division of government housing the VR program
- Order of Selection
  - Only serving the most severely impaired
- Financial Needs Tests
- Specialized versus generalist counselors
- Separate or combined agencies for serving individuals who are blind
- In-state versus out-of-state scholars and level of tuition support

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## Implications for Interpreters

- System varies from state to state
- Important to know how your state system functions
- Impacts how services are provided and associated policies and procedures
- Impacts the knowledge frame of interpreters who may work in multiple states

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## Who is Eligible for VR Services?

- Individuals who
  - Have a physical or mental impairment which is a substantial barrier to employment, and
  - Require vocational rehabilitation services to prepare for, secure, retain or regain employment, and
  - Are able to benefit from vocational rehabilitation services in terms of an employment outcome.

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## Presumption of Eligibility

- If an individual is receiving Social Security Disability Insurance (SSDI) or Supplemental Security Income (SSI), VR will presume that she or he is eligible for vocational rehabilitation services.



**Social Security**

The Official Website of the U.S. Social Security Administration

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## Order of Selection

- A state VR system may limit the number of individuals it serves due to fiscal restraints and cuts in federal and state budget allocation by applying an **Order of Selection**
- Serve those with the most significant disability
- Place other qualified applicants on a waiting list to be served as funds/resources become available

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## Philosophical Tenants of VR

- Recognition of the impact of disability on individuals
- Declaration of individual rights
- Belief in, and advocacy for, the rights of people with disabilities

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## Examples of Rights

- Individuals with disabilities are generally presumed to be capable of engaging in gainful employment and the provision of individualized rehabilitation services improves their ability to become gainfully employed.
- Individuals with disabilities must be provided the opportunities to obtain gainful employment in integrated settings.

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## Informed Choice

- **Informed choice** is the process that provides an individual the opportunity to be an active participant in his/her rehabilitation program, to make meaningful and informed choices in all phases of the vocational rehabilitation process, including the selection of his/her vocational goal and the services needed to become successfully employed.

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## Informed Choice in Action

- Informed choice is the foundation for the partnership between the participant and the counselor in which they:
  - jointly participate in the comprehensive assessment;
  - develop the IPE; agree upon vocational objectives, services and service providers; and
  - determine the roles and responsibilities of the participant and the counselor.

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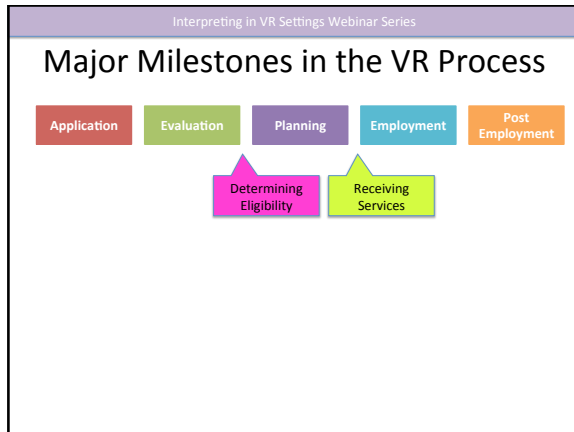
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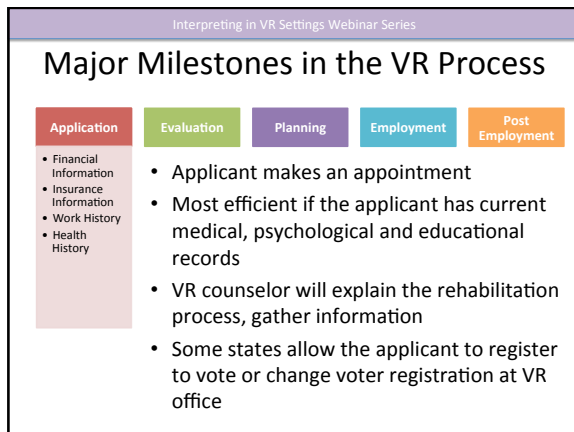
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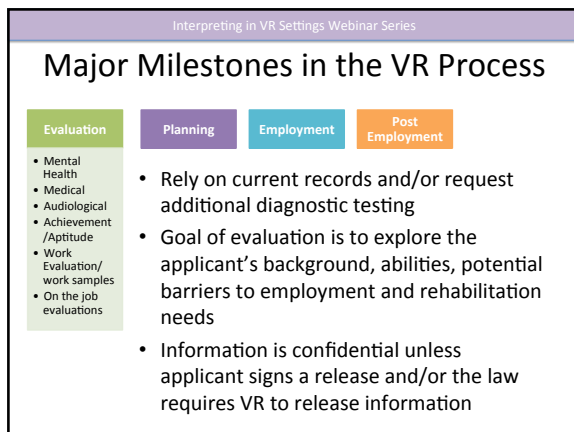
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## Major Milestones in the VR Process

**Evaluation**

- Mental Health
- Medical
- Audiological
- Achievement /Aptitude
- Work Evaluation/ work samples
- On the job evaluations

**Determining Eligibility**

- Must be done within 60 days of the application for services unless extension is agreed upon
- Individual will be assigned to a priority group based on the significance of the disability
- If services restricted due to Order of Selection, individual may have to wait
- When applicant is not eligible for services, referral to other social services will be made

**Planning**

**Employment**

**Post Employment**

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## Major Milestones in the VR Process

**Planning**

- Job exploration
- Informational interviews
- Job shadowing
- Job Clubs
- Training Programs

**Employment**

- Develop the Plan for Employment—**roadmap of VR services**
- Based on client strengths, resources, priorities, concerns, abilities, capabilities, interests and informed choice
- Client can prepare independently or with assistance of VR or other willing person
- Plan must be completed within 90 days of eligibility determination unless extension agreed upon

**Post Employment**

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## Major Milestones in the VR Process

**Planning**

- Job exploration
- Informational interviews
- Job shadowing
- Job Clubs
- Training Programs

**Receiving Services**

- Each IPE is different, depending on individual needs and goals
- Broad range of services available
- Throughout the process, evaluation, counseling and career planning guidance is provided
- Training includes vocational, post-secondary, on-the-job, personal and vocational adjustment training, job search skills development and job coaching

**Employment**

**Post Employment**

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## Major Milestones in the VR Process

Employment	Post Employment
<ul style="list-style-type: none"> <li>• Interviews</li> <li>• Meetings</li> <li>• Trainings</li> <li>• Employer meetings on challenging behaviors</li> <li>• Job coaching</li> <li>• Supported Employment</li> </ul>	<ul style="list-style-type: none"> <li>• VR counselor will assist the client in finding a job</li> <li>• Employment specialists also assist with finding appropriate match</li> <li>• Client successfully works for 90 days, their case is typically closed</li> </ul>

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## Major Milestones in the VR Process

Post Employment
<ul style="list-style-type: none"> <li>• Job coaching</li> <li>• Job retention</li> <li>• Client assistance programs</li> </ul>

- If status changes, VR can continue to assist
  - Help client keep a job
  - Help client get job back
  - Help client move ahead
  - Help client move to a better job
- Individuals can leave or exit the program at anytime during the process. The VR counselor will help the individual navigate through the process in an efficient and effective manner with the individuals interests at the forefront.

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## Steps in the VR Process

Application	Evaluation	Planning	Employment	Post Employment
<ul style="list-style-type: none"> <li>• Financial Information</li> <li>• Insurance Information</li> <li>• Work History</li> <li>• Health History</li> </ul>	<ul style="list-style-type: none"> <li>• Mental Health</li> <li>• Medical</li> <li>• Audiological</li> <li>• Achievement / Aptitude</li> <li>• Work Evaluation/ work samples</li> <li>• On the job evaluations</li> </ul>	<ul style="list-style-type: none"> <li>• Job exploration</li> <li>• Informational interviews</li> <li>• Job shadowing</li> <li>• Job Clubs</li> <li>• Training Programs</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews</li> <li>• Meetings</li> <li>• Trainings</li> <li>• Employer meetings on challenging behaviors</li> <li>• Job coaching</li> <li>• Supported Employment</li> </ul>	<ul style="list-style-type: none"> <li>• Job coaching</li> <li>• Job retention</li> <li>• Client assistance programs</li> </ul>

Each of these steps relates to the various services provided by VR.

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## Take Away Messages

- **VR is a complex system** comprised of a socio-political structure, personnel with unique skills and abilities, and various policies and procedures impacted by state and federal rules and regulations
- **System Thinking** is a way for interpreters to gain valuable insight into how the VR system works and to identify ways in which to adapt our role and responsibilities to function as part of the VR team

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## Training Opportunities

- **NCIEC Professional Development Series**
  - Module 3: Interpreting for Deaf Professionals
    - Registration deadline-April 16, 2014
    - Module offered June 16-August 8
    - 4 CEUs
- **Pepnet QuickClass**
  - Interpreting in the VR Setting
    - Registration opens April 19<sup>th</sup>
    - Class runs May 19-June 29
    - Offered for 3 CEUs
    - [www.pepnet.org](http://www.pepnet.org)
    - [www.pepnet.org/quickclasses](http://www.pepnet.org/quickclasses)

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## Questions and Answers

Use the chat function to state your question. Carrie will facilitate.

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**The Consortium Centers are funded by**  
 grants from the U.S. Department of  
 Education, Rehabilitation Services  
 Administration, Training of Interpreters  
 Program CFDA 84.160A and 84.160B.




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[www.unco.edu/marie/](http://www.unco.edu/marie/)



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