

ARIZONA DEPARTMENT OF ECONOMIC SECURITY

Program Name: Vocational Rehabilitation (VR)

Policy Number: VR-11.2-v2

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CHAPTER 11: Employment (Job Readiness) Services

Section 11.2: Disability Related Skills Training

I. Policy Statement

This policy provides guidelines regarding the provision of Disability Related Skills Training which are rehabilitative services to assist a client to develop skills in becoming more independent in the home and within the community in order to obtain and achieve a successful employment outcome as listed on their most recent and approved Individualized Plan for Employment (IPE).

II. Authority

Authority for policies contained in this document includes the following:

- Workforce Innovation and Opportunity Act (WIOA), 29 U.S.C. § 3101 et seq.
- Title IV Amendments to the Rehabilitation Act of 1973, 29 U.S.C. § 701 et seq.
- State Vocational Rehabilitation Services Program, 34 C.F.R. §§:
 - Comparable services and benefits 361.53 (a) and (c-e)
 - Participation of individuals in cost of services based on financial need 361.54 (b)(1-2)
 - United States Department of Education, Office of Special Education and Rehabilitative Services, Policy Directive RSA-PD-16-04,
 - Training Services Data Elements XII (I)
- A.R.S. §§ 23-502 and 503
- Arizona Administrative Code, Title 6, Chapter 4.
 - General considerations R6-4-201 (A)(1)(d)
 - Provision of VR services R-6-4-206 (C)
 - Service and provider standards, service authorization, equipment purchasing, Workers' Compensation R6-4-402 (B)(5) and (6)(a-d))
 - Economic and similar benefits R6-4-403 (A)(1)(b)(vi) and (B)(2)(a)(ii) and (viii)

III. Applicability

This applies to circumstances when disability related skills training are determined necessary for a client in order to achieve a successful employment goal. The client must maintain ongoing and active participation in their VR program.

IV. Standards

- A. The VR Counselor must use these services in the event the client's barrier resulting from the disabling condition can be corrected, ameliorated or circumvented within a reasonable period as part of or in preparation for an overall vocational rehabilitation plan.
- B. The VR Counselor must review evaluations and consultations (assessments) as deemed necessary when determining the need of these services.
- C. The VR Counselor must discuss with the client about the advantages and disadvantages of different settings (itinerant services, day services, and residential services), philosophy or approach and intensity of different service providers, and client needs (client's age, past abilities, skills, level of confidence, etc.).
- D. The VR Counselor must work with the provider to develop a written disability skill training plan and to set clear and measurable objectives.
- E. Economic need does not apply to this program.
- F. Transportation to participate in Disability Related Skills Training must be provided regardless of economic need. Refer to Section 12.1 for more information.
- G. Comparable benefits must always be used when available and appropriate.
- H. Comparable benefits may include but are not limited to support groups, independent living centers, and free training by community organizations.
- I. VR provides the following types of training for the purpose of a client's development of disability-related skills:
 - 1. Rehabilitation Instructional Services (RIS),
 - 2. Comprehensive disability related training for individuals with visual impairment,
 - 3. Cognitive Skills Development, and
 - 4. Disability related skills training not elsewhere classified.
- J. RIS provides instruction in the following areas: Orientation and Adjustment to Disability, Orientation and Mobility, and Manual Adaptive Communication Training.

- K. Comprehensive disability related training for individuals with visual impairment provides training and instruction in the following areas:
1. Assessment for RIS,
 2. Assessment for Assistive Technology (AT),
 3. RIS
 4. Educational support services,
 5. Employment services,
 6. Emergency services,
 7. Supplemental restoration services,
 8. Vocational training,
 9. Use of AT.
- L. Orientation and Mobility training provide orientation to the environment and instruction in independent travel and mobility within the home, community or work environment.
- M. Orientation and Mobility training provides instruction in safely navigating identified environments and in:
1. Use of power operated mobility devices,
 2. Safe transfer and travel techniques,
 3. Resolving accessibility issues and self-advocacy,
 4. Following directions and identification of environmental cues,
 5. Safe navigation of streets,
 6. Use of public transportation.
 7. For individuals with visual impairment: basic concept development, pre-cane skills and cane techniques, travel (residential, light business, downtown, and rural areas); and special situations.
- N. Vision rehabilitation therapy/rehabilitation provides instruction in independent living areas of adapted communication skills, personal management, and home management using low-vision and adaptive techniques.
- O. Vision rehabilitation therapy/rehabilitation provides the following training and instruction:
1. Adaptive communication skills training provides instruction in personal record keeping, braille, keyboarding, time management, handwriting, telephone use, and AT.

2. Personal management training provides instruction in diabetic adaptive techniques, medication management, money identification, banking, budgeting, grooming, mail management and pre-cane skills
 3. Home management using low-vision and adaptive techniques provides instruction in food preparation, sewing, cleaning, laundry, childcare and home maintenance.
- P. VR's Service to the Blind and Visually Impaired (SBVI) program prefers this service is provided in group sessions whenever possible and appropriate.
- Q. Orientation and Adjustment to Disability (OAD) training provides instruction in independent living areas such as understanding and accepting disability, using disability - related community resources, developing skills in personal living and home management.
- R. OAD services must meet VR-SBVI competency and Best Practices Standards.
- S. The OAD service provision for the blind and visually impaired must be coordinated by a certified Rehabilitation teacher or Rehabilitation Counselor.
- T. The OAD service provision for individual services sessions must be provided by service providers who meet the professional standards for this particular service.
- U. OAD provides instruction in several independent living areas to:
1. Assist clients to understand and accept their disability,
 2. Utilize disability-related community resources, goods, and services, and
 3. Provide training in self-advocacy, personal living skills, home management, and independent travel.
- V. OAD training is not therapy or rehabilitation counseling.
- W. OAD services are frequently available and provided by independent living centers to a broad range of individuals with physical disabilities.
- X. Manual Adaptive Communication training provides training to assist a client to communicate effectively using adapted communication techniques and can be provided in other languages which are specifically adapted to the needs of individuals with disabilities.
- Y. Manual Adaptive Communication training must provide instruction to a level of intermediate proficiency in: braille, deaf-blind tactile, American Sign Language, and augmentative and alternative communication.
- Z. Manual Adaptive Communication training must not be utilized to access or make use of technological aids, devices or computer applications including augmentative communication devices.
- AA. Comprehensive day-based disability-related skills training for the blind is a residential or day based comprehensive disability-related skills training program

designed to meet the unique vocational rehabilitation needs of clients who are blind or visually impaired.

- BB. Comprehensive day-based disability-related skills training for the blind must be identified by a comprehensive assessment prior to provision of services.
- CC. Comprehensive day-based disability-related skills training for the blind provides:
 - 1. Instruction and skill development in adapted communication, personal management, and home management,
 - 2. Orientation to the environment and instruction in independent travel and mobility (e.g. use of public transportation, map reading, cane training, etc.),
 - 3. Training and support in self-advocacy, interpersonal skills, personal safety, and use of leisure time,
 - 4. Assistance in understanding and acceptance of disability,
 - 5. Training and use of assistive technology, and
 - 6. Readiness for work in terms of job seeking skills, work exploration, trial work experience, etc.
- DD. Comprehensive day-based disability-related skills training is expected to result in:
 - 1. Clients having the necessary adaptive skills and self-confidence to be successful in employment or post-secondary education/training,
 - 2. Seamless transition from high school to post high school vocational services, and
 - 3. Expediting a client's progress toward achieving self-sufficiency through work.
- EE. Disability related skills training not elsewhere classified (NEC) provides instruction in the areas of remediation for persons with learning disabilities, cognitive skills development, community and work integration skills development, etc.
- FF. Cognitive skills development provides developmental or restorative services for clients with inherited learning disabilities or clients who lost their cognitive skills as a result of brain injury.
- GG. Cognitive skills development provides training to recover or maintain cognitive skills using specialized/adaptive learning techniques.
- HH. The client often needs to develop compensatory methods of processing and retrieving information when disability, illness or injury has affected cognitive processes.

- II. Cognitive skill development provides training in mental exercises that assist the client in areas such as: attention, concentration, memory, organizing, problem solving, decision making and social pragmatics.
- JJ. Cognitive skills development must be provided by a licensed/certified psychologist, neuropsychologist, occupational therapist, rehabilitation specialist or special education teacher.

V. Procedure

- A. Refer to IV. A-D
- B. Refer to Standard Work (if available).
- C. Refer to RSA Allowable Services Spreadsheet, Contracts [Rehabilitation Instructional Services (RIS) and Comprehensive Services for the Blind and Visually Impaired (BVI)] and Provider Requirements.
- D. The VR Counselor must complete:
 - 1. The MSP New Client Referral Form (located on the MSP AZVRS State Portal via the Links tab in Libera) to submit the referral for Rehabilitation Instructional Services (RIS) to Managed Service Provider (MSP) for service provider selection, or
 - 2. The agency Referral for Services forms for the following services (as applicable) upon IPE approval: Comprehensive Skills Training (BVI) Supportive Intervention and Guidance and Training NEC.
- E. The VR Counselor must task the Purchasing Technician to create RSA Purchase Authorizations for the services listed in V.D.1 or V.D.2.
- F. The Purchasing Technician must submit the RSA Purchase Authorization for each of the services listed in V.D.1 or V.D.2.along with the referral information to the provider(s).
- G. Upon receipt of each provider's reporting documentation, the VR Counselor must review the reporting documentation for completeness, approve the provider's invoice and process for payment after confirming that the reporting documentation is complete.

VI. Documentation Requirements

The client's electronic case file must include the following:

- A. Referral for Service form(s)
- B. Applicable services included in the IPE Justification Narrative
- C. Case notes and documentation related to the client's skills training

D. Provider progress reports