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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 State, 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 complementary 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.

What is RRCEP II?

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 State, 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.

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

RRCEP II Staff

Director
David Burganowski, Ph.D.
CRP and General-RRCEP II
dfb@buffalo.edu

Technical Assistance and Training Coordinator
Wendy Quarles, B.S.
CRP-RRCEP II
wquarles@buffalo.edu

Trainers
Marie Oehler, M.S. CRC
General-RRCEP II
moehler@buffalo.edu

Tom Duffy, M.S. Ed., NCC
General-RRCEP II
thduffy@buffalo.edu

Jeffrey Dulko, M.A., CRC
CRP-RRCEP II
jdulko@buffalo.edu

Support Staff
Marilyn Stevens
General-RRCEP II
mstevens@buffalo.edu

Michelle Thompson
CRP-RRCEP II
mot3@buffalo.edu

Donna Hockenberry
General-RRCEP II
dhockenb@buffalo.edu

Donna Stabler
CRP-RRCEP II
dstabler@buffalo.edu

Layout & Design
Shanny Lim
CRP and General RRCEP II
sheaulim@buffalo.edu

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How do I register?

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
  Zayda Medina     (787) 728-4715
Virgin Islands Rehabilitation Administration
  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 51.

Reminder: Your supervisor must sign your registration form.

Updates

How do I know when and where your programs will be held?

A current calendar is always available by calling the RRCEP II office at (716) 829-3934.

We also publish a quarterly calendar of our programs in the Fall, Winter, Spring, and Summer.

If you have access to the internet, you may view the latest calendar and any new/added courses on our website, available 24 hours a day at http://www.rcep2.buffalo.edu/

Program dates, location, and consultants are subject to change.
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 2005/2006 Technical Assistance Applications

Mini-grants are 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 & Development
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, please download the Technical Assistance Application from http://www.rcep2.buffalo.edu or contact Wendy Quarles, Training & Technical Assistance Coordinator at (716) 829-2875 or wquarles@buffalo.edu.
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 this catalog 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 desired 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 standard trainings can be found on pages 11 through 47 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 On-Line 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. Travel is eliminated 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 2005/2006 include:
• Rehabilitation for Persons with Physical Disabilities
• Deafness: Ethical Assessment and Service Techniques
• Advanced Informed Choice: Approaches for Ethical Decisions
• Rehabilitation for Persons with Psychiatric Disabilities
• Rehabilitation for Persons with Cognitive Disabilities
• Job Development: Creating Partnerships with Employers
• Rehabilitation Approaches and Ethics: Retention and Soft Skill Development

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 and series, 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.
2005-2006

PROGRAM DESCRIPTIONS

RRCEP II 2005-2006 Program Catalog
Addressing Potentially Dangerous Behaviors

**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., C.R.C.
RRCEP II Senior Trainer
Addiction: Biopsychosocial Aspects

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 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., C.R.C.
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
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.

Instructor
Diane L. Neville, M.S., CRC, CVE
Deputy Director of Wecares Program Abilities, Inc.
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 crucial 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 and their unique functions will be explored.

The program will also provide participants with the opportunity to learn and practice a coaching process designed to successfully address employee needs and confront performance problems while building an employee’s commitment to the organization and their work. Many of the concepts and frameworks used in this program are based upon Dennis Kinlaw’s excellent book entitled “Coaching for Commitment: Interpersonal Strategies for Obtaining Superior Performance from Individuals and Teams.”

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

Format
Lecture, role-playing, small group exercises, 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: what is meant by process?
- Criteria for successful coaching.
- Role-play and activities – coaching process, developing information, confronting statements.
- Managing resistance, using reaction to develop information.
- Team coaching concepts.

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

Learning Objectives
- Explore the framework of the updated CRC Code of Ethics.
- 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
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.

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

Length
Two-day training.

Format
Lecture, group exercises, and group discussion.

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
Getting Along with Difficult People at Work

Description
They’re all around us…everywhere: those folks that “don’t” make our day. The folks who affect our ability to get our job done efficiently. The folks who have the potential to absorb an enormous amount of our time and energy.

Each of us has a “difficult person” hidden inside. Some of us keep it tucked away, others unknowingly (or is that unadmittedly?) unleash that difficult person with regularity. It’s time to develop effective coping and survival strategies in working with “difficult people” that cross our office door, be they agency co-workers, supervisors, or subordinates.

This one-day training will explore our attitudes, challenge our perspectives, and help us to better understand our own behavior along with our colleague’s behavior.

This Program is Designed For
Anyone in the field who experience day-to-day interpersonal frustrations in the workplace.

Learning Objectives
• To better understand our own behavior along with the behavior of others.
• To refine our communication skills.
• To understand behavior styles.
• To explore ways of defusing anger.

Program Outline
• To explore our attitudes and expand our perspectives.
• Eight truths about difficult people.
• How we communicate:
  o Team styles
  o Jo-Hari window
  o Aggressive/Assertive styles
  o Active listening
  o Reframing techniques
  o Calming anger

Instructor
Marie E. Oehler, M.S., CRC
RRCEP II Senior Trainer
Goal Planning for Independent Living Centers

Description
This program focuses on the development and implementation of Independent Living Goals in the Independent Living Center setting. It is critical that the IL goals that are developed be individualized, measurable, and attainable. The connection between IL philosophy and IL goal development/implementation will be emphasized.

This Program is Designed For
Independent Living Center staff who are responsible for the development of ILC consumer goals.

Length
One-day training.

Format
Lecture, group activities, case studies, “hands-on” goal development.

Learning Objectives
• To identify the information that the consumer needs to make an informed choice.
• To develop consumer centered IL goals that follow the philosophy and purpose of an ILC.
• To develop and implement strategies to keep the consumer motivated, focused and on track throughout the process.

Program Outline
• An overview of ILC philosophy and requirements regarding goal development.
• A goal development model.
• Practice developing IL goals.
• Strategies to keep the process moving forward.

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

Instructors
Mary Kelly, Ph.D.
Associate Director, Fisher Landau Center

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

Description
An introductory program for Community Rehabilitation Program (CRP) staff designed to provide an overview and clarification of applied behavior analysis in terms of values, concepts, trends and rationale, as well as specific skills to assess and design behavior supports for consumers.

This Program is Designed For
Community Rehabilitation staff who serve consumers in a direct care capacity.

Length
One-day training.

Format
Lecture, audio-visual clips, group activities and hands on practice sessions.

Learning Objectives
• To clarify and explore socially unacceptable behaviors.
• To review the concept of Behavioral Assessments.
• Understand natural and contrived reinforcements.
• To design effective interventions.
• To apply the Social Validity Checklist.
• To identify and apply environmental assessment tools.
• To explore the use of natural supports in managing challenging behaviors.
• To identify the process of implementing training and support plans.

Program Outline
• Socially unacceptable behaviors.
• Behavioral assessment tools.
• The use of reinforcements.
• Intervention strategies.
• Assessment tools and checklists.
• Utilizing workplace and community supports to manage challenging behaviors.
• Designing training and support plans.

Instructor
Rick McAllister, M.Ed.
President, McAllister Educational Services, Inc.
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., C.R.C.
RRCEP II Senior Trainer
Medical Aspects of Disability

Description
A good basic understanding of medical terminology, the major human body systems and how a disability could effect a body system is a critical skill for a rehabilitation counselor to acquire and to keep updated.

This program will provide an opportunity for the rehabilitation counselor to become more familiar with medical information that pertains to body systems and disabilities. Participants will also develop additional information with how to utilize a medical consultant more effectively.

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

Length
Optional: Half-day, one-day or two-day training.

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

Learning Objectives
• Learn the major body systems and the disabilities that may effect each system.
• Gain an understanding of functional limitations.
• Increase knowledge regarding the effective use of a medical consult. What types of questions to ask; what to look for in a medical report.

• Gain an understanding of how a disability impacts on a person’s ability to work.

Program Outline
• Introduction.
• Medical terminology overview.
• Overview of major human body systems and corresponding disabilities.
• Assessing and understanding functional limitations.
• Using a medical consultation and when to refer a consumer for further evaluation.
• Common treatments and side effects.
• Vocational implications.

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

Marie Oehler, M.S., C.R.C.
RRCEP II Senior Trainer

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

Wendy S. Quarles, B.S.
CRP-RRCEP II
Technical Assistance & Training Coordinator
Mental Health Issues in Rehabilitation

Description
This program will provide an overview of a specific mental illness diagnosis or a group of diagnoses. The diagnoses covered (and the length of the training) is contingent upon the needs of the agency requesting the training.

In addition to an overview of the mental illness, an overview of Psychiatric Rehabilitation will be provided. Challenges in job placement and retention, as well as strategies and accommodations designed to help people with the diagnosis discussed will be explored.

Possible diagnoses that could be covered are:
- Mood Disorders.
- Anxiety Disorders.
- Schizophrenia.
- Severe and Persistent Mental Illness.
- Personality Disorders.
- Mental Illness coexisting with Substance Abuse.
- Mental Illness coexisting with a Developmental Disability, or Borderline Intellectual Functioning.
- Mental Illness coexisting with a Learning Disability.

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

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

Learning Objectives
- To increase awareness of the diagnostic criteria and specific issues related to each diagnosis covered.
- Identification of signs, symptoms and behaviors that indicate potential problems in a vocational setting and outside of work.
- Increase understanding of possible interventions (treatments, strategies, and accommodations) to help support consumers with mental illness diagnoses.

Program Outline
- Overview of the diagnosis (criteria, prevalence, implications).
- Foundations of Psychiatric Rehabilitation.
- Warning signs.
- Treatments.
- Vocational Issues.
- Developing supports.

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

Length
One, two or three day(s) training, depending upon the needs of the agency requesting the training. This could also be developed as part of a series, covering a variety of topics over a specified time period.
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**
Lecture, group discussion 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 S. Quarles, B.S.**
CRP-RRCEP II Technical Assistance & Training Coordinator
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., C.R.C.
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.

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
Technical Assistance & Training Coordinator
Resilience for the VR Counselor

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.

This Program is Designed For
Counselors and Supervisors in the VR system who want to understand how they respond to unexpected challenges.

Length
Two or two and a half day training.

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

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.
• Checking accuracy.
• Understanding our perception.
• Pulling it all together.

Instructor
Marie Oehler, M.S., C.R.C.
RRCEP II Senior Trainer
Supervision Skills for New Managers

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.

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

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

Length
One-day training.

Format
Instruction, reflection, and group and individual exercises.
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., NCC
RRCEP II Senior Trainer

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

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

Wendy S. Quarles, B.S.
CRP-RRCEP II
Technical Assistance & Training Coordinator
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 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, and Supervisors who work directly with consumers and their families.

Length
One or two-day training.

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

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
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
Two-day training:
• Day I - Time Management
• Day II - Stress Management

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

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

Tom Duffy, M.S. Ed., NCC
RRCEP II Senior Trainer

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

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

Marie Oehler, M.S., CRC
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
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 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
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

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
Two-day training.

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

Prerequisite
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 for Persons with Psychiatric Disabilities

Description
This one or two-day workshop will provide an overview of the key up-to-date information needed when working with people who have a mental illness and are preparing to enter the workforce.

Based upon the results of the needs assessment process, the specific mental illnesses that will be focused upon in each workshop will be contingent upon the needs of the participants. Possible diagnoses that could be covered are: Schizophrenia, Mood Disorders, Anxiety Disorders, Aspects of Mental Illness in combination with Substance Abuse, Post-Traumatic Stress Disorder, and Personality Disorders.

Current information regarding medications and treatment options available to people with these disorders will be explored. This training will increase participant’s understanding of the implications of psychiatric disabilities in vocational settings and to increase awareness of the signs, symptoms and behaviors of problem areas and possible interventions.

Format
Lecture and discussion.

Learning Objectives
- An increased awareness of specific issues related to each diagnosis.
- An understanding of intervention strategies that can be used.
- Up-to-date knowledge of the medication regime used with each disorder.
- Identification of signs, symptoms and behaviors that indicate potential problem areas.

Program Outline
- Understanding DSM-IV TR criteria.
- Foundations of Psychiatric Rehabilitation.
- Barriers to Employment.
- Developing Supports.

Instructor
Dr. Eileen Trigoboff, RN, APRN/PMH-BC, DNS, DABFN, CIP.
Private practice specializing in psychiatric, nursing, and psychopharmacology.

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

Length
One or two-day training.
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

Length
Program can be modified to run for ½ day; One full day; or two full days depending on the needs of the agency requesting the training.

Format
Lecture, small group discussions and exercises, large group discussions and exercises, case studies.
Working with Consumers with Traumatic Brain Injury

Description
People who have acquired a brain injury often face major challenges when they attempt to re-enter the workplace.

This program will provide the participants with an overview of the medical and psychosocial aspects of traumatic brain injury (TBI). Treatments and strategies to support someone with a brain injury will be explored.

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

Length
One-day training.

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

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
- Overview of brain injury from a medical and psycho-social perspective.
- Common barriers to job placement and retention.
- Strategies to support someone with a brain injury in a vocational setting.

Instructor
Tom Duffy, M.S.Ed., N.C.C.
RRCEP II Senior Trainer
Supported Employment Certificate Series

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*

Functional and Situational Assessment*

Job Development*

* = may be taken as individual courses outside certificate series

The Supported Employment Series has been designed in accordance with the competencies and standards set by the Association for Persons in Supported Employment (APSE) http://www.apse.org and the Association of Community Rehabilitation Educators (ACRE) http://www.acreeducators.org. Attendees will receive attendance certificates for each workshop completed. Upon completion of the eight mandatory workshops, participants are eligible for the Series Certificate.

Please contact Wendy Quarles at (716) 829-2875 or wquarles@buffalo.edu, if you have questions.
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
Lecture, group exercises, discussion, 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
• New York, Virgin Islands and Puerto Rico
  Jeffrey Dulko, M.A., CRC
  CRP-RRCEP II Senior Trainer

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

• New Jersey
  Jennifer Joyce, B.S.
  The ARC of New Jersey
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
New York, Virgin Islands and Puerto Rico
Jeffrey Dulko, M.A., CRC
CRP-RRCEP II Senior Trainer

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

New Jersey
Jennifer Joyce, B.S.
The ARC of New Jersey
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
• New York, Virgin Islands and Puerto Rico
  Jeffrey Dulko, M.A., CRC
  CRP-RRCEP II Senior Trainer

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

• New Jersey
  Jennifer Joyce, B.S.
  The ARC of New Jersey
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
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.

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

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

Jennifer Joyce, B.S.
The ARC of New Jersey
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.

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 & 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

Length
Two-day training.

Format
Lecture, group discussion, group and individual exercises.

Prerequisites
Successful Completion of Functional and Situational Assessment, Vocational Evaluation Methods, and Advanced Vocational Evaluation Methods will fulfill New Jersey (DVRS) Vocational Evaluation Certificates requirement.
Job Development:
The Business of Doing Business with Business

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:
• Conduct an effective initial contact with employers.
• Develop successful partnering strategies.
• Utilize techniques to increase opportunities for job carving, job creation, and creative support options.
• Manage documentation for identifying and obtaining employment opportunities.

Program Outline
• Overview of Job Development.
• Networking Strategies.
• Customized Employment.
• Job Development Documentation.
• Marketing Plans.
• Staff Roles.
• Entrepreneurial Opportunities.

Instructor
Rick McAllister, M.Ed.
President, McAllister Educational Services, Inc.
**Instructors**

**David F. Burganowski, Ph.D.**, is the Project Director for both the General and Community Rehabilitation RRCEP II in Region II. Dr. Burganowski has over 27 years of experience in the field of rehabilitation including 15 years as a RRCEP Director, eight years of direct training service at the regional and national level, and over four years of clinical experience at the Veterans Administration Medical Center in Buffalo, New York.

Dr. Burganowski serves on a number of national and regional advisory boards which include: NYS VESID CSPD Grant Advisory Council, the Center for International Rehabilitation Research Information and Exchange’s Board of Managers, Advisory Council for the Rehabilitation Counseling Master’s Program at the State University of New York at Buffalo, and the Consortium of Administrators for Native American Rehabilitation (C-NAR).

His academic interests are in Organizational Development, Program Evaluation, Strategic Planning, Transition from School to Careers, Substance Abuse and Individuals with Disabilities, Traumatic Brain Injury, Family Systems and Counseling.

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

Wendy brings over 19 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 the past 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 State University of New York at Buffalo and also holds undergraduate degrees in Alcohol Counseling and Community and Human Services.

Marie has worked in the rehabilitation field in outpatient mental health and substance abuse clinics 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 numerous programs including: Disability Sensitivity, Substance Abuse in the Rehab Process, Dealing with Difficult Clients, Dually Diagnosed Clients (MICA), Team Building, Learning Disabilities and Fundamentals of Rehabilitation.
Tom Duffy, M.S. Ed., N.C.C., joined RRCEP II in 2001 as a Senior Trainer. Tom has 20 years of experience working in the rehabilitation field in a variety of settings, including over 12 years as a supervisor. He has worked as a sheltered workshop counselor, outpatient mental health therapist, and program coordinator for a Continuing Day Treatment Program. His most recent experience has been as Community Social Services Director - Mental Retardation at The Guidance Center in Bradford, Pennsylvania. Tom has been an adjunct professor at St. Bonaventure University 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 co-authored a book chapter entitled “Group Therapy for Persons with Mental Retardation.” Since 1986, Tom has been a National Certified Counselor.

In addition to developing and implementing training programs for the General RRCEP, Tom is involved in coordinating and providing training support and technical assistance for 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 15 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, Job Development 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.
**Consultants**

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.

Matthew Joffee, M.S., is the Director of the Office for Students with Disabilities and The Learning Project at LaGuardia Community College and is a learning disabilities specialist and psychotherapist in private practice. Matthew graduated from Columbia University with a Master’s Degree in Psychology. In addition to his work at the college, he is a learning disabilities specialist and has a private psychotherapy practice. Mr. Joffe is an experienced trainer and he serves as advisor on several disabilities related committees.

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).

Mary S. Kelly, Ph.D., is the acting director for the Adult Literacy Program and Assistant Professor of Pediatrics at the Rose F. Kennedy Center, Albert Einstein College of Medicine. Dr. Kelly received her Ph.D. in Educational Psychology from Columbia University in 1987. In addition to her current experience, she has held an associate professorship at Western Connecticut State University and Adjunct Assistant Professor of Psychology and Education at Columbia University. Dr. Kelly is considered an expert in the area of learning disabilities, specializing specifically in adult learning disabilities.

Rick McAllister, M.Ed., is President of McAllister Educational Services, Inc. and a private consultant in rehabilitation. He is an experienced administrator and trainer in supported employment. He has written and provided training in job coaching, behavior management, functional assessment and conversion to community-based services for over 18 years. He is the author of several training and technical publications on supported employment and rehabilitation services. He has served on several advisory committees on employment, disability issues and task force on families of persons with disabilities. His teaching experience is an instructor for the community rehabilitation program at the University of Hartford, Assumption College, Main Medical Center and the Master Trainer Series Competencies in Integrated Employment, New Hampshire, D.V.R.

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, MS, 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 Services for Individuals with Disabilities (VESID), the Commission for the Blind and Visually Handicapped (CBVH), school districts, insurance companies, the Veterans’ Administration and Native American rehabilitation services. She provides technical consulting and expert testimony to Workers’ Compensation, local law firms and school districts. She has worked for a number of years as a trainer and technical consultant to the RRCEP-II, International Center for the Disabled (ICD), New York State Special Education Teacher’s Resource Centers (SETRC) and Valpar International.

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, medication 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.
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: __________________________

(inc. credentials and academic degrees) (used for emergency cancellation only)

Length of time in: current position _____ years rehabilitation field _____ years

Job Title: ____________________________________________________________________

Supervisor: __________________________________________________________________

Company Name: ______________________________________________________________

Company Mailing Address: ______________________________________________________

City: _________________________________ State: ____________ Zip ____________

Business Phone: (____)____________ Fax: (____)___________ E-mail _______________

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 ______________________________

___ Yes, I would like to request a Travel Scholarship (Only CRP employees who will travel100
miles or more should apply).

IF YOU ARE A COMMUNITY REHABILITATION PROGRAM PROVIDER:

Does your agency have a working agreement with VESID, NJDVRS, NYCBVH, NJCBVI, Puerto
Rico Dept. of Family, or Virgin Islands Rehabilitation? ____ Yes ____ No

Supervisor’s Signature ______________________ Applicant’s Signature ______________________

~~~~~~ Fax registration form to: Registration Officer 716/829-3935 ~~~~~~
For the latest updates to our training calendar, visit us online @ http://www.rcep2.buffalo.edu