

Attachment B

DEFINITIONS and RESOURCES

DEFINITIONS

Individual with a Disability

Based on the American with Disabilities Act (ADA)

The term “individual with a disability”, means with respect to an individual -

- a physical or mental impairment that substantially limits one or more major life activities of such individual;
- a record of such an impairment even if there is no current disability; or
- being regarded as having such an impairment (as described in paragraph (3) of section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)).

Developmental Disability

Based on the Developmental Disabilities Assistance and Bill of Rights Act (DD Act) of 2000

A developmental disability is a severe chronic disability of an individual that:

- Is attributable to a mental or physical impairment or combination of mental and physical impairments.
- Is manifested before the individual attains age 22.
- Is likely to continue indefinitely.
- Results in substantial functional limitations in three or more of the following areas of major life activity: self-care; receptive and expressive language; learning; mobility; self-direction; capacity for independent living; economic self-sufficiency.
- Reflects the individual’s need for a combination and sequence of special, interdisciplinary, or generic services, individualized supports, or other forms of assistance that are of lifelong or extended duration and are individually planned and coordinated.

Intellectual Disability

Based on the American Association on Intellectual and Developmental Disabilities

An Intellectual disability is a disability characterized by significant limitations in both intellectual functioning and in adaptive behavior, which covers many everyday social and practical skills.

This disability originates before the age of 18.

Autism Spectrum Disorder

Based on the definition from the Center for Disease Control and Prevention (CDC)

Autism spectrum disorder (ASD) is a developmental disability that can cause significant social, communication and behavioral challenges. People with ASD may communicate, interact, behave, and learn in ways that are different from most other people. The learning, thinking, and problem-solving abilities of people with ASD can range from gifted to severely challenged. The level of assistance required by people with ASD varies significantly.

Transition Services

Based on the Individuals with Disabilities Education Act (2004), Technical Assistance Advisory SPED 2017-1: Characteristics of High-Quality Secondary Transition Services

- A coordinated set of activities within an individualized, results oriented process designed to improve students' academic and functional achievement and prepare them for life after high school.
- Transition services help students with Individualized Education Programs (IEPs) build the skills they will need to live successful lives as adult learners, workers, and community members.
- Each year from age 14 (or earlier) onward, the IEP team helps each student to understand their needs, strengths, preferences, and interests, and to refine their postsecondary goals (i.e., vision) through ongoing age-appropriate transition assessment. The team then develops measurable annual IEP goals and designates transition services to address the student's disability-related needs and build skills in an additive fashion, moving the student closer each year toward achieving their postsecondary goals.
- Note: Students with disabilities may be eligible for transition services until they turn 22.

Competitive Integrated Employment

Based on Workforce Innovation and Opportunity Act (WIOA)

- Work that is performed on a full-time or part-time basis (including self-employment) that pays above minimum wage and not less than the customary rate paid by the employer for the same or similar work to individuals who have similar training, experience, and skills
- With eligibility for the level of benefits provided to other employees
- At a location where employee interacts with other people who are not individuals with disabilities to same extent as other employees without disabilities in comparable positions
- As appropriate, presents opportunities for advancement that are similar to those for other employees who are not individuals with disabilities and who have similar positions.

Supported Employment

Based on Workforce Innovation and Opportunity Act (WIOA)

Supported employment: competitive integrated employment, including customized employment with ongoing support services for individuals with the most significant disabilities for whom competitive integrated employment has not historically occurred, or for whom competitive integrated employment has been interrupted or intermittent as a result of a significant disability.

Customized Employment

Based on Workforce Innovation and Opportunity Act (WIOA)

Competitive integrated employment, for an individual with a significant disability:

- Based on an individualized determination of the unique strengths, needs, and interests of the individual
 - Designed to meet the specific abilities of the individual and the business needs of the employer; and
 - Carried out through flexible strategies, such as:
 - A. Job exploration by the individual; and
 - B. Working with an employer to facilitate placement, including:
 1. Customizing a job description based on current employer needs or on previously unidentified and unmet employer needs;
 2. Developing a set of job duties, a work schedule and job arrangement, and specifics of supervision (including performance evaluation and review), and determining a job location;
 3. Using a professional representative chosen by the individual, to work with an employer to facilitate placement; and
 4. Providing services and supports at the job location.
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Discovery

Based on U.S. Department of Labor, Office of Disability Employment Policy and Rehabilitation Research and Training Center on Employment of People with Physical Disabilities

A component of Customized Employment prior to the actual job search, consisting of gathering information from the job seeker and support team to determine the job seeker's interests, skills, and preferences related to potential employment that guide the development of a customized job.

Core Discovery Practices

1. Physically meet at a location of individual's choosing.
2. Build rapport and get to know the individual.
3. Mindfully listen to the individual.
4. Identify his/her interests, skills, and abilities.
5. Conduct in-depth interviews with family and friends concerning the person, the person's interests, skills, and abilities.
6. Observe the person in daily activities in a number of different community settings.
7. Arrange for the individual to observe at local businesses that potentially match his or her interests, skills, and abilities.
8. Observe the person engaging in job related tasks.
9. Conduct informational interviews with employers at local businesses that are representative of the individual's interests, skills, and abilities.
10. Assist the person in selecting brief work experiences to refine / identify potential job opportunities.

11. Collaborate with the person, family, and friends in confirming the person's interests, job preferences, skills, and abilities.
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Self-determination

Based on Massachusetts Department of Elementary and Secondary Education - Technical Assistance Advisory SPED 2016-2: Promoting Student Self-Determination to Improve Student Outcomes

- A combination of skills, knowledge, and beliefs that enable a person to engage in goal-directed, self-regulated, autonomous behavior.
- Includes an understanding of one's strengths and limitations, together with a belief of oneself as capable and effective.

Components of Self-Determination:

1. Internal Locus of Control: the belief that I – and not some external factor(s) – have control over outcomes that are important to my life
 2. Self-Efficacy: the conviction that I can successfully execute whatever behavior is required to produce a given outcome
 3. Choice- and Decision-Making: acquiring needed information and choosing among two or more known options
 4. Problem-Solving: overcoming challenges to achieve a solution when the solution is not initially obvious
 5. Goal-Setting and Attainment: deciding what I want, determining how I am going to accomplish what I want, implementing and adjusting my strategy, and then measuring success
 6. Self-Regulation: observing, evaluating, and rewarding myself; monitoring my own actions and others' response to my actions
 7. Self-Advocacy: being able to speak and act effectively on my own behalf, in order to obtain what I need and want; being a leader in my own life
 8. Self-Awareness and Self-Knowledge: knowing my own strengths, weaknesses, abilities, and limitations, and knowing how to use these to beneficially influence my life
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Self-Advocacy

Based on Wrightslaw and Teaching Self-Advocacy Skills to Students

Self-Advocacy is learning how to speak up for yourself, the ability to articulate one's needs and make informed decisions about the supports necessary to meet those needs, making your own decisions about your own life, knowing your rights and responsibilities, and reaching out to others when you need help

RESOURCES

WORK-BASED LEARNING LITERATURE AND RESOURCES:

1. [Work-Based Learning for Students with High Support Needs: Themes, Strategies, and Policy Recommendations](#)
2. [Building High-quality Work-based Learning Programs for High School Students](#)
3. [What to Know About Work-Based Learning Experiences for Students with Disabilities](#)
4. [Job for the Future Work Based Learning Principles Paper](#)

BENEFITS COUNSELING:

The ability to access benefits counseling is critically important for people with disabilities to obtain information and assistance on how to manage their public benefits when going to work. Massachusetts has two benefits counseling programs funded by the Social Security Administration, for those receiving Social Security disability benefits.

1. [Work Without Limits Benefits Counseling](#)

Work Without Limits Benefits Counseling is operated by the University of Massachusetts Medical School. Serves Berkshire, Franklin, Hampden, Hampshire, Middlesex and Worcester Counties

- Contact information: 1-877-YES-WORK (937-9675); info@beneplan.org
- [You Can Make It Work](#) e-learning module

2. [Project IMPACT](#)

Project Impact is operated by the Massachusetts Rehabilitation Commission (MRC). Serves Essex, Barnstable, Bristol, Dukes, Nantucket, Norfolk and Suffolk Counties.

- Project IMPACT contact information: Joseph Reale - 617-204-3854;
Joseph.Reale@mrc.state.ma.us

MRC also has additional benefits counseling services for youth. Contact your [local MRC office](#) for more information.

[Massachusetts: The Basics of Social Security Disability Benefits](#), is a simple 2-page reference guide on disability benefits.

INTELLECTUAL AND DEVELOPMENTAL DISABILITIES:

1. [Employment First Massachusetts](#)
2. [Massachusetts Department of Developmental Services](#)
3. [Massachusetts Developmental Disabilities Council](#)
4. [Massachusetts Advocates Standing Strong](#)
5. [The Arc of Massachusetts](#)