



## **STEPS TO SUCCESSFUL PARTICIPATION IN HUMAN SERVICE PROGRAMS**

### **VOCATIONAL REHABILITATION SERVICES** (varies depending on state resources)

If employment is the primary goal and there is a history of the disability or suspected disability (previous school records, behaviors, symptoms, chronic employment problems, chronic training/learning problems, etc.) creating a substantial barrier or impeding employment opportunities without the provision of accommodations and assistance from the rehabilitation program then vocational rehabilitation services may be able to supply diagnostic services as part of the overall services.

### **EMPLOYMENT & TRAINING PROGRAMS** (excluding welfare to work)

If employment and/or training is the primary goal and accessibility is impeded by a disability that does not have adequate (or recent if required) documentation to identify reasonable accommodations then the provider of services is responsible to assist in providing access in the form of support services to address diagnostic/documentation needs thus providing equal access to the job/training opportunity. This is based on the premise the individual knows s/he has a disability and will disclose such to the service provider. However, because many employment and training services are required to provide services to those with multiple barriers (disabilities being one of the identified barriers) and they are funded based on their ability to create positive outcomes (participant's completion of training and or job placement) many are encouraging dialogue regarding behaviors/symptoms of hidden disorders whether the disability has been previously established or not and are in some instances assisting with resources to secure appropriate diagnosis and documentation.

### **TANF - WELFARE TO WORK PROGRAMS**

Due to mandatory work requirements, welfare to work programs have a responsibility, when the client or a community service provider believes or identifies the client has a disability, to provide access to diagnostic services which result in documentation of the perceived disability and identification of accommodations as a part of equal access to employment or training programs. Under federal disability legislation all federally and state funded programs are required to be accessible to individuals with disabilities. If a welfare participant needs documentation of a learning disability or is suspected of having a learning disability but has never been diagnosed, the welfare case manager can request diagnostic services to document the existence (or non-existence) of a disability in order to receive (if warranted) postsecondary education, training or work place accommodations under support services or an exception to the medical policies medical coverage.



## STEPS TO SUCCESSFUL PARTICIPATION IN HUMAN SERVICE PROGRAMS

- 1. Know where you are going...Do your homework.**
  - Understand what purpose the program serves--the mission.
  - Recognize what services are provided and to whom.
  - Know what the basic eligibility requirements are to receive services.
  - Decide whether the program has (may have) value and, if so, begin process.
  - Remember not all programs and services fit for all individuals.
  
- 2. Before applying for services know and/or be able to do the following:**
  - Know how to describe and speak about your disability intelligently and positively.
  - Understand your strengths and be able to describe them fully without under emphasizing or exaggerating.
  - Recognize the limitations created by the disability and be able to associate those limitations with reasonable accommodations whenever possible.
  - Understand how you learn best, your unique processing style and your learning characteristics and be able to share those effectively.
  - Have an idea of the services you are seeking and state those as clearly as possible without limiting exploration of options.
  
- 3. During the initial inquiry ask about specific eligibility requirements or standards needed to request accommodations for a disability and receive program services.**
  - Know what the requirements are and what documentation is necessary to verify that there is a disability (i.e., copy of school records, educational or clinical diagnosis, review of data and signature from a certifying professional, age of documentation, etc).
  - Inquire as to whether that organization or agency will provide you with access to either free or low cost assistance to secure appropriate diagnosis and/or documentation.
  - Understand what knowledge the program or service already has about the type of disability you have, recognizing you might have to provide information (without overloading them).
  - Identify the types of accommodations commonly provided for the disability disclosed and determine whether those accommodations are adequate. If not explore specific needs with the provider.