

	A	B	C	D	E
1	<b>Workforce Development Comparison Chart</b>				
2	<b>Theoretical Model</b>	<b>I. Vocational Rehabilitation Program</b>	<b>II. Psychosocial Rehabilitation</b>	<b>III. Supported Employment</b>	<b>IV. K-12 Educational System</b>
3	<i>Ideal Goal of the Model</i>	<i>Achievement of Employment in a competitive job in a integrated environment.</i>	<i>Functional/safe/healthy And empowered existence in community in least restrictive environment</i>	<i>Development of supports that can intervene to maintain wage earning work role</i>	<i>Wage Earning Employment in the Labor Market in a self-sufficient capacity. Life Long learning.</i>
4	<b>STAGES OF Development</b>				
5	<b>A. Participation criteria</b>	02 Significant limitations in two or more areas of function	Psychiatric diagnosis from DSM IV or significant Cognitive or mental dysfunction NOS	Funding source for ongoing Support or family, friends or other natural supports Axis I diagnosis	Expectation of working in the community as significant part of life. Child between ages of 5 & 16 Citizen. Student
6	<b>B. Goal setting and service/employment plan development.</b>	06,10 Consumer oriented based on functional capacity, facilitated by VRC. Comprehensive Assessment, work adjustment behavior Career Exploration, trial work agreement. Educational Assessment	Treatment Team effort Person Centered Planning developing community based living in conjunction with necessary medical treatment. Coordination with VR and other employment related programs	Long Term Support plan developed In conjunction with Treatment team best to include Employment Specialist/VRC in planning to assure goals are realistic coordination with VR, Club House Model, or other Vocational development programs	Socialization to Work, Work role orientation - work role identity, skill & knowledge development, Public Education K-12. Transition to College, Military or Work
7	<b>C. Plan developed</b>	12 Individual Plan for Employment Completed	Service Plan completed	Long Term Support secured and % support estimated with funding mechanism	HS Grad , Military, College Entrance, First Job
8	<b>D. Plan Implementation - Accommodations/ Adaptations</b>	14 Guidance & Counseling -accommodations identified, prostheses and other assistive devices required	Behavioral issues identified, coping mechanisms in the work place assessed	LTS continues. Skill adjustment training Accommodations adapted as skills developed	Self Assessment, Transition continues with guidance dept HS Graduation, work, college, tech school other occupational training considered, attempted
9		16 Physical and Mental Restoration <i>Therapeutic intervention</i>	Treatment adjustment as functional capacity is challenged	LTS assessment	None – participant entertains free choice from options available in the community they live in
10	<b>Occupational Training</b>	18 Training - includes remedial and postsecondary educational	OJT, Formal School, VR Training, Employer responsibility of new hires	LTS - Fading plan determined	Meeting Entry level requirement of job goal
11					Post secondary Education, Apprenticeship, OJT, post graduate education
12	<b>E. Plan Completed</b>	20 Employment Ready	Supported Employment arranged	Long Term Supported Employment plan	Maintenance of Work, Career Ladder, Graduate School
13	<b>F. Living and working in the community</b>	22 Working in the community	Working in the Community	Working in the community in Supported Employment	Employed - Adapating to Workforce as needed