

The Arc of Northeast Tarrant County

removing walls to create community inclusion for all



March 2010 Intellectual & Developmental Disabilities Awareness Month



It is often attitudinal and human barriers that affect everyday life for individuals who have a disability. In addressing those barriers through positive awareness efforts, fears, negative attitudes, and old stereotypes can be replaced with knowledge and understanding needed to create communities that welcome and celebrate diversity.

~ Forward ~

Until we live in communities where people with disabilities are welcomed and included and where quality supports and services are designed around principals of self-determination, we must continue to actively work to educate and empower others. Our outreach efforts must touch caregivers, persons with disabilities, those who offer support, (paid or natural) places of worship, employers, schools, elected officials and more.

While The Arc of Northeast Tarrant County promotes awareness all year long, in March we ask for your help! There is strength in numbers and power in knowledge. The packet theme, "Just like YOU!" encourages people to bring diversity into their communities by welcoming individuals with a disability into their neighborhood schools, workplace, social circles and place of worship. As you read through the packet, you will find information on People First Language, Person Centered Planning, Inclusive Schools, Employment, Friendships and more.

We hope you find the information helpful and will share it with others. If you would like additional information about The Arc of Northeast Tarrant County, our services or the possibilities for persons with a disability, please call (817) 834-7700, send an Email to: arcnetc@att.net or visit our website at: www.arcnetc.org.

The Arc of Northeast Tarrant County

Mission Statement: *The Arc of Northeast Tarrant County is committed to creating opportunities for people with intellectual and developmental disabilities to be included in their communities and to make their own choices, which affect their lives.*

Vision Statement: *Our vision for the future is a world where people with disabilities are included in their communities and where quality supports and services respond to their needs and personal choices.*

The Arc of Northeast Tarrant County, a 501(c)(3) non-profit organization is an affiliated chapter of The Arc of the US and The Arc of Texas.





I am a person...

As individuals, we have many characteristics; red hair, great memory, artist, or intellectual disability. But to be known by a disability label alone is harmful, demeaning, and often evokes pity. Old and inaccurate descriptors frequently perpetuate negative stereotypes. Worse, they are often used to define a person's potential, and low expectations are often the predicated norm. Sadly, a person's label or diagnosis is often used to determine how/where the person will be educated, what type of job the individual will or won't have, where and with whom he/she will live and more, including which supports and services we think the person needs. Language used to describe a person is often a reflection of how we see that person. To ensure **Inclusion, Freedom, Dignity and Respect**, we must change the words we use and our beliefs about old, inappropriate descriptors. Individuals who experience life with a disability have wants, needs desires and dreams. They want

to participate in life, limited only in ways in which an individual who does not have a disability is limited. "Just like You!" They want:

- To attend their neighborhood school
- To live in a home of their choice with whom they choose to live with
- To worship in their preferred faith
- To work and get paid competitive wages
- To have an active social life and participate in chosen activities.
- To further learning through post-secondary education
- To have friends they choose, and more...

Using People First Language is crucial and the first step among many toward change. We must shift from a medical model to a strengths based approach. Medical diagnoses have their place, but they should not be used to describe or identify an individual. It is when we remove labels from our discussions and get to know a person for who they are – their strengths, needs and dreams, that harm will no longer be imposed.

People First Language

- Uses a wheelchair
- Has Mental Retardation /Intellectual Disability
- Has epilepsy
- Communicates with gestures, eye gaze, technology, etc.
- Accessible parking, hotel room, restrooms, etc.
- Receives Special Education Services
- Persons with a disability

Old Descriptors

- Confined to / is wheelchair bound
- Is Mentally Retarded / retard
- Is epileptic
- Is non-verbal / doesn't speak
- Handicapped parking, restroom, etc
- Special Education Student, in Special Ed.
- The disabled, handicapped

Resources...

No Pity by author Joseph Shapiro

Disability is Natural, Revolutionary Common Sense for Raising Successful Children with Disabilities by author Kathie Snow

A Credo for Support & When the Moon Come Up (on-line videos) <http://www.normemma.com/videos/index.htm>

I'm Tyler (on-line video) <http://www.imtyler.org>.

"If you treat a person as he is, he will stay as he is. But, if you treat him as if he were what he ought to be, he will become what he ought to be and could be." ~ Goethe



I want to make decisions in my life...

Most people take for granted the choices they have in life regarding their living arrangements, careers, social – leisure activities, where they worship and other aspects of day to day life. However, for persons who experience life with a disability, these choices are often made by others or limited by barriers, such as accessibility, misunderstandings and prejudices about disability. This often results in low expectations about what a person with a disability can achieve.

Living independently with whom one chooses, being employed in a job that fits one's career choice and interest, having an active social life, worshipping in a faith of choice, etc., are all aspects of independent living. And just like you, persons with a disability want options in their life. They want to make decisions that affect their lives, and to pursue activities of their own choosing, limited only in the ways a person without a disability is limited. This is called self-determination and for persons with a disability; it means experiencing the right to have dreams and to pursue a course of action which will make those dreams a reality. It is having the freedom to succeed and fail, and to learn from one's failures, just like you! For an individual who has a more complicated or involved disability, it is the opportunity to be as self-sufficient as possible recognizing we all receive support through interdependent relationships.

Person Centered Planning Tools:

The first step in supporting an individual with a disability (regardless of age) in living a meaningful life is to help them identify goals and work toward them. This type of planning is often referred to as Person Centered Planning. Among the many person centered planning approaches are Making Action Plans (also known as MAPS), Group Action Planning (known as GAP), and Planning Alternative Tomorrows with Hope (known as PATH). While these planning tools are not a magic solution, they offer a process for inviting support, creating connections, envisioning great expectations, solving problems, celebrating success and personalizing individual and family support. For more information about these planning tools please visit any of the websites below.

Person Directed Planning On-line resources:

- IT'S NEVER TOO EARLY IT'S NEVER TOO LATE a Booklet about Futures Planning http://www.mnddc.org/extra/publications/Never_too_Early.PDF
- The Beach Center – Group Action Planning (GAP) <http://www.beachcenter.org/Books/Chapters/PDF/Group%20Action%20Planning%20as%20a%20Strategy.pdf>

Person Directed Planning Books:

All My Life's a Circle, using the tools, circles, MAPS & PATH ~ (M. Falvey, M. Forest, J. Pearpoint, & R. Rosenberg)

Person Centered Planning with MAPS and PATH; A workbook for facilitators ~ (John O'Brien and Jack Pearpoint)

Self-Determination On-line Resources:

Self-Advocates Becoming Empowered (SABE) <http://www.sabeusa.org/>

The Center for Self-Determination: <http://www.centerforself-determination.com/>



I want to have a friend(s); I want to belong...

The importance of friendships...

Friends are important to all of us and to quote Judith Snow, "Loneliness is the only disability." Given the amount of research and conversations around the topic of people with and without disabilities making and maintaining friendships, it has become clear that being included in the day to day life of the community is important in the lives of individuals who experience disability and their family members. When parents are asked, "What are your dreams for your child and what are their dreams for themselves?" or "If your child could accomplish one thing this year, what

would you want it to be?" the one desire expressed most often is, "I wish [my child] could have a friend(s)." Then parents start talking about the isolation, loneliness and feelings their child experiences.

Sociologists refer to friendships as "Social Capital." In the book *Bowling Alone*, Robert Putnam reports that the more social capital (friendships) people have in their lives, the happier they are, the healthier they are, and in the end – the longer they live. That is right – friendships are linked to the three highest quality of life indicators. Recognizing the importance of friendships and belonging, we must remove barriers and continue to explore ways of bringing together people with and without disabilities.

What does research tell us?

Relationships between people with and without intellectual disabilities "serve as the basis for some of the social, emotional and practical support people with disabilities need in order to become truly integrated into the fabric of everyday life. The support of non-segregated, positively valued people is necessary to overcome the need created by previous segregation and devaluing." (Traustadottir, 1993)

Relationships with non-disabled citizens can ease the transition to community living and increase participation in normal community life. (Nisbet, Clark and Covert, 1991; Green et al, 1995)

Students labeled with severe disabilities who received special education services in classes alongside their non-disabled peers achieved higher gains on the Scales of Independent Behaviors (SIB) and Assessment of Social Competence (ASC) than those in the self-contained group. These findings challenge the common assumption that self-contained settings result in superior gains on individual IEP related skill domains. (Fisher, M., & Meyer, L.H. (2002) Development and Social Competence After Two Years for Students Enrolled in Inclusive and Self-Contained Educational Programs. *Research and Practice for Persons with Severe Disabilities*, 27, 165-174.)

Resources:

Best Buddies Texas @ <http://www.bestbuddiestexas.org/site/c.hhKSIXPBlqE/b.1381361/k.BD66/Home.htm>

Books by author Al Condeluci http://alcondeluci.com/disability_resources.html

Friends Who Care @ a free disability awareness curriculum for children <http://www.easterseals.com/site/PageServer>



I want to go to school at my neighborhood campus...

"The great power of IDEA is that it brings people with disabilities into the heart of our communities and our schools, where we learn that disability does not divide us, but binds us together." ~ Senator Bill Frist

Why Inclusion Begins in Kindergarten... Or Doesn't

Reprinted with permission from
Charlene Comstock-Galagan
Revised August 2006, February 2008

BECAUSE EVERY CHILD DESERVES A CHANCE TO LIVE LARGE: INCLUSIVE EDUCATION MEANS GREAT EXPECTATIONS

Parents and professionals must practice having great expectations for all children. Expectations for learning are sometimes lowered due to a desire to protect kids if they learn or look different than other students. As a result, parents and teachers may unconsciously limit chances for kids and the kids may be "living down" instead of "living up" to our expectations. Maintaining low expectations for kids does not preserve their dignity: having great expectations for children affords them dignity, challenges our perceptions and gives us new problems to solve.

We must constantly guard against protecting our own perceptions of what kids can do, be, or learn. We must take care that we do not invest more in protecting our comfortable perceptions than in giving children many chances and choices.

BECAUSE INCLUSIVE EDUCATION FROM THE START MEANS INCLUSION IN THE FUTURE: THE ROAD IS CHOSEN EARLY

We need to begin including kids with labels in kindergarten because by placing them in a given setting, we are setting expectations for their futures. By choosing one road, we necessarily reject the other. Robert Frost reminds us of the long-term effects of our

choices when he says "Two roads diverged in a wood. I took the road less traveled by, and that has made all the difference."

We must educate kids in learning environments which look like the ones we hope they will live in as adults, because as adults they are likely to live in environments which look like the ones in which they were educated. The adult-life match for segregated elementary education is the institution and the sheltered workshop. By beginning from kindergarten to include kids with labels, we ensure that our children who "get to go" to inclusive schools will, after graduation, "get to go" to real life.

Kids who are included from the start are welcome in their community and aren't forced to depend largely on human service systems for their lifelines. Including all kids with labels in kindergarten builds natural supports for their futures, a process that takes time and shared experience. Being included builds natural supports that will prove critical to their success in community living in the future. Being included with 22 kids in their class means your child is a known and recognized member of a group of kindergartners in the school community. It means that 22 families in that community can interact with her.

In one week, the kid who is included gets many opportunities to make connections in public with families who know and accept her as a kindergartner. These families are excellent community educators, and more effective than any public service announcement. Each time they interact in public with their labeled friend who happens to have disabilities, they are delivering a clear message to other people that interaction with this person is okay.

BECAUSE INCLUSIVE EDUCATION FROM THE START MEANS LOTS OF PEER MODELS

Kids learn from each other. Models for kids in segregated settings are often other students with learning language or behavior difficulties. Constant learning opportunities for kids with labels in regular activities are created by peers in regular classes, at lunch, at recess, in the halls, at assemblies, in P.E., at music, and in the bathroom line.

Kids with labels included in regular activities have access to different peers in many contexts throughout each day. In typical educational settings, students with labels have as many as 22 learning peers, and many potential opportunities to see and hear those peers engaging, with various degrees of success, in social or academic learning. Peers provide models as they react to and interact with each other, teachers, materials, and information. Even the most talented, dedicated special education teacher with the most innovative materials and equipment is unable to provide these models in a setting exclusively for students with disabilities.

BECAUSE INCLUSIVE EDUCATION FROM THE START MEANS EVERYBODY WINS

All children benefit from sharing educational experiences with each other, no matter what their needs or labels. It seems sensible to allow children those benefits from the beginning, especially kids with labels who may need more time to take advantage of those benefits.

Kids without labels also benefit when kids with labels are included in regular settings from the beginning of their educational careers. They benefit directly when they are allowed to be peer tutors. When we use students as peer tutors, or learning sharers, we provide the tutor an opportunity to process learned information in a new way, a sense of mastery and accomplishment and reinforcement for the value in helping others.

If kids are classmates from kindergarten throughout their schooling, with good modeling from teachers, regular kids will come to expect and will have many opportunities to practice re-explaining, adapting, and trying various ways to get kids with labels to participate or partially participate in learning activities. They come to expect modifications and accept it as

routine. All children must be prepared to cope with different learning styles and abilities of coworkers in the adult work world.

Kids without disability labels, although we do not think of this often, will grow to be the neighbors, community members (doctors, grocers, dentists, mechanics, shop owners, church members, hobby and club members), legislators, and most of all PARENTS of kids with disabilities.

Kids with labels, who are segregated for learning purposes, are often not seen by their peers as learners. They are seen only as recess goers or lunch eaters, largely as passive, rather than active participants in school life. When kids with labels are included in regular education settings, other kids see them actively engaged in the process of learning. The kids with labels get validated with the status of “learner”, and the kids without labels get a new perception of labeled kids as contributors. This perception can carry through to adulthood, giving a long-term, two-way benefit.

Special education teachers can benefit from delivering instruction in regular environments. In inclusive settings, teaching is no longer a matter of making something happen, but more a matter of turning each ongoing activity into a learning opportunity by finding ways to involve kids with labels. Teachers learn to orchestrate, facilitate, and arrange for learning to happen; they teach kids with labels to be learners, rather than to do learning activities. In this scenario, everybody wins.

BECAUSE INCLUSIVE EDUCATION FROM THE START MEANS FRIENDSHIPS

True friendship is immeasurably important in each of our lives. All of us need opportunities to develop friendships and relationships in schools and community environments. Friendship is a commodity that transcends labels. The best reason to begin fostering those relationships in kindergarten is that it is easy. It makes including kids throughout their school experience easier, and it increases the likelihood that children will form lasting friendships. Kindergarten kids don't know the meaning of labels. Children accept each other until they are taught to discriminate and reject. Beginning to include kids with labels in kindergarten allows real, sustainable friendships to

develop and to be built on the basis of mutual interest and shared experiences.

Each child has abilities, capacities, and gifts; with guidance and support, each child can contribute to her/his school community. Our responsibility is to nurture each child in developing these capacities. A school is a dynamic community of diverse learners with various gifts, each valuable in its own right. Our job is to model for all students many ways to value each member of the school community.

John McKnight of Northwestern University says, "All communities depend on the capacity of people, on their fullness, on their possibilities, on what they can do—not on what they cannot do—the heart of the community is capacity. If we want to create

community, we build on capacity, not needs and deficits."

Schools can embrace the value that all children belong from the beginning. All schools can develop the commitment and expertise necessary to meet the unique-needs of all children in regular education classes and provide the supports and services needed for each child to become a valued, contributing member of the school community.

Each year that we don't close the door on segregated placements as an option for kindergartners, another set of kindergarten students miss critical, lifelong benefits, such as great expectations, peer modeling, functional learning, and friends.
What are we waiting for?

Potential Benefits of Inclusive Education... Taken from the National Association of School Psychologists (NASP) Position Statement on Inclusive Programs for People with Disabilities:
www.nasponline.org/about_nasp/pospaper_ipsd.aspx

- Typical peers serve as models for children with disabilities.
- The development of natural friendships within the child's home community.
- Learning new academic and social skills within natural environments, facilitating the generalization of skills.
- All students learn to value diversity.
- Students with disabilities existing within "natural" proportions of the school community, and
- General education classrooms are better able to meet the needs of all students as a result of additional instructional resources, staff development for general and special educators, a more flexible curriculum, and adapted instructional delivery.

Education Resources

- Inclusive Schools Network <http://www.inclusiveschools.org/>
- *I'm Tyler* (on-line video) <http://www.imtyler.org>
- *Including Samuel* a documentary film by Dan Habib <http://www.includingsamuel.com>
- NICHCY <http://www.nichcy.org/Pages/Home.aspx>
- Texas Project First <http://www.texasprojectfirst.org/>
- U. S. Department Office of Special Education and Rehabilitative Services (OSEP) <http://www2.ed.gov/about/offices/list/osers/osep/index.html>

*"A child
mis-educated
is a child
lost."*

John F.
Kennedy



I can learn...

In 1984, Anne Donnellan introduced the concept of “the least dangerous assumption” as it related to people with disabilities. For many, this was the “aha” needed to begin to think and act in completely new and respectful ways. In 1994, Anne and Martha Leary published *Movement Differences and Diversity in Autism-Mental Retardation: Appreciations and Accommodations for People With Communications and Behavior Challenges*, which provided the field with further information, research, and practical considerations when thinking about people with labels of autism and mental retardation. With this article, we respectfully submit our own interpretation of the concept of “least dangerous assumption” and hope that it furthers the discussion even more.

Outing the Prejudice: Making the Least Dangerous Assumption

by Zach Rossetti and Carol Tashie

(from the Communicator, Autism National Committee newsletter, Inclusive Education edition)

People with disabilities are people first! Because of the presence of a disability, a person may act, get around, look, dance, smile, read, learn, show what she knows, or communicate differently. The key here is that this is a **difference and not a deficiency**. As humans, we are all alike only in that we are all different. The fact that society tends to create a hierarchy of these differences, by labeling some of them deficiencies, is a manifestation of an out-dated paradigm plagued by prejudice. This inherent prejudice against people with disabilities means that some differences will be defined as deficiencies and looked down upon by all of those “higher up” on the social ladder.

What makes this even worse is that most people do not even recognize this prejudice. It is disguised as compassion and justified as “help.” The segregation of people with disabilities into “special” classrooms and separate lives is justified by this paradigm of deficiency. Too many people continue to believe that, “since they do not look or act like us, they must not be as good as us.” This way of thinking needs to be outed, challenged, and changed in order for all people to be valued just as they are.

Anne Donnellan and Martha Leary, in their book *Movement Differences and Diversity in Autism-Mental Retardation: Appreciations and Accommodations for People With Communications and Behavior Challenges* (1994), identified why this old paradigm

was not sufficient and needs to be replaced by a more humanistic and respectful one. The key to the new paradigm is the concept of the “Least Dangerous Assumption.” “Least dangerous assumption” states that in the absence of absolute evidence, it is essential to make the assumption that, if proven to be false, would be least dangerous to the individual. She continues by explaining that the “absence of evidence can never be absolute evidence of absence,” and as such, it is always safest and most respectful to make the “least dangerous assumption.”

Consider it this way. If I were to go fishing for a week and not catch any fish, there would be two assumptions that could be made. First, I could say “there are no fish in the lake since I did not catch any, and I know what I am doing.” Or, second, I could say simply that “I did not catch any fish that week, and I will keep on trying.” The first assumption seems rather arrogant, while the second one is more realistic and respectful. (There is a third assumption that I could make which would be that I am not a good fisherman, but we won’t go there).

The same holds true for students with disabilities. Imagine a child who does not talk with the spoken word and moves around using a wheelchair. Her teachers have worked with her for a month and have not yet seen any evidence of what she understands.

In fact, they wonder if she knows or is aware of anything at all. These teachers can make one of two

assumptions. They can assume that “what you see is what you get” and that this child does not know anything, that her brain is as empty as that lake. As such, they can educate her in a way that reflects those assumptions (perhaps segregated classes or regular classes with low or no expectations). Now imagine her as she graduates and uses a communication device to say, “Why did you treat me so poorly?! I am smart and you wasted twelve years of my life!” A very dangerous assumption was made, with results that none of us would desire.

Now, consider the second assumption. These same teachers can recognize that her movement differences are differences and not deficiencies. They can assume that she knows lots and just isn’t currently able to show what she knows. Her brain is as full of knowledge and potential as that lake is of fish, but they just have not been able to reel anything in yet. As such, her schooling would reflect these high expectations and she would be considered and respected as a valued member of her school and classes. Now again, imagine her twelve years later at graduation, using her communication device to say, “Thank you from the bottom of my heart to all of my teachers who believed in me and made me feel as if I truly belonged and treated me like all of my classmates.” This is the least dangerous assumption, one that results in a young woman who can celebrate her full and fulfilling life.

But consider a third scenario as well. What if we never come up with a way for this young woman to communicate her intelligence? What if, after twelve years as a valued and respected student in all general education classes, we still do not know exactly what she has learned and knows? What harm was done? What was lost? Nothing! And that truly is the least dangerous assumption.

Understanding the concept of “least dangerous assumption” and acting on it are two different things. The idea of considering all people as capable and intelligent may not come naturally to some people due to the influence of society’s prejudices against people with disabilities. Most well intentioned adults and professionals have been taught to believe in the

out-dated paradigm and, therefore, may make very dangerous assumptions about students with disabilities. Many people’s first impressions of people with disabilities are tainted by years of societal prejudice and media portrayals of what is enviable and worthwhile. While the power of these experiences is strong, we can no longer allow this to serve as a justification for the perpetuation of the prejudices against students or adults with disabilities.

The question we should all be asking ourselves is: “Do you really believe that the individual with disabilities is a valued and competent and unique person?” Think long and hard about that question. If you cannot honestly answer “yes,” then the next question is simply, “Why?” Think about your beliefs, your experiences, and the prejudice you have been taught. Ask yourself how you can change those dangerous assumptions and mindsets. Talk with people who are friends, parents, siblings, lovers, and colleagues of people with disabilities. Listen to people who have been segregated or devalued because of the way they look or move or communicate. Learn everything you can about the many ways people communicate and get around and show us who they are and what they know. Introduce yourself to people who had labels of mental retardation while in school, who now are able to communicate their thoughts and feelings and tell us all, loud and clear, “I am intelligent!” Recognize your prejudices and work through them. It will not be as difficult as it first seems. And you will never again make assumptions about people that result in the loss of opportunity, experience, or respect.

All people are people first. Everyone belongs to this wonderful life. No one should have to conform to someone else’s standards before they are told that they are “good.” We all belong. We all have strengths and weaknesses and our own individual potential to be great people and to live the lives we want. We can all lead happy and fulfilling lives, supported by those around us to be successful adults. It is up to all of us to examine our own core beliefs and to spread the word of the least dangerous assumption. We can no longer allow the justification of a prejudice that is so dangerous. Now is definitely the time to believe that all people are valued individuals with limitless potential.



I want to work...

Historically, individuals with disabilities have been placed in sheltered workshops and paid on a piece rate basis, according to their ability to produce. They typically earn less than minimum wage, compared to workers without disabilities, who would be paid the prevailing wage for the job. But this does not have to continue. Persons with disabilities often express the desire to work in their community making meaningful wages, in a career field of their choosing, just like you! And the good news is... they can! Individuals with disabilities, including those experiencing the most involvement with disability, can and do work in the competitive workforce, often because of "Customized Employment", "Self-Employment" and "Supported Employment." If you want to improve employment outcomes for a person with a disability here are a few resources to get you started.

Customized Employment ~ Customized employment is a flexible process designed to personalize the employment relationship between a job candidate and an employer in a way that meets the needs of both. It is based on an individualized match between the strengths, conditions, and interests of a job candidate and the identified business needs of an employer. Customized Employment utilizes an individualized approach to employment planning and job development—one person at a time, one employer at a time.

Self-Employment ~ Self-employment has long been an alternative for individuals seeking a new or better career. Today, many jobseekers with disabilities are turning to the flexibility of self-employment to meet both their career aspirations and financial goals. Self-employed persons have increased latitude in determining the hours they work, the type of work they do, and how much money they make.

Supported Employment ~ Supported employment facilitates competitive work in integrated work settings for individuals with disabilities, including persons experiencing the most involvement with disability, for whom competitive employment has not traditionally occurred. Because of the nature and intensity of their disability, some people with disabilities need ongoing support services in order to perform their job. Supported employment provides assistance such as job coaches, transportation, assistive technology, specialized job training, & individually tailored supervision.

Supported employment is a way to move people from dependence on a service delivery system to independence via competitive employment. Recent studies indicate that the provision of on-going support services for people with disabilities significantly increases their rates for employment retention. Supported employment encourages people to work within their communities and encourages work, social interaction, and integration.

"Work spares us from three evils... Boredom, Vice & Need."

Websites worth a click... Employment Resources On-Line

Customized Employment

<http://www.dol.gov/odep/pubs/custom/blueprint.htm>

National Center on Workforce and Disability – Adult

<http://www.onestops.info>

National Center on Workforce and Disability – Youth

<http://www.ncwd-youth.info/>

Self-Employment

<http://www.dol.gov/odep/categories/workforce/self.htm>

Supported Employment

<http://www.dol.gov/odep/archives/fact/supportd.htm>

Texas Department of Assistive and Rehabilitative Services

<http://www.dars.state.tx.us>

U.S. Department of Labor Office of Disability Employment Policy (ODEP)

<http://www.dol.gov/odep>

