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New Options Training Manual

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New Options Training Manual

Eleven Training Modules in Community Living Skills

Jean A. Cole Jane C. Sperry Mary Ann Board Lex Frieden

New Options Transitional Living Project
The Institute for Rehabilitation and Research
Houston, Texas

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designed by Gee Lindblom
editorial assistance by Elizabeth Bowen
Medical Illustration and Audiovisual Education
Baylor College of Medicine
Texas Medical Center
Houston, Texas 77030

for information, contact:
New Options
The Institute for Rehabilitation and Research
1333 Moursund Avenue
Houston, Texas 77030

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The outlines in this manual detail the content of eleven training modules as they evolved over three years of experience. A number of persons assisted in the development of module teaching strategies and materials. In addition to the authors, other project staff members who played an important role in this effort include Judy Wise, Sharon Plotkin, Joyce Frieden, and Vicki Sorrells. Many of the modules have been taught by handicapped individuals from the community. These individuals often made important contributions to the content of the sessions, and we are grateful for their assistance.

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Contents

Introduction 1

Establishing a Program to Teach Community Living Skills 4

Using the Module Summaries 8

Training Modules 10

Attendant Management 11

Consumer Affairs 19

Financial Management 29

Functional Skills 42

Living Arrangements 53

Medical Needs 59

Mobility 69

Sexuality 77

Social Skills 86

Time Management 99

Vocational/Educational Opportunities 109

Resources 124

Notes

Introduction

New Options

New Options is a six week live-in program designed to assist severely physically disabled persons in learning independent living skills. Becoming independent is defined as managing one's own affairs and participating actively in the day-to-day life of the community.

The **New Options** program opened in June of 1976 as a pilot project of The Institute for Rehabilitation and Research (TIRR) in Houston, Texas. The project is based in a dormitory-style setting which provides a private room, meals, transportation services, and a system of shared attendant services for the residents, none of whom are patients at TIRR but are designated "participants". To be eligible for admission to **New Options**, applicants must be medically stable, have a major mobility impairment, be capable of communicating verbally in English, and have identified certain areas in their lives that they want to change or where they need more information.

New Options is based on a philosophy of self-direction by the disabled individual. The program staff assist participants in investigating and evaluating alternatives available to them, but firmly avoid making decisions or setting goals for them. This principle is sometimes difficult to adhere to when the staff may perceive that a participant is not making the best decision, but the opportunity to take risks and learn from mistakes seems essential to achieving independence.

The **New Options** program seeks to teach participants the information and personal skills needed to function as autonomous adults in our society. It also provides handicapped role models and practice experiences to assist in acquiring new competancies.

As of February 1979, 95 disabled individuals have participated in the project—many from Houston, most from Texas, but a few from states such as New York, Tennessee, and Louisiana. As a project of the Rehabilitation Services Administration, **New Options** received federal grant funds to develop and evaluate a community living skills training program for three years. In September 1979, the project in its present form will end but the concepts, principles, and the experiences of the project can and should continue in various forms in communities throughout the country. For that reason, a 100 page softbound book entitled **New Options** was written to describe the process by which physically disabled individuals achieve independence and to examine the **New Options** project as one way to foster positive changes. The book describes the key program elements in **New Options** including training modules, a residential system in which participants direct their own physical assistance, field trips to community settings, individual counseling, and contacts with a variety of active handicapped persons from the community.

This Training Manual provides additional information for the person or group interested in starting a program designed to improve the community living skills of physically disabled people. The contents of this manual include detailed outlines for each meeting of the eleven training modules in the **New Options** program, a total of fifty-five sessions, and background information such as the purpose of the module, requirements of the group leader, a bibliography of references used for the sessions, and topics for other possible sessions in each module. Substitutions for the sessions suggested can easily be made based on group needs, leader recommendations, community resources, or other circumstances.

This manual demonstrates a structure which was developed through three years experience of what works well in the **New Options** setting, in this community, and with this project staff. There are many variables which must be taken into account when undertaking to establish a program with the same basic goals as **New Options**, and therefore the specific content will also vary. There exists a wide range of possible settings in which this material may be successfully presented. Such settings may range from day

programs to a long-term placement-oriented model similar to a halfway house. The information may be presented in the same basic form as outlined in this manual, or project planners may choose to selectively delete or expand particular subject areas to better meet the needs of their population. Each of these alternatives has pros and cons, and the final choice of a model will probably depend on existing services available in the community, on resources that can be mobilized, and on philosophical preferences of the planners. Readers of this manual are urged to supplement the material outlined here with information from the companion book, **New Options**.

Establishing a Program to Teach Community Living Skills

The following points are offered as subjective impressions of the **New Options** project staff about what makes the program work and how the experiences, both positive and negative, might be useful elsewhere.

Major considerations in establishing a similar program include:

- **Assessment of needs in the community**
- **Agreement on program goals and objectives**
- **Development of program content**
- **Selection of staff and handicapped staff associates**
- **Development of logistical support systems**

Assessment of Needs in the Community

A primary consideration in planning a community living skills training program is determination of the needs of physically disabled individuals in the community who want to make changes in their lives and achieve greater independence. Potential users of a program like **New Options** might include graduates of medical rehabilitation programs, clients of the state vocational rehabilitation agency, clients of other agencies, members of organizations such as United Cerebral Palsy or Easter Seals, members of consumer organizations, and many others. In planning a program, it is important to consider the numbers and characteristics of these potential program participants so that services address actual needs of the target population. It is also important to consider how persons might be referred to a program and how sponsorship might be arranged.

Participant selection criteria should be established since some persons who apply to the program may not actually need these services or may be unlikely to benefit from the program for various reasons. The process of selecting participants in the **New Options** program is discussed in detail in the **New Options** book.

Agreement on Program Goals and Objectives

The philosophy of self-direction rests on the ability of the physically disabled person to make informed choices, and the opportunity for him to assume responsibility in managing his own affairs on both a day-to-day and a long-term basis. The principle of self-direction can be translated into several program goals which include (a) providing disabled persons with information and skill development opportunities needed to learn to live independently, (b) providing opportunities to practice new responsibilities, and (c) providing role models of how handiacpped persons can lead active and rewarding lives. Although the specific statement of goals can certainly vary, it seems essential that philosophical agreement be reached by the project staff on what a new program is trying to accomplish. In **New Options**, these goals are addressed through a set of training modules, a participant-directed residential system, field trips into the community, individual counseling, and contacts with handicapped staff associates.

Development of Program Content

A third major consideration is the development of program content. In planning the **New Options** project, interviews were conducted with many successful handicapped individuals in order to determine what was important in the process of becoming independent. The information and skills identified in this manner were organized into a series of training modules.

The **New Options** Training Modules:

- **Attendant Management**
- **Consumer Affairs**
- **Financial Management**
- **Functional Skills**
- **Living Arrangements**
- **Medical Needs**
- **Mobility**
- **Sexuality**
- **Social Skills**
- **Time Management**
- **Vocational-Educational Opportunities**

The division of these subject areas is certainly arbitrary, and the information could be covered in many alternative ways. The important point is that the module structure offers an organized way of examining the many pieces of an independent lifestyle.

The present structure of **New Options** includes eleven training modules. Two additional modules, Problem-Solving and Home Management, are no longer presented on a regular basis as separate units. If material on home management is appropriate for members of the group, this information can be presented in a variety of ways—as part of the Functional Skills module, by individual assignment with people in the community, or as a mini-module of two or three sessions. Problem-Solving originally was to be one of the key modules—it would have provided a structure to be used in the other modules and carried over to learning situations in the community. It is still important in concept but is difficult to present as discrete information despite several attempts by different group leaders. It was decided instead to incorporate the basics of problem-solving into all the modules to give the participants opportunities to use those basics in analyzing information and situations on a regular basis.

In developing program content, it is important to build up a collection of teaching resources. These include printed materials, films and videotapes, handouts, exercises, and assignments developed by the project staff. Another type of resource to be cultivated is useful contact persons. This group includes active handicapped people from the community, guest speakers from various organizations and facilities, and persons in community agencies to whom program participants might be referred for services. Developing these resources can be more time-consuming than it may appear since they should be maintained both current and complete. Resources used in **New Options** Training Modules are summarized in the narrative introduction to each training module in this manual. A combined listing of suggested resources for a project library can be found in the final section of this manual.

One additional observation about program resources may be useful. **New Options** staff have found that when films, videotapes, or guest speakers are used in modules, it is very important that the group leader not expect these presentations to stand alone. The group leader plays an important function by introducing the presentation and establishing its relevance to the module as a whole and to participants' overall experience in the program. When participants do not understand why they are hearing a particular presentation, much of its effectiveness is lost.

Selection of Staff and Handicapped Staff Associates

Key staff members of **New Options** include a Project Director, a Personal Independence Counselor, a Functional Skills Adviser, a Vocational Counselor, a Coordinator of Staff Associates, a Research Director, an Attendant Coordinator, and an attendant staff including a driver. There seem to be certain factors common to the project staff who are able to work well together and who can help the project run successfully. All staff members must be knowledgeable and competent in their own professional field and be able to redefine their area of competence within the program setting. Staff roles are unique in a project like **New Options**, and it is important to hire people who are able to work well in an unstructured setting without taking advantage of the freedom. The project staff must be able to view the program as a whole with equally important pieces in the whole, and must be able to make necessary changes without feeling threatened with change. Evolution is encouraged as a reflection of the growth of both the project and the staff.

Handicapped staff associates from the community fill two essential functions in **New Options**. First, they lead most of the training modules in the program. Secondly, they serve as role models of successful disabled persons who have chosen a variety of lifestyles. Associates are chosen with both of these functions in mind. The individual must have good communication and teaching skills and be able to present material in an organized and interesting manner. The set of associates for a given program cycle is also chosen to represent a variety of lifestyles, including alternative living situations, transportation and attendant arrangements, work or school involvements, leisure activities, values, and personal interaction styles. This variety is important because it lets the participants realize that there are many workable choices available in life, and that what works well for one person may not be desirable for another.

Development of Logistical Support Systems

Several logistical support systems are essential to operate a community living skills training program. One such system includes an appropriate site that provides the needed space and equipment. The setting requirements clearly depend on whether the program is residential or not and what kinds of resources are available in the community. It would not be productive to describe an ideal program setting because every community has certain unique possibilities. Several general considerations can be suggested, however, since the setting should be designed to support the key elements of the program. Because of the importance of practice opportunities in a variety of social contexts, it would be advantageous to locate the program where the participants could encounter typical community interaction with the general public. It is important that the setting offer internal spaces for group interactions, for private two-person conversations, and ideally, for participants to be comfortably alone to work on assignments or personal goals. If possible, the setting should also be structured so that participants have opportunities for directing their own day-to-day routines to some extent. In a nonresidential setting, this might mean arranging for their own meals, arranging for occasional transportation to be provided by an outside agency, or helping to plan and make appointments for project field trips or speakers.

Audiovisual equipment that is often used in the **New Options** project includes a slide projector and screen, a 16mm film projector, a 3/4'' videotape playback unit, and a blackboard or flipchart and easel. **New Options** also produces many module handouts which are duplicated at the project.

Another essential logistical support is transportation. An appropriate system is needed for group field trips, for recreational activities, and for individual errands, appointments, and assignments in the community. These trips are essential because of the emphasis on actual community experi-

ences in the program. **New Options** employs its own driver and uses TIRR vehicles to meet transportation needs. Solutions such as private vehicles, public transportation, or contract services may be more practical in other communities.

Other support services can be provided in a variety of ways, depending on the program setting and institutional affiliation. Consideration should be given to alternative ways of providing meals, housekeeping services, maintenance and repairs, financial administration, and attendant services.

A final important consideration in developing the logistical support systems of a program is the establishment of organizational routines and procedures. In **New Options**, scheduling of activities is accomplished through a weekly calendar produced by the Staff Associate Coordinator. A workable structure is also established for weekly counseling sessions and for various types of staff meetings, including weekly exchanges among counseling staff, biweekly administrative staff meetings, admission committee meetings, and staff planning retreats. Again, this structure works well for **New Options** but specific routines for other programs should be developed to meet the unique goals and needs of that project.

Using the Module Summaries

Part II of this Training Manual contains outlines of the eleven training modules in the **New Options** program. A narrative introduction to each module includes the following elements:

- Purpose
- Requirements of the Group Leader
- Orientation for the Group Leader
- Linkages with Other Modules
- Module References and Selected Resources
- Suggestions for Possible Sessions

Following each narrative is a set of outlines containing specific plans for the module sessions that have been proven successful in **New Options**. Most of the modules have four to six sessions. During the six week cycle, participants have a session from each of the eleven modules approximately once a week. A program calendar demonstrates how these sessions are scheduled.

New Options Transitional Living Project
The Institute for Rehabilitation and Research

Week Ending December 17, 1978

Weekly Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
Morning	9:00 Isaac/MAB Bud/Jane 9:30-11:00 Attendant Management/ Roberta Forbes	8:30 Isaac/Jane 9:00 Ann/Jane Bud/MAB 10:00-12:00 Medical Needs guest speaker on medications/ Kristy Davison	8:30 Charles/MAB 9:00 Ann/Jane 9:30-12:00 Functional Skills trip to empty apartment/ Jane Sperry	FREE TIME	9:00-11:00 Vocational module/ Sharon Plotkin 11:00 Donna/MAB	
Afternoon	SACK LUNCH 12:00-4:00 Mobility field trip to airport/ Vicki Sorrells	1:30 Donna/Jane 2:00-4:00 Social Skills/ Mary Ann Board	12:30 Ann/MAB 3:30-5:00 Consumer Affairs speaker/ Duke Conley	1:00-3:00 Staff Meeting 1:00-4:00 Time Management trip to travel agency/ Laurie Gerken	1:00-4:00 Living Arrangements field trip to Willow Woods apartments/ Terry Ensign	1:00-6:00 Saturday recreational trip to Galleria shopping center
Evening		6:30-8:00 Financial Management/ Peter Wiedemann		6:30-8:00 Sexuality panel/ Mary Ann Board		

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Each module session outline includes the following elements:

- Module Title
- Format: group meeting, group meeting with guest speakers, or field trip
- Purpose: what is to be accomplished
- Instructional Objectives: objectives of the session stated in observable behavioral terms
- Estimated Time: amount of time the session typically requires in New Options with travel time specified for field trips
- Instructional Set: suggested activities that clarify the purpose of the session to participants, and that establish the relevance of the information to the group; often contains activities to help ascertain the previous knowledge base of participants so that new material can be presented at an appropriate level
- Content: a summary of what is taught in the session
- Closure: a review process that restates the major points of the session briefly and again points out how the participants can use the material presented

Some module session outlines also contain Outline Aids. These aids may be written material to be duplicated by group leaders as handouts for program participants or sample questions for the group to consider on field trips.

The module summaries that follow are intended to serve as sources of ideas. They demonstrate ways of teaching independent living skills that have proven successful, and they hopefully will serve as catalysts for the future development of teaching strategies in this field.

Training Modules

Attendant Management

Purpose

The Attendant Management module is intended to help participants explore a variety of ways to meet their needs for daily attendant assistance. It is also intended to teach practical information about attendant services and to provide an opportunity to practice specific skills important in managing this aspect of ones life. (In **New Options**, attendance at this module is optional for paraplegics and other persons who do not require daily attendant assistance.)

This subject is included in the **New Options** program because most participants formerly received attendant care either from family members or nursing home personnel prior to entering the project. Consequently, they usually have had little direct responsibility for self-directed care in the past and may not have had an opportunity to hire and supervise attendants, manage the financial resources to pay for this service, or confront problem areas such as the need for a back-up system. These management skills are essential if independent living and a self-directed lifestyle are important to the individual.

The Attendant Management module also emphasizes personal interaction between a disabled individual and an attendant. It seeks to foster an awareness of the attendant's perspective, and also points out the practical importance of the many skills taught in the Social Skills module, including assertiveness, listening skills, and conflict resolution.

Requirements of the Group Leader

The group leader for this module should be a handicapped person who needs daily attendant assistance and has personal experience with several different types of attendant arrangements. This background can help the leader provide examples of problems that may occur and offers a comparative perspective to the participants. The leader should also be sensitive to social interaction skills so that he can help participants become aware of the effects of their behavior on other persons.

Orientation for Group Leader

In preparing to teach this module, the group leader should familiarize himself with a wide variety of alternative attendant arrangements. He might talk to other disabled persons who use arrangements he has never experienced personally to learn about the pros and cons.

The leader should also be knowledgeable about sources of funds to pay for attendant assistance. This information is available from local agency personnel who work with attendant care programs. Primary contact agencies include the State Department of Vocational Rehabilitation, the Department of Human Resources, and various welfare agencies.

The leader should consider experienced attendants as good sources of insight for this module. Attendants obviously vary greatly in their ability to articulate feelings about their job, and it is helpful to invite someone skilled in this area to talk with participants.

It is also useful for the group leader in this module to communicate closely with the leader of the Social Skills module. Participants will be learning many relevant skills in Social Skills that can be applied in attendant management situations, and it is important that the two group leaders use this overlap to advantage. If the Attendant Management module is taught as a separate entity, two sessions from the Social Skills module may be incorporated into this module. These are the sessions on assertiveness and conflict resolution. Attendant Management also relates directly to the Living Arrangements module. As participants visit disabled persons in a variety of living situations on Living Arrangements field trips, it is important that they learn as much as possible about the host's attendant arrangements as an important part of an overall independent living plan.

Linkages With Other Modules

Important relationships with the Social Skills and the Living Arrangements modules have been discussed. Also, the Attendant Management module is closely related to the Financial Management module since costs of attendant services are usually a substantial item in a disabled person's budget. Questions about sources of funds, accounting requirements, tax obligations, and other issues should be generally addressed in financial management. These can also be explored on an individual basis in the fifth Financial Management session in which each participant reviews his personal budget with the Financial Management group leader.

Module References and Suggested Resources

Printed Materials

Hayes, Jim and Shannon Smith. *Live-In Attendant Care Manual.* University of Texas at Arlington and Texas Rehabilitation Commission, Arlington, Texas, 1978.

Hradesky, Patricia L., Gwen H. Callas, Dr. Jay Cranston and Margaret H. Kile. *Attendant Care Manual.* Kent State University Office of Handicapped Students, 1978.

Larson, Maren R. and Daniel E. Snobl. *Attendant Care Manual: Rehabilitation Services.* Southwest State University, Marshall, Minnesota, n.d.

Films and Videotapes

Geyer, Robert and Delma Brown. *Attendant Management: The Attendant's Perspective* (60 minute 3/4" videotape). The Institute for Rehabilitation and Research, Houston, Texas, 1977.

Materials Obtained Locally

Materials from local agencies on attendant care programs such as the Attendant Care Program administered by state Departments of Welfare.

Suggestions for Possible Sessions in Attendant Management

- Alternative Attendant Arrangements
- Interviewing a Potential Attendant
- The Attendant's Perspective
- Asking for Help and Turning Down Unnecessary Help
  (located in the Social Skills module outlines)
- Conflict Resolution
  (located in the Social Skills module outlines)

Attendant Management Module Outline

Title: Alternative Attendant Arrangements

Format: Group meeting

Purpose: To consider the pros and cons of various attendant arrangements and to discuss various ways of locating and paying for attendant services.

Instructional Objectives:

1. By the end of the session, each participant will be able to list three alternative attendant arrangements and the pros and cons of each.
2. By the end of the session, each participant will be able to list three ways they might find an attendant and two sources of funds to pay for attendant care.

Planning and Materials:

Secure copies of handouts on locating an attendant and paying for an attendant (included in this section).

Estimated Time: 1-1/2 hours

The Lesson:

Instructional Set:

1. Ask participants to discuss what they would do if their present attendant care system ended tomorrow. Ask what alternative arrangements they can think of, where they might look for an attendant, and how they would pay for these services.
2. Introduce purpose of the session.
3. Review the instructional objectives.

Content:

1. Ask each participant to state the hours he routinely needs attendant help and the types of assistance required.
2. Discuss alternative ways of managing attendant needs including private attendants who come at scheduled hours, live-in attendants, shared attendant services, family members, friends, nursing home services, visiting nurses, and any other alternatives the participants can identify. Ask the group to list pros and cons of each alternative, keeping their personal needs in mind.
3. Have participants identify the back-up systems needed for each of these alternatives.
4. Ask participants to discuss ways they might find a private attendant. Have the group write a sample advertisement to be placed in a newspaper or sample bulletin board notice. Distribute handout on locating an attendant.
5. Review possible sources of funds to pay for attendant services and distribute handout. Discuss how much attendants should be paid and any constraints on salary level imposed by funding sources.

Closure:

1. Summarize the session by asking participants to complete tasks in instructional objectives.

Outline Aid

Suggestions for Locating an Attendant

1. College bulletin boards and placement offices (including schools of nursing and medical schools).
2. Hospital bulletin boards.
3. Nursing home bulletin boards.
4. Health care agencies (Medical Personnel Pool in Houston).
5. Local newspapers, including college papers.
6. Public health departments.
7. State and private employment offices.
8. Friends who use attendants.
9. Mormon Church.

Outline Aid

Possible Funding Sources for Attendant Services

1. State Department of Vocational Rehabilitation. (Texas Rehabilitation Commission has paid for attendants in dormitories and in private and shared living arrangements. Must be DVR client to qualify.)
2. Attendant Care Services. (Title XX funds, usually administered by State Welfare Department. Maximum monthly amount in Texas is $212; supplemented in some states including California and Minnesota. Family members can be care providers. Must be SSI recipient to qualify.)
3. In some states such as Massachusetts, Title XIX funds (Medicaid) can be used to pay for attendant services. This is not available at the present time in Texas.
4. Charitable or voluntary organizations may give "scholarships" to help with costs of attending school. In Houston the Houston Clergy Association is an example. Will require research in local community.

Attendant Management Module Outline

Title: Interviewing a Potential Attendant

Format: Group meeting

Purpose: To practice interviewing techniques for hiring an attendant

Instructional Objectives:

1. Each participant will list three questions which should be asked of an attendant applicant.
2. Each participant will role play an interview situation with a potential attendant.

Planning and Materials:

1. Make arrangements for one or two people from outside the group to play the part of "attendant" in interview situations. These people should be prepared by the group leader to portray typical applicants. They should request clarification on any duties they do not understand and portray indifferent, hostile, or partronizing attitudes in different interviews.
2. Secure copies of handout on considerations in interviewing potential attendants (included in this section).

Estimated Time: 2 hours

The Lesson:

Instructional Set:

1. Introduce the purpose of the session.
2. Ask participants to state reasons it might be important to select an attendant carefully. Have them identify possible consequences of a bad choice.
3. Review the instructional objectives.

Content:

1. Ask participants to list questions which they feel need to be asked of potential attendants. If participants have had some negative experiences with attendants, ask them to identify questions that might help anticipate potential problems and identify positive traits. For example, they might ask how many sick days the applicant has had in the last six months of work. Another line of questions might address the kinds of things that make the applicant angry and what he does when he gets angry.
2. Discuss basic interviewing techniques. Review suggestions in interviewing handout.
3. Practice role play situations. Each participant will interview an attendant applicant and the group will then comment on the interview.

Closure:

1. Ask participants what they now feel are the most important things to look for in an attendant.
2. Ask them to discuss what they learned from the practice interviews.

Outline Aid

Interviewing Techniques

1. Have person fill out an application documenting previous work experience health record, convictions, type of transportation, driving record, and references.

2. Personality is very important. Think in advance about the kinds of traits you think are important to look for.

3. Discuss previous work record (dependability, how long stayed on a job, pay, responsibility, how got along with other employees, how got along with supervisors).

4. Discuss convictions, driving record, health record, and drug and drinking problems in detail.

5. Discuss mode of transportation to and from work in detail.

6. Discuss job in detail (bowel care, bladder care, dressing, time spent on each task). Provide detailed written job description.

7. Discuss hours, rate of pay, time off, and weekend responsiblities.

8. Ask open ended questions. (Example: Why would you like this job? Poor example: Would you like this job?)

9. Check out references.

Attendant Management Module Outline

Title: The Attendant's Perspective

Format: Group meeting with either guest speaker or videotape

Purpose: To assist participants in developing an awareness of attendants as people and to sensitize participants to typical feelings that attendants have about their jobs.

Instructional Objectives:

1. Each member of the group will state two situations they have been involved in or observed which an attendant might have viewed as a problem.
2. The group will list topics they have discussed in the social skills module that could be useful in interacting with an attendant.

Planning and Materials:

Invite one or two people who have varied experience as attendants and who are articulate and willing to share their feelings. Preferably the attendants and participants should not have worked together before. (If attendants are not available, a videotape of this session is available from New Options.)

Estimated Time: 1-1/2 hours

The Lesson:

Instructional Set:

1. Introduce purpose of the session.
2. Ask participants to spend a few minutes thinking about how they would feel about playing the role of attendant. Ask them to identify things they would find rewarding about this job and the things they would consider problems.
3. Review plans for the session to (a) talk with an attendant about his job, or (b) watch a videotape of an attendant discussing his role with a group of handicapped people.
4. Review instructional objectives.

Content:

1. Introduce the guest speaker and ask him to discuss his background, his job experiences, and his feelings about the role of attendant. Alternatively, show videotape on this subject.
2. Encourage a roundtable discussion following the presentation. This should cover what attendants like and dislike about their jobs, the kinds of training attendants should have, and interpersonal interaction between an attendant and a disabled person.
3. As part of the discussion, ask participants to relate incidents they have been involved in or observed that may have been difficult for an attendant because of a disabled person's behavior or attitude. Ask them to suggest kinds of behavior that probably make an attendant feel angry or resentful. Also, ask them to suggest kinds of behavior that probably make an attendant's job seem enjoyable or worthwhile.
4. Ask participants to list any topic they have talked about in the social skills module that they think would be useful in interacting with an attendant. Examples might include assertiveness in asking for help, listening skills, steps in conflict resolution, or awareness of perceptions of other persons.

Closure:

Ask participants to try to use what they have learned in this session as they interact with attendants during the coming week.

Consumer Affairs

Purpose

The Consumer Affairs module is intended to help participants develop skills as consumers, to become aware of their rights as handicapped citizens and knowledgeable about the handicapped consumer movement, and to explore responsibilities that go with citizenship rights. This module is included in **New Options** because it addresses the need of all individuals to be knowledgeable purchasers and users of products and services. The module explores the rights of handicapped persons and provides information about handicapped consumer organizations that may be useful to participants as they return to their home communities. In addition to consumer rights, participants also learn about citizen responsibility and the duties adults in our society are expected to perform such as voting and jury duty.

Requirements of the Group Leader

The leader of this module should be knowledgeable about the consumer movement in general and the disabled consumer movement specifically. He should understand the techniques of comparative shopping and be able to convey these to the participants. Ideally, the group leader should be a disabled individual who fulfills the responsibilities of an adult citizen and can speak from personal experience on voting and jury duty.

Orientation for the Group Leader

In preparing to teach this module, the group leader should familiarize himself with publications on consumerism. He should compile resource information from local and national agencies, and collect data on consumer organizations including disabled consumer organizations. The group leader should establish contacts in the community with individuals who represent consumer protection agencies such as the Better Business Bureau or Legal Aid Society and with individuals involved in local handicapped consumer organizations.

Linkages With Other Modules

The information presented in Consumer Affairs could be applicable in any situation where services or products or individual rights are involved. Possible tie-ins with other modules might include:

- How to shop for a vehicle for the Mobility Module
- What to do if there is a problem with medical equipment for the Functional Skills module
- What rights the individual has as a renter or buyer for the Living Arrangements module

The concept and implementation of problem-solving skills can fit very appropriately into this module.

Module References and Selected Resources

Printed Materials

American National Standard Specifications for Making Buildings and Facilities Accessible To and Usable By the Physically Handicapped. American National Standards Institute, Inc., 1430 Broadway, New York, New York, 10018, 1961.

Berdorf, Robert L., and W. Dawn Oxley, *Litigation under Section 504 of the Rehabilitation Act of 1973.* Developmental Disabilities Law Project, University of Maryland Law School, 500 West Baltimore Street, Baltimore, Maryland, 21201, July, 1978.

Bowe, Frank, Jan Jacobi and Laurence Wiseman. *Coalition Building.* American Coalition of Citizens with Disabilities, 1346 Connecticut Avenue N.W., Washington, D.C., 20036, 1977.

Films and Videotapes

Houston's Coalition for Barrier Free Living (60 minute color 3/4" videotape). The Coalition for Barrier Free Living, P.O. Box 20803, Houston, Texas, 77025, 1977.

Materials Obtained Locally

Printed materials from the Better Business Bureau and local legal aid organizations on the various services they provide.

Materials from the American Coalition of Citizens with Disabilities, 1346 Connecticut Avenue, N.W., Washington, D.C., 20036, on consumer issues and on services they provide.

Material from state and local consumer organizations such as the Coalition for Barrier Free Living, P.O. Box 20803, Houston, Texas, 77025 on their activities and resources.

Appeal procedures from the State Department of Vocational Rehabilitation and from the Social Security Administration.

Materials on voter registration and responsibilities of jurors from local agencies such as the League of Women Voters.

Copies of the Rehabilitation Act of 1973 (P.L. 43-112). Sections 501-504, and the Education for All Handicapped Children Act (P.L. 94-142), obtainable from Congressmen and Senators.

Suggestions for Possible Sessions in Consumer Affairs

- Protective Buying Methods
- The Rights of Handicapped Persons and the Consumer Movement
- Handicapped Consumer Organizations
- Responsibilities that Accompany Your Rights as a Citizen
- Working to Remove Architectural Barriers

Other Sessions (no outlines provided)

Field trip to practice using a voting machine

Field trip to a meeting of the City Council or to a public hearing on an issue relevant to handicapped persons

Consumer Affairs Module Outline

Title: Protective Buying Methods

Format: Group meeting

Purpose: To practice comparative shopping methods and to discuss ways to protect your rights as a general consumer.

Instructional Objectives:

1. During the session, participants will do comparative shopping by telephone for an item chosen by the group.
2. By the end of the session, participants will be able to describe two avenues of recourse when they have purchased products or services that are unsatisfactory.

Planning and Materials:

1. Ask participants to bring writing equipment and supplies.
2. Prepare handout materials from Better Business Bureau and local legal aid organization.

Estimated Time: 2 hours

The Lesson:

Instructional Set:

1. Discuss what the term consumer means in a general sense. (Do not focus yet on the consumer movement among handicapped persons.)
2. Ask participants if they have ever purchased products or services they were dissatisfied with. Have them briefly discuss what they did about it and whether or not this was an effective solution.
3. Introduce the purpose of the session as a discussion of ways to avoid the problems mentioned and ways to correct these problems once they have occurred. Review the instructional objectives with the group.

Content:

1. Discuss the principle of comparative shopping and its advantages.
2. Explain that the group will be doing an exercise in comparative shopping by telephone. Have them select an item that is relevant to the group (such as catheter supplies, an apartment, a raised top on a van, or a microwave oven.) Have the group write down questions they should ask about this item in doing comparative shopping. (Questions might include manufacturer, warranty or service arrangements, delivery provisions, price and advantages of quantity buying, credit terms, and similar issues.)
3. Have the group decide on places where they might purchase this item and have them make assignments on who will call each supplier to request information. (Two persons might be paired together for this task.) Dismiss the group to make their calls and have them return in 15-20 minutes to report to the group.
4. Discuss the findings and have the group justify a decision about where they would purchase the item.
5. Introduce the issue of what to do after you have already purchased an unsatisfactory item or service. Use previous experience of group members with the Better Business Bureau, legal aid organizations, or licensing bodies (such as the American Hospital Association) to present information about these agencies as possible means of recourse. Discuss the sequence in which group members might seek assistance from these agencies. Distribute handout materials for participants' future reference.

Closure:

1. Ask participants to summarize what they learned through the comparative shopping exercise.
2. Pose a sample situation in which they received an unsatisfactory service or product and ask the group what steps they would take in this situation.
3. Introduce the consumer movement of handicapped citizens as the topic of the next session, and relate this to consumerism generally.

Consumer Affairs Module Outline

Title: The Rights of Handicapped Persons and the Consumer Movement

Format: Group meeting with guest speaker

Purpose: To familiarize participants with their rights to education, employment, and access to buildings, transportation and services; and to discuss the consumer movement to attain and enforce these rights.

Instructional Objectives:

1. By the end of the session, participants will be able to state the areas in which their rights as handicapped citizens are frequently denied.
2. By the end of the session, participants will possess written references to laws that guarantee these rights.
3. By the end of the session, participants will be able to describe two means of enforcement available to them if they feel their rights have been denied.

Planning and Materials:

1. Invite guest speaker knowledgeable about legislation affecting the rights of handicapped persons.
2. Prepare handouts on relevant legislation including the Rehabilitation Act of 1973 (Sections 501-504, P.L. 93-112 as amended by P.L. 93-516), the Education for all Handicapped Children Act (P.L. 94-142), and relevant state legislation on architectural barriers and other topics. Also include handouts on appeals procedures for the state DVR agency and the Social Security Administration.

Estimated Time: 2 hours

The Lesson:

Instructional Set:

1. Ask each participant to briefly describe any experience he has had in being denied access to buildings or transportation or services. Suggest as examples that some persons may not have been allowed to attend public schools, that others may have been unable to get into post offices or college classrooms or buses.
2. Review the purpose and instructional objectives of the session.

Content:

1. Ask guest speaker to summarize the areas in which rights are frequently denied and review handouts on legislation that guarantees these rights.
2. Choose one or two sample situations in which rights might be denied, and ask the group to suggest what they could do if they were in this situation. Discuss the sequence of appropriate enforcement procedures and the importance of seeking voluntary compliance as a first step. Review the broad range of possible enforcement mechanisms for both federal and state laws. Also review appeals procedures if benefits are denied by state DVR agency or Social Security Administration. Discuss sources of assistance in seeking rights such as legal aid organizations, handicapped consumer organizations that offer advocacy services, or Developmental Disabilities Protection and Advocacy programs in each state.
3. Discuss the handicapped consumer movement and the role it has played in attaining and enforcing rights. This will serve as the introduction to the next session on consumer organizations.

Closure:

1. Ask the group to summarize the areas in which rights are frequently denied.
2. Ask the group to list ways of enforcing their rights.

Consumer Affairs Module Outline

Title: Handicapped Consumer Organizations

Format: Group meeting with guest speaker

Purpose: To familiarize participants with consumer organizations at the national, state and community levels.

Instructional Objectives:

1. By the end of the session, participants will possess written information on national, state, and community consumer organizations.
2. By the end of the session, participants will be able to list at least one issue area that is typically addressed by each of the three levels of consumer organizations.

Planning and Materials:

1. Invite guest speaker who represents a local consumer organization. If no such organization exists, obtain a copy of videotape on Houston's Coalition for Barrier Free Living (listed in resources).
2. Prepare written handout materials on the American Coalition of Citizens with Disabilities, on a state level consumer organization, and on a local consumer organization.

Estimated Time: 1-1/2 hours

The Lesson:

Instructional Set:

1. Ask participants if they know any consumer organizations in their local area. Ask them to describe the activities of these organizations. Some persons may list voluntary associations such as Easter Seals or United Cerebral Palsy. Point out the contrast between these organizations and consumer organizations run by the persons they serve; this distinction is an important one in the opinion of many consumer leaders.
2. Review the purpose and instructional objectives of the session.

Content:

1. Ask guest speaker to describe the consumer organization he represents and summarize its activities. If any participants have previous experience with similar organizations, a comparison of experiences can be useful to point out differences among communities and consequent differences in consumer issues and methods. If a representative of a local consumer organization cannot be found, show videotape on Houston's CBFL.
2. Describe a state level consumer organization and the American Coalition of Citizens with Disabilities. Point out differences in the kinds of issues addressed at different levels. Provide handout material to participants.
3. Ask the guest speaker if the participants could attend a meeting of his organization, and follow through on arrangements for this visit.

Closure:

1. Ask the group to summarize issues often addressed by national and state consumer organizations.
2. Ask them to identify an issue that they feel should be addressed in their home community.
3. Discuss ways participants can establish contact with consumer organizations.

Consumer Affairs Module Outline

Title: Responsibilities that Accompany Your Rights as a Citizen

Format: Field trip

Purpose: To make participants aware that they have responsibilities as well as rights as citizens, and to acquaint them with the responsibilities of voting and of serving on a jury.

Instructional Objectives:

1. During the session, participants will receive written materials on voter registration and on responsibilities of jurors.
2. By the end of the session, participants will be able to describe jury selection procedures which they have observed on the field trip.

Planning and Materials:

1. Make an appointment for the group to observe jury selection procedures and the opening of a jury trial in civil or criminal court.
2. Secure handouts on responsibilities of jurors and on voter registration.

Estimated Time: 4 hours including 1/2 hour travel time each way

The Lesson:

Instructional Set:

1. Meet prior to leaving on the field trip to discuss the principle that as citizens the participants have both rights and responsibilities within our system of government. Use any background experience the group has had to foster discussion of voting. (This may include experience with inaccessible voting locations and other issues.) Review handouts on voter registration.
2. Introduce the purpose of the field trip to observe the process of jury selection and ask if participants have had prior experience as jurors. Discuss the right of trial by jury and the responsibility this imposes on all citizens to serve as jurors.
3. Review instructional objectives.

Content:

1. Make field trip and meet with jury shepherd to discuss procedures used in jury trial. Observe jury selection and opening of a case in civil or criminal court.
2. Distribute handouts on juror responsibilities.

Closure:

On the return trip, discuss jury selection procedures, how the group would have responded to the lawyer's questions as the jury was impaneled, and other issues they found noteworthy.

Consumer Affairs Module Outline

Title: Working to Remove Architectural Barriers

Format: Field trip

Purpose: To visit a public location, identify architectural barriers, and practice interacting with the owner/manager to request appropriate changes.

Instructional Objectives:

1. By the end of the session, participants will possess copies of accessibility standards for public buildings.
2. During the session, participants will visit an inaccessible public location and ask the owner/manager to make appropriate changes.
3. One participant will write follow-up letter to the manager summarizing the suggested changes.

Planning and Materials:

1. Contact a restaurant, store, motel, or public agency such as a post office and make an appointment with the owner/manager for the group to visit and discuss accessibility. (Describe the meeting as a learning session rather than a confrontation.)
2. Prepare handouts for participants and for the owner/manager on accessibility standards (ANSI standards).

Estimated Time: 3 hours, including 1/2 hour travel time each way

The Lesson:

Instructional Set:

1. Have the group meet for an hour before leaving on the field trip to clarify the purpose of the trip and what is expected of the group. Ask the group to list problems they have encountered in the past in using public locations (steps, curbs, restrooms, telephones, parking facilities, etc.) in order to identify things to look for on this trip.
2. Distribute handouts on accessibility standards and review general areas briefly.
3. Divide subject areas to be covered in the visit among the participants. One person could explain the project and why the group is visiting, one could check out restrooms and discuss needed changes, one could check steps, curbs, and parking and so forth.
4. Review instructional objectives.

Content:

Visit the public location. Meet with the manager, ask to look at the facilities identified by the group as important, and let group members cover the areas each was assigned. Have a copy of accessibility standards available to leave with the manager.

Closure:

1. During the return trip, ask the group to summarize the accessibility of the location. Ask them to assess the effectiveness of their efforts in convincing the manager to improve accessibility.
2. Have the group select one person to write a follow-up letter to the manager on behalf of the group. This should summarize the specific changes they have asked him to make.

Financial Management

Purpose

The Financial Management module is designed to help participants learn how to manage their personal affairs and to familiarize them with support programs for which they may be eligible. The module includes group sessions on budgeting personal income and expenditures, investigating specific support programs, and banking services. The module also provides individual meetings with the group leader so that each participant can review his personal financial situation and future plans. This subject area is emphasized in **New Options** because prior to entering the program most participants usually relied on parents to manage their financial affairs and provide needed income. Learning this aspect of self-direction seems to be an important prerequisite to the establishment of an independent living situation. Various state and federal programs often provide a confusing array of benefits to handicapped persons, and have inconsistent eligibility criteria and client procedures. For this reason, financial management for a handicapped individual often involves special complexities, in addition to the routine management tasks required of most adults in our society.

Requirements of the Group Leader

The leader of this module should be an individual who is knowledgeable about financial matters such as budgeting, record keeping, tax obligations, and related issues. It is preferable that the group leader be handicapped and have experience in negotiating with various agencies as a client. The **New Options** project has used both a lawyer and a CPA to lead this module, although knowledgeable lay persons have also filled the role successfully. It is important to this module that the group leader be a likeable person and have good teaching skills. These traits are desirable in all modules, but they are particularly important in Financial Management since the subject area is typically not one of the most enjoyable or entertaining topics covered in the program. The group leader should also be capable of teaching at various educational levels since some of the participants may be quite knowledgeable about financial matters while others may know very little about this subject when they begin.

Orientation for Group Leader

The group leader will preferably bring broad background experience in financial management to this module. It is also important that he obtain current information on all funding programs that might benefit the participants. This may include some programs that he personally has never been eligible for such as veterans benefits.

The cultivation of a network of good contact persons in various agencies is an important asset in this module. Experience has shown that some agency employees are far more knowledgeable and helpful than others, and it is important to seek out these persons as guest speakers or field trip hosts. It is also useful for the group leader to develop a list of professionals with special expertise to whom he can refer participants with particular problems. For example, some **New Options** participants have insurance settlements pending or guardianship arrangements that they want to change. In such cases, the individual is referred to a lawyer or legal aid organization for professional advice which the project itself is not equipped to provide. The Financial Management group leader should be prepared to deal with issues of this sort through referrals rather than by trying to answer questions that are beyond his level of expertise.

Linkages With Other Modules

Financial Management is related to most of the other program areas covered in **New Options**. Almost any changes a participant wants to make in his life, such as a new living situation or new transportation, will require financial planning to develop workable plans and set reachable goals. It is particularly important that the individual budgeting session be completed soon after the program begins so that the participants can use this planning tool on Living Arrangements field trips and in personal planning throughout the program cycle. During the first Financial Management session, participants are given an assignment to develop a personal budget by the final session. They should be encouraged to start working on this budget right away so they can ask pertinent financial questions in the other modules.

Modules References and Suggested Resources

Printed Materials

Federal Assistance for Programs Serving the Handicapped. DHEW Publication Number (OHD) 77-22001. Department of Health, Education and Welfare, Office of Assistant Secretary for Human Development, Office of Handicapped Individuals, Washington, D.C. 20201.

Materials Obtained Locally

Social Security Pamphlets (some suggested titles)

- How SSI Can Help, DHEW Publication (SSA) 78-11051
- If You Become Disabled (SSA) 77-10029
- Payment Under Medicare Medical Insurance (SSA) 76-10037
- Social Security Information for Young Families (SSA) 77-10033
- SSI for the Aged, Blind and Disabled (SSA) 78-11000
- Your Claim for Supplemental Security Income (SSA) 74-11010
- Your Medicare Handbook (SSA) 77-10050

State Department of Welfare Programs

- Attendant Care Service
- Food Stamps
- Medicaid
- Special Transportation
- Appeals Procedures

State Department of Vocational Rehabilitation

- Services Offered
- Appeals Procedures

Housing Authority

- HUD Section 8 Rent Subsidies

Veterans Administration

- Benefits for Persons with Service-Connected and Non-Service Connected Disabilities

Suggestions for Possible Sessions in Financial Management

- Introduction to Financial Management and Budgeting
- Possible Sources of Income and Third Party Benefits to Handicapped Individuals
- Detailed Look at an Assistance Program
- Banking, Borrowing, and Saving
- Individual Meetings to Review Budgets

Other Sessions (no outlines provided)

- Completing Income Tax Returns

Financial Management Module Outline

Title: Introduction to Financial Management and Budgeting

Format: Group meeting

Purpose: To become familiar with the concept of budgeting and see how needs relate to resources.

Instructional Objectives:

Participants will be able to identify their personal resources and expenditures. They will demonstrate their understanding of budgeting by preparing a monthly personal budget for the fifth session of financial management.

Planning and Materials:

1. Secure sufficient copies of budget handouts (included in this section).
2. Set up blackboard or overhead projector for demonstrating use of handouts.

Estimated Time: 2 hours

The Lesson:

Instructional Set:

1. Ask participants how much money it costs them to live for one month in their present living situation. Ask where this money comes from.
2. Ask participants to name the major categories of expenses they have each month.
3. Point out that establishing a realistic individualized budget is often a prerequisite for achieving personal goals.
4. Introduce the purpose of this session. Explain that the final session of financial management will consist of individual meetings to discuss each participant's personal budget.

Content:

1. Go through outline for budgeting independent living costs and define categories.
2. Use examples to draw up a budget (may be group leader's personal budget or just a sample).
3. Question participants about types of expenses they have that are not specifically included in outline to demonstrate how budgets can be individualized.

Closure:

1. Point out that being aware of what money and benefits an individual is eligible for and what expenses he has can mean that he has a better chance for achieving personal goals.
2. Explain that coming sessions of financial management will deal with what money is available and how to use it to best advantage. Ask participants to complete a personal monthly budget as an assignment for the fifth module session which will be an individual meeting with the group leader.

Outline Aid

Outline for Budgeting Independent Living Costs

Monthly Expense		Down Payments Deposits
	Housing	
$_____	Rent or buy payments (insurance)	$_____
_____	Utilities (phone, gas, electric, water)	_____
_____	Repairs or upkeep	_____
_____	Furniture (appliances & houseware)	_____
	Transportation	
$_____	Public or group transportation costs	$_____
	Private	
_____	1. car or van payments	_____
_____	2. modifications—special equipment	_____
_____	3. maintenance (gas & oil changes, etc.)	_____
_____	4. driver	_____
	Support Services	
$_____	Attendant assistance	$_____
_____	Laundry and cleaning	_____
	Medical	
$_____	Medications/supplies	$_____
	Doctor's care/office visits/hospital	
_____	1. eyes	_____
_____	2. teeth	_____
_____	3. body	_____
_____	Equipment and maintenance (wheelchairs, splints)	_____

Monthly Expense		Down Payments Deposits
	Food	
$_____	Groceries	$_____
_____	Restaurants	_____
_____	Parties	_____
	Personal	
$_____	Clothes	$_____
_____	Entertainment/travel	_____
_____	Grooming (haircuts, etc.)	_____
$_____	**Savings and Investments**	$_____
	Insurance	
$_____	Medical	$_____
_____	Auto	_____
_____	Household	_____
_____	Life	_____

Financial Management Module Outline

Title Possible Sources of Income and Third Party Benefits to Handicapped Individuals

Format: Group meeting

Purpose: To introduce possibly unknown sources of support and income and to study eligibility criteria and the application process for various programs.

Instructional Objective:

Participants will be able to identify at least three programs of financial support which may be available to handicapped people. Additionally, they will describe aspects of eligibility, application, and appeal.

Planning and Materials:

1. Gather resource materials and pamphlets describing various assistance programs.
2. Secure copies of handouts on possible sources of income and on key aspects of eligibility determination and appeal which may be applicable to any program (included in this outline).

Estimated Time: 2 hours

The Lesson:

Instructional Set:

1. Point out that financial programs serving handicapped persons are varied and complicated but the person who knows more about these programs can get more out of them.
2. Introduce the prupose of the session and review the instructional objective.

Content:

1. Ask group to name and describe all assistance programs they are aware of.
2. Outline this list on a blackboard or large tablet according to federal-state-local programs.
3. Supplement the information already known by participants by giving a brief description of key programs, using handout on possible sources of income. Programs reviewed should include the state DVR agency, SSI and SSDI programs, Medicare and Medicaid, HUD Section 8, and Title XX programs such as attendant care service and transportation.
4. Briefly discuss eligibility criteria for each program, how to apply, and how to pursue an appeal if eligibility is denied on questionable grounds.
5. Discuss one-time benefits, tax deductions and special discounts (like medical supply co-ops) as potential sources of "income".

Closure:

1. Discuss ways to acquire information about programs. These include agency publications, counselors, telephone calls to libraries, information and referral services, letters to agencies, and legislators. Relate discussion to Consumer Affairs Module.
2. Review the importance of accurate, detailed information. Point out that eligibility criteria, amount of benefits, and other factors may change over time.
3. Have participants select a specific program to be discussed in detail at next meeting.

Outline Aid

Possible Sources of Income

Federal

Social Security
1. Social Security Disability Insurance (SSDI), income assistance
2. Medicare (depends on SSDI eligibility), 80% insurance
3. Supplemental Security Income (SSI), income assistance
4. Medicaid (depends on SSI eligibility), medical benefits

Veterans Administration—only vets or dependents

State

Department of Public Welfare (DPW)
1. Cash to recipients
   Aid for Families with Dependent Children (AFDC)
2. Cash to others
   a. Attendant care service
   b. Food stamps
   c. Visiting nurses
   d. Social services (counseling)
   e. Child care
   f. Special transportation

State Crippled Children's Agency (under age 21)
1. Medical support (treatment, equipment, supplies)

Department of Vocational Rehabilitation (DVR)
1. Cash to recipients
   a. Maintenance (for those in training)
   b. Transportation (for those in training)
2. Cash to others
   a. Evaluation
   b. Medical treatment, equipment, supplies
   c. Training (vocational, college, on-the-job)
   d. Attendant care
   e. Transportation (including equipment)
   f. House modification

Local

Housing Authority, HUD Section 8 Rent Subsidies
Relatives and personal acquaintances
Charity funds (Red Cross, Easter Seals, etc.)
Loans, scholarships, grants

Personal

Earnings
Investments
Inheritance

Note: The above represents a list of possible sources of money. Eligibility requirements, how money is available, how long the money may be received, and what it takes to become eligible will vary for each.

Outline Aid

Key Aspects of Eligibility Determination and Appeal for Programs Serving Handicapped Individuals

Possible Eligibility Criteria

medical impairment

problems in getting a job (work disability)

income level

vocational potential

family status (not dependent on parents)

Appeal Procedures

supervisory review

internal adjudication procedures

regular courts

Financial Management Module Outline

Title: A Detailed Look at One Assistance Program

Format: Either group meeting with guest speaker or field trip

Purpose: To explore one important assistance program in detail

Instructional Objective:

Participants will be able to state benefits, eligibility criteria, application and appeal procedures, and reasons for termination of benefits.

Planning and Materials:

1. Secure speaker representing selected assistance agency.
2. Arrange field trip to selected assistance agency. If this option is chosen, arrange agency representative to be available for tour and discussion.

Estimated Time: 1-1/2 hours (2-1/2 hours if a field trip is made)

The Lesson:

Instructional Set:

1. Point out that the program the group has selected as the topic today is one which is of general interest to all members of this group. This program may benefit participants now or may potentially assist them in the future. Emphasize that by examining this one program in detail, the group can learn methods for examining other programs.
2. Review instructional objective.

Content:

1. Introduce guest speaker or transport group on field trip and meet with agency representative.
2. Encourage interaction between participants and speaker.

Closure:

1. After speaker leaves, ask group to describe aspects of this assistance program as outlined in instructional objective.
2. Ask participants to explain how the general outline of this program could be used to learn about other assistance programs.
3. If the meeting was a field trip have the group select one member to write a letter of thanks to the host on behalf of the group.

Financial Management Module Outline

Title: Banking, Borrowing, and Saving

Format: Field trip

Purpose: To aid participants in understanding banking procedures and give them an appreciation for credit and savings.

Instructional Objectives:

1. Participants will ask assigned questions on the field trip.
2. Participants will be able to describe concepts of interest, credit, checking accounts, and savings accounts.

Planning and Materials:

1. Schedule tour of bank and meeting with banker.
2. Secure sufficient copies of bank handouts covering questions to be answered during field trip (included in this section).

Estimated Time: 3 hours include 1/2 hour travel time each way

The Lesson:

Instructional Set:

1. Meet 30 minutes before leaving on field trip in order to make individual assignments for asking questions from the handout.
2. Review purpose of field trip and state instructional objectives.

Content

1. Make trip to bank to meet with a representative. Have the group introduce themselves and explain why they are visiting.
2. Ask banker to give presentation and lead a tour. Encourage participants to ask questions so that all topics in handout are covered.

Closure:

1. Meet following the trip and ask group members to summarize topics assigned to them.
2. Have the group select one member to write a letter of thanks to the host on behalf of the group.

Outline Aid

Sample Questions for Bank Field Trip

Checking Accounts:

What is the minimum amount to open a checking account?

What is the service charge for a checking account?

Does the bank handle transactions by mail? Will it supply postage?

What is a "NOW" account?

What is a joint account?

Explain debiting and service charges.

Explain bank procedures for overdrafts.

Explain procedures for inspection of ones bank statement.

What happens with stolen or hot checks?

What is the bank's policy for their drive-in window?

How much are you insured for by the bank?

What does F.D.I.C. stand for?

What is the bank's policy if customers are unable to write their signature?

Savings Accounts:

What is the advantage of having a savings account at the same bank where you have a checking account?

If I don't have my pass book, how can I find out my balance?

What is the minimum deposit for opening a savings account?

What is an excess transaction charge and what does it mean?

What is the rate of interest for a savings account?

What does compounded daily mean?

What does compounded quarterly mean?

What is a time deposit?

What is a C.D.?

What is a Demand Deposit Account?

What is straight interest?

What is compounded interest?

Loans

What are the qualifications for a loan for a person on a fixed income?

What is a personal loan?

What is a collateral loan?

What is the minimum for both kinds of loans?

What is a truth-in-lending statement?

Where does one get credit information? What is such information and how does it determine eligibility for a loan?

How do I get a good credit rating?

How does a bad credit rating happen?

What is a special credit rating transfer and what are the stipulations of one?

Can I use my current savings balance for collateral when borrowing?

What is a co-guarantor or co-signee for a loan? What are the qualifications?

What is a long term loan?

What is a short term loan?

Other Issues

What is the definition of a trust?

What is the purpose of a trust?

What is the minimum fee for a trust?

Explain trust as tax-shelter.

What is the stock transfer department?

Functional Skills

Purpose

The Functional Skills module is designed to assist participants in solving problems in their physical environment by exposing them to new ideas, techniques, and equipment. This subject area is included in **New Options** because participants are often not encouraged to accept the responsibility to solve their own functional problems or establish their own levels of physical functioning but rely instead on family members or rehabilitation professionals. In addition, participants are often not aware of some of the equipment or adaptive devices available to improve or simplify their functioning. An exposure to a wide variety of styles of functioning, equipment and adaptive devices, information, and problem-solving means the participant may be more able to make decisions which reflect the available options.

Requirements of the Group Leader

The leader of this module must be a person knowledgeable in the area of physical functioning. In **New Options**, this position is filled by a physical therapist but other rehabilitation professionals may fill this role if they possess the necessary information and resources and acknowledge the right of each individual to select his own lifestyle. It is important to fill this position with a person who is not trying to sell his own functional philosophies.

Orientation for Group Leader

The group leader should familiarize himself with the disabilities of the participants in the group and their knowledge levels in the area of physical functioning. Some groups may be primarily interested in concrete information such as how to perform certain functions, what equipment is recommended for their daily activities, or what they need to learn in order to be able to function as independently as possible. In this case, the group leader must be careful not to assume the role of actively directing the participants. Instead, the participants should be encouraged to use the available resources and information to draw their own conclusions.

This module requires varied equipment and resource catalogues which must be kept current. Also, periodicals such as *Accent On Living*, *Paraplegia News*, and *The Green Pages* are good sources of advertisements for products of interest to disabled individuals. Product companies usually provide printed materials free of charge. **New Options** maintains detailed resource notebooks in the following major categories:

- **Wheelchairs and related mobility equipment, including manual and electric styles, all-terrain vehicles, other wheeled vehicles, wheelchair carriers and loaders, and wheelchair cushions**
- **Bathroom equipment including tub benches, shower chairs, bathroom fixtures, and other related equipment**
- **Home elevators**
- **Standing and/or ambulation equipment**
- **Architectural resource materials**
- **Vans, automobiles, and other vehicles including recreational vehicles Also contained in this notebook is information on hand controls, lifts, and related products.**
- **Miscellaneous notebook containing information on products ranging from environmental controls to shave cream dispensers, various adaptive devices, electric door openers, and assorted equipment and devices**

Linkages To Other Modules

Functional Skills cut across many of the other modules. Sessions can often be successfully combined with Living Arrangements, Mobility, Vocational/Educational Opportunities, or Time Management. The module leader should present functional skills not as a discrete subject area but instead as one which could be addressed in all the major areas where a participant must function physically.

Module References and Selected Resources

Printed Materials

Mobile Homes—Alternatives in Houston for the Handicapped. U.S. Department of Housing and Urban Development, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402.

Mobility in the Wheelchair Home. The Craig Hospital Family Service Department, 3425 South Clarkson, Englewood, Colorado, 80116, 1977.

Modification of New York State Parks for Disabled Individuals. Human Resource Center, Alberta, New York, 11507, 1977.

Wittmeyer, Marilyn and Jim Barrett. *Wheelchair Accessibility: Opening the Door to Housing*, An Illustrated Manual. University of Washington, Seattle, Washington, 98705, 1977.

Films and Videotapes

Dake, Nolan. *Functional Skills* (60 minute black and white 3/4" videotape). The Institute of Rehabilitation and Research, 1333 Moursund Avenue, Houston, Texas, 77030.

Suggestions for Possible Sessions in Functional Skills

- Overview of Medical and Adaptive Equipment
- Field trip to a Wheelchair Repair Shop
- Architectural Considerations in Living Situations
- Field trip to an Apartment Complex
- Field trip to an Individual with Creative Solutions to Functional Problems

Other Sessions (no outlines provided)

Combination module with Living Arrangements to observe how a person has arranged his living space to improve physical functioning

Combination module with Vocational/Educational to visit various disabled individuals at their places of employment to investigate the functional adaptions they made.

Visit to an architect's office to discuss functional adaptations from their perspective.

Combination module with Mobility; a field trip to a shop which provides van, auto, and other vehicle modifications.

Have participants meet with individuals who have similar physical disabilities to discuss their views of adaptive equipment and functional needs.

Invite various wheelchair vendors to participate in a panel discussion of their products.

Invite a panel of disabled people to discuss how they keep themselves in supplies inexpensively.

Functional Skills Module Outline

Title: Overview of Major Medical Equipment, Adaptive Equipment and Philosophy of Functional Skills.

Format: Group meeting

Purpose: To expose participants to a wide variety of equipment and devices and to assist participants in considering non-traditional solutions to typical problems.

Instructional Objectives:

Each person will select a piece of adaptive equipment which might allow them to function better and give one reason *for* and one reason *against* its use.

Planning and Materials:

1. Bring resource notebooks on medical and adaptive equipment.
2. Secure a variety of adaptive devices. These may be obtained from a Rehabilitation Therapy department (O.T. or P.T.) or reviewed in equipment catalogues.

Estimated Time: 2 hours

The Lesson:

Instructional Set:

1. Introduce topic and purpose.
2. Ask participants if their daily routines are the same exact ones that hospital staff suggested they follow. Why have they made the variations?
3. Introduce the idea of the individual being responsible for deciding what functional equipment or status works best for him.
4. Review instructional objectives.

Content:

1. Ask participants what equipment they have and use—both major and adaptive. Have they discarded any or have they seen other people using items they would like to try?
2. Review the adaptive equipment the leader has assembled to discuss uses.
3. Go over major categories of equipment and familiarize participants with catalogues.
4. Discuss new equipment (stair climbing wheelchairs, all-terrain vehicles) and ask participants what they would like to see invented.

Closure:

1. Ask each participant to name one piece of adaptive equipment which might allow him to function better and give one reason *for* and one reason *against* its use.
2. Make sure participants are aware of location of resource books and encourage them to borrow any they are interested in.

Functional Skills Module Outline

Title: Visit to a Wheelchair Repair Shop

Format: Field trip

Purpose: To see new wheelchair models and accessories; to learn how to take care of a wheelchair

Instructional Objectives:

Each participant will be able to list how often the following major wheelchair elements should be checked: spokes, bearings, tires, upholstery, and frame.

Planning and Materials:

Make arrangements for visit to wheelchair repair shop.

Estimated Time: 3 hours including 1/2 hour travel time each way

The Lesson:

Instructional Set:

1. Introduce purpose and instructional objective.
2. Ask the group how they presently care for their wheelchairs (manual and/or electric).
3. Discuss the problems the individuals have had with their wheelchairs and what they did about those problems.
4. Suggest that preventive maintenance and a general understanding of how their chair works and what it requires can minimize problems.
5. Review instructional objective.

Content:

1. Tour showroom of store to point out new features, new wheelchairs and to orient participants to medical equipment. Demonstrate new or unfamiliar pieces of equipment.
2. Tour wheelchair repair shop to see what kind of parts they stock.
3. Have repairman demonstrate tightening of spokes, repacking bearings, inflating tires, and list a general maintenance schedule for both manual and electric wheelchairs.
4. Discuss which of these procedures participants can do or can instruct others in and which should be done by a wheelchair mechanic.

Closure:

1. Review the participants' responsibility for properly maintaining their wheelchairs.
2. Ask each participant to list a maintenance schedule for his wheelchair.

Functional Skills Module Outline

Title: Architectural Considerations When Choosing or Revising a Living Situation

Format: Group meeting

Purpose: To become more familiar with a variety of ways to make a living situation more accessible

Instructional Objectives:

1. Each participant will state a major architectural problem typically found in the average bathroom, kitchen, bedroom, and building entrance and identify at least two alternatives in solving these problems.
2. Each participant will assist in compiling a list of questions to be used on a field trip to an empty apartment. (See sample in this section.)

Planning and Materials:

1. Prepare sample floor plans and model furniture as described following this outline.
2. Bring architectural books, references and resource information.

Estimated Time: 2 hours

The Lesson:

Instructional Set:

1. Introduce topic and purpose.
2. Discuss architectural problems participants have encountered in their own living situations and those of their friends.
3. Reassure the group that not all changes are expensive or permanent and that this session will cover a range of options for making a living situation accessible.
4. Review instructional objectives.

Content:

1. Using floor plans and model furniture, ask participants to show the arrangement of their living space at home. Ask group to discuss how the rooms may be rearranged and the pros and cons of the new plans.
2. Have a participant take the group on a verbal tour of their living situation to discuss architectural problems and various solutions.
3. Show typical layouts and solutions including replacing a bathtub with a roll-in-shower, replacing an inward opening door to one opening outward, and arranging kitchen appliances and supplies for a person in a wheelchair.
4. Discuss how proper equipment (for example tub bench, spacesaver hinges, raised toilet seat) can sometimes minimize major architectural rennovations.
5. Review major areas of concern including parking, landscaping, entrances, room layout, storage space and safety considerations.
6. Compile a list of questions to be asked on the field trip to an empty apartment. Make assignments by dividing questions among participants.

Closure:

1. Review major subject areas addressed in lesson.
2. Ask participants to identify typical architectural problems and two solutions to each.

Outline Aid

Sample Questions Developed in Functional Skills for Field Trip to Apartment

General Questions

How much does one bedroom apartment cost? Two bedroom?
Is there a deposit?
Is there a lease?
Allow pets? kids?
Are modifications allowed? Who pays?
How wide are bathroom doors?
Musical instruments allowed?
Will they rent to a person in a wheelchair? Will the rent be higher?
What about damage to the apartment walls and doors? What is normal wear and tear?

Kitchen and Dining Area

Stove?
Sink?
Refrigerator?
Room for freezer?
Pantry?
Cabinets and drawers?
Counter?
Electrical outlets?

Bathroom

Door wide enough?
Fixtures accessible?
Tub or shower?
Is there a hand held shower or can it be installed?
Storage, linen closet?
Medicine closet?
Towel racks?

Bedroom

What size room? Room for king size bed?
Closet space?
- Door wide enough?
- Shelves?
- Enough hanging rods?

Windows reachable?
Any drawers?
Skylight?
Phone outlet?
Electrical outlets?

Living Room

Plenty of space to turn?
Large enough for standard furniture?
Can you hang pictures?
Phone outlet?
Floor covering?
Windows?
Built-in bookcases?

Outside

Laundry room?
Parking?
Pool?
Security?
Neighborhood?
Trash and garbage?
Quiet hours?

Outline Aid

Preparing Floor Plans and Model Furniture

Though there are commercially available kits containing furniture and floor plans, none could be found which included such things as a wheelchair or a roll-in shower in the scale needed for use for a teaching aid in **New Options**.

Using a scale of 2 inches to 1 foot, poster board and graph paper were cut to represent various room sizes and furniture. The following items are included in the kit presently being used in **New Options**:

22" door
26" door
30" door
36" door

wheelchair (standard dimensions)
wheelchair turning radius

twin bed
double bed
hospital bed
queen size bed
king size bed

chest of drawers
easy chair
bedside table
desk
bookcase
sofa
coffee table

toilet
tub
sink
shower stall
roll-in shower

Rooms of:
5' x 8'
7' x 8'
8' x 10'
9' x 12'
10' x 15'

Functional Skills Module Outline

Title: Visit to a Typical Large City Apartment Complex

Format: Field trip

Purpose: To practice renting an apartment and to practice looking at living situations, identifying problem areas, and suggesting solutions

Instructional Objectives:

Each participant will ask the apartment manager their assigned questions from the list prepared by the group last week and will prepare written answers to the questions to be turned in the following session.

Planning and Materials:

1. Make arrangements to visit a vacant first floor apartment (no explanation of New Options given to apartment manager).
2. Remind participants to bring their assignments on the field trip.

Estimated Time: 3 hours including 1/2 hour travel time each way

The Lesson:

Instructional Set:

1. Introduce topic and purpose:
2. Review plans to meet with manager and tour vacant apartment.
3. Review instructional objectives.

Content:

Note:
Participants are responsible for interaction with apartment manager. If group leader is able-bodied, he should consider remaining apart from group to encourage communication between participants and apartment manager.

1. Participants should introduce themselves to apartment manager and should describe the apartment situations they are looking for.
2. Tour apartment and complete module assignments.

Closure: (After leaving apartment complex)

1. Review what happened on the field trip.
2. Discuss problem areas in socializing with manager.
3. Contrast this experience with other rental or social situations.
4. Check that group understood assignment to prepare written answers to their assigned questions due at next Functional Skills meeting.

Functional Skills Module Outline

Title: Visit to a Handicapped Individual Who Has Solved a Variety of Typical Problems in Non-traditional Ways.

Format: Field trip

Purpose: To see how one disabled person has identified and solved his functional problems and to see how his solutions may relate to the participant's situations.

Institutional Objectives:

Each participant will participate in a discussion of typical problems and optional solutions.

Planning and Materials:

1. This meeting is different from most **New Options'** modules because it focuses on one disabled individual and his approach to solving his own problems. This can be a very good field trip in that it often starts or assists participants in viewing problems and solutions in non-traditional ways. A videotape showing this individual functioning in his home is available from **New Options** but an effort to locate a disabled person in your community with this philosophy would more closely parallel this field trip and personalize the interaction between participants and host.
2. Have group view videotape before module.

Estimated Time: 3-1/2 hours including 1/2 hour travel each way

The Lesson:

Instructional Set:

1. Collect apartment assignment from last meeting.
2. Introduce topic and purpose.
3. Review instructional objectives.

Content:

1. Review major areas of needs for independent living including attendant care, housing, transportation, financial management, and functional skills.
2. Ask host individual how he has coordinated these areas in his present situation.
3. Involve host and participants in discussion of problems and solutions.

Closure:

Round table discussion focusing on general problems identified by the group.

Living Arrangements

Purpose

The Living Arrangements module enables participants to visit handicapped individuals living in a variety of settings and allows them to make comparisons between alternative living arrangements. The first module session focuses on an inventory of elements that make up a living arrangement. This includes the physical setting, various support services such as attendant assistance or transportation, and the surrounding neighborhood or residences, stores, banks, and other facilities. This general inventory establishes the framework for later comparisons. Remaining sessions of the module are field trips to visit handicapped persons living in homes, dormitories, or apartments. The hosts of these field trips should be chosen to represent a variety of attendant and transportation arrangements, and their lifestyles should differ substantially from one another.

Most persons who enter **New Options** are interested in establishing an independent living situation but they may have little notion of what alternatives are feasible or what steps are required to attain levels of independent living. Exposure to a wide variety of options permits the participants to make informed choices, and talking with persons who have reached their own goals helps the participants gain a realistic view of what is required to put together the elements of a new living arrangement.

Requirements of Group Leader

The leader of this module should ideally be a handicapped individual who has lived in more than one type of living arrangement. This background experience helps the leader point out practical issues such as what to do in various settings if a fire occurred or if the attendant failed to come to work. The group leader's personal experience in more than one setting can also help participants realize that reaching their long-range goals may require a lengthy process with various intermediate steps.

Orientation for Group Leader

Because the Living Arrangements module provides a framework for linking many aspects of a handicapped person's lifestyle into an organized plan, the group leader should familiarize himself with material presented in other modules that is closely related to Living Arrangements. This includes Attendant Management, Financial Management, Functional Skills, and some sessions of the Mobility module.

Linkages With Other Modules

Important relationships with other modules have been discussed above. In the Living Arrangements module it is essential for participants to realize that establishing a living situation requires an overall plan encompassing many elements. One cannot choose to move from a college dormitory to an apartment, for example, without considering many other issues such as meals, transportation, or costs of rent and utilities. The development of a coordinated sequential plan for establishing a new living situation is a complex task that requires the integration of ideas and information learned in many different modules.

Module References and Selected Resources

Printed Materials

Source book on Independent Living. Independent Living Research Utilization Project, The Institute for Rehabilitation and Research, 1333 Moursund Avenue, Houston, Texas, 77030, 1979.

Laurie, Gini. *Housing and Home Services for the Disabled: Guidelines and Experiences in Independent Living.* Harper & Row, New York, 1977.

Pflueger, Susan. *Independent Living.* Emerging Issues in Rehabilitation, Institute for Research Utilization, 719 Delaware Avenue S.W., Washington, D.C. 20014, 1977.

Films and Videotapes

Frieden, Lex. *Choosing a Living Arrangement* (60 minute color 3/4" videotape). The Institute for Rehabilitation and Research, 1333 Moursund Avenue, Houston, Texas, 77030.

Materials Obtained Locally

Material from Local Housing Authority on HUD Section 8 rent subsidies

Suggestions for Possible Sessions in Living Arrangements

- Choosing a Living Arrangement
- Remaining sessions may be selected from the following list. The group leader should select sites to represent the range of living opportunities available to handicapped people.

  Field trip to an apartment complex for handicapped and elderly people owned and operated by a community agency. The apartments offer attendant services, and transportation is available.

  Field trip to an apartment complex. A cluster of the apartments are wheelchair accessible, and shared attendant services and transportation are available.

  Field trip to a nursing home to visit with a disabled resident.

  Field trip to a private home to visit with the handicapped owner. The owner utilizes a private attendant.

  Field trip to an apartment complex which has no disabled people living there. Meeting with manager is scheduled to role play a typical apartment rental situation.

  Field trip to condominiums designed by handicapped residents. This complex offers residents shared attendant services and transportation.

  Field trip to a college dormitory to visit handicapped students who employ private attendants.

  Field trip to visit a handicapped resident in a typical apartment complex. The complex does not provide adapted apartments, attendants, or transportation.

  Field trip to visit a handicapped person who lives with his family. Personal needs are met by family members.

Living Arrangements Module Outline

Title: Introduction to Choosing a Living Arrangement

Format: Group meeting

Purpose: To study key aspects of living arrangements for severely disabled people and to prepare for future exploratory living arrangement field trips.

Instructional Objective:

Participants should be able to explain the importance of each item on the "Choosing a Living Arrangement" checklist and be prepared to use the checklist on future field trips.

Planning and Materials:

1. Secure living arrangements videotape and set up videotape machine. Or prepare lecture explaining the important aspects of living arrangements as listed on the handout. (Slide presentation with lecture is recommended for this option.)
2. Secure sufficient supply of handouts, "Choosing a Living Arrangement". (Sample follows this outline)
3. Prepare list of possible discussion topics and questions. (i.e. Why is _____ important to you? How would you solve _____?, etc.

Estimated Time: 2-1/2 hours

The Lesson:

Instructional Set:

1. Instructor introduces himself and describes own living arrangement and past living arrangements briefly.
2. Each participant in turn introduces himself and describes both current and desired living arrangement.
3. Leader reflects on broad range of situations and the distance between what exists and what may be desired. Leader reinforces own experience as example of possibility for reaching desired goals.
4. Leader explains purpose of present meeting and describes future field trips.
5. Leader points out expectation as stated in instructional objective.

Content:

1. Pass out handout on living arrangements and present videotape or lecture.
2. Discuss key aspects of living arrangements and the rationale for making comparisons between them.

Closure:

1. Briefly review handout.
2. Review expectation for using handout on future trips.
3. Suggest using handout to document present living arrangement as practice exercise.

Outline Aid

Choosing a Living Arrangement

New Options Transitional Living Project
The Institute for Rehabilitation and Research

Choosing a Living Arrangement—Checklist

Finding a suitable living arrangement is a serious problem for most physically disabled persons. For persons with severe physical disabilities, a living arrangement involves an accessible physical structure and a system of life support services. The best living arrangements are those in which the individual resident can maintain a lifestyle consistent with his/her needs, resources, and reasonable desires.

There are many important decisions to make when you are choosing a living arrangement. The community or neighborhood you move into may appear more or less appealing before you move than after. You may have to sacrifice unnecessary benefits in order to afford essential services. The best time to make the decisions is before you move in. The best way to obtain necessary information is by looking carefully yourself or by talking to persons already living in the area. Most people will be glad to talk about the advantages or problems of living there.

The following checklist may help you to determine what is important to you in a living arrangement. You may be able to use it as a guide to help you plan your own living arrangement or to compare possible choices. Using this list as a basis for a list of your own, judge for yourself.

Type of living arrangement _____
(i.e. house, apartment, etc.)

Date of survey _____

Physical Structure

1. *location*
   a. address and/or name of living arrangement
   b. distance from and name of work or school
   c. distance from and name of shopping area
   d. distance from and name of recreational facilities
   e. distance from and name of emergency medical treatment facility
2. *layout/design/accessibility*
   a. accessibility from outside (list curbs, steps, doorsills, door knobs, etc.)
   b. accessibility of individual rooms and closets (list and describe each with respect to accessibility)
   c. space (determine approximate number of square feet in each room including closets)
   d. furnishings (list and describe arrangement of furniture in each room, if available)
   e. privacy and security (possible degree of)
   f. neighborhood layout (i.e. number of units in complex, number of houses on block, etc.)
   g. parking area (carport or garage, covered or not covered, distance from living area)
3. *social composition*
   a. neighbors (i.e. families, children, able-bodied individuals, age mix, etc.)
   b. rules (describe restrictions on pets, parties, visitors, etc.)

4. cost
a. rent

b. utilities

c. deposit

d. management responsibility

e. upkeep/maintenance

f. taxes/insurance

g. other

Life Support Services

1. personal care assistance
a. attendant schedules (number of attendants, working hours, etc.)

b. management system (i.e. full time manager, volunteer manager, management council, etc.)

c. call system (i.e. intercom, telephone, voice, etc.)

d. extra work done (i.e. laundry, housekeeping, dishwashing, driving, shopping, etc.)

e. cost (itemize)

f. back up systems (describe in detail)

2. food
a. primarily available (list place, cost, degree of convenience, etc.)

b. secondarily available

3. laundry
a. primarily available (list place, cost, degree of convenience, etc.)

b. secondarily available

4. housekeeping
a. primarily available (list place, cost, degree of convenience, etc.)

b. secondarily available

5. transportation
a. primarily available (list place, cost, degree of convenience, etc.)

b. secondarily available

List and discuss other important considerations.

_____

_____

_____

_____

_____

_____

Living Arrangements Module Outline

Title: Field Trip to _____ (site)

Format: Field trip

Purpose: To visit a variety of living arrangements available to severely disabled people.

Instructional Objective:

To complete living arrangements handout and be able to compare facilities available at each living arrangement visited.

Planning and Materials:

1. Call residents and/or manager at field trip site to make appointment for visit. Set up time to explore and time for questions/interviews with residents, attendants, and managers.
2. Secure sufficient number of handouts, "Choosing a Living Arrangement".

Estimated Time: 3-1/2 hours including 1/2 hour travel time each direction

The Lesson:

Instructional Set:

1. Meet 30 minutes before the field trip to distribute handout and divide questions among the participants.
2. Transport to site.
3. Explore site. Visit informally with residents.
4. Meet with resident manager or leader to discuss pros and cons of various aspects of living arrangements.
5. Transport to annex to discuss the living arrangement visited.
6. Meeting should include positive and negative elements observed and speculation on circumstances which might make this arrangement suitable for individuals in the group.
7. Note any tie-ins with other modules such as Attendant Management, Functional Skills, Mobility, Vocational/Educational, etc.

Note: Site Selection

1. Pool of possible sites should be identified by leader well before cycle. Pool should include family style living arrangements, nursing home, cooperative living arrangements, halfway house living arrangements, group home, etc.
2. Final selection of four or five sites should depend on
   capabilities, needs and desires of participants
   contrast of lifestyles shaped by various living arrangements
   availability of people at site to meet with participants
3. Not all sites will suit all participants, so a broad range of alternatives should be visited.
4. The leader should be careful not overlook or criticize living arrangements which may not be appealing to him personally but which may be suitable for other people in the group.

Medical Needs

Purpose

The Medical Needs module is designed to make participants aware of potential medical problems that may occur, and to help them learn how to plan in advance to get needed medical care in the community. Some participants who enter **New Options** have already received good patient education and are quite knowledgeable about their medical needs. Others, however, know very little about their disability or about maintaining their health. Despite these differences in amount of background training, the **New Options** participants have typically never before had sole responsibility for their medical problems or for managing interactions with health care delivery systems. When problems occurred in the past, family members or nursing personnel usually decided what steps to take. Handicapped individuals who want to live independently need to manage these situations themselves, and prior planning about how to get needed medical care in the community is important. Medical Needs module sessions focus on planning for emergency needs, visiting an emergency room, and exploration of specific medical topics chosen by the group.

Requirements of the Group Leader

This module could be taught by an individual with a professional medical background. In **New Options**, the group leader is a handicapped individual who uses a number of guest speakers to provide the medical expertise needed in various sessions. This varied choice of speakers reflects the needs identified by members of the participant group.

The group leader should have some awareness of the types of medical facilities available in the community and should be aware of the problems of a severely disabled person seeking care from a community physician or general medical facility. This individual should also have a network of contacts with nurses, physicians, therapists and others who can serve as guest speakers.

Orientation for Group Leader

In preparing to teach this module, the group leader should become familiar with the various disabilities of participants. The leader is not expected to acquire expertise in a broad range of medical topics, but should be able to identify problem areas that are typically associated with various disabilities.

A list of good speakers who can be asked to talk on various subjects should be developed. Some medical personnel enjoy teaching far more than others and will invest more time in preparing a good presentation with slides, films, or handouts. It is helpful to find medical persons who appreciate the differences between a handicapped person knowledgeable about his self-care and the patient who is a passive recipent of care.

It is also useful for the group leader to gather information about emergency rooms, hospitals, ambulance services, and physicians in the community who are experienced in working with disabled persons. This type of information gathering is the same type of research the project urges participants to undertake in their home communities.

Linkages With Other Modules

The Medical Needs module is a relatively self-contained subject area in the **New Options** project. There are important overlaps with the Financial Management module since the costs of health care, medications, and supplies are often major considerations in general financial planning.

Module References and Selected Resources

Materials Obtained Locally

Materials used for patient education from rehabilitation hospitals

Suggestions for Possible Sessions in Medical Needs

- Planning for Emergency Medical Needs
- Field trip to a Hospital Emergency Room
- Medications and their Effects
- Guest speaker on Selected Medical Topics
  (possible topics might include spinal cord injury, cerebral palsy, or other disabilities; urological management; skin management; respiratory problems; pain; or spasticity)

Medical Needs Module Outline

Title: Planning for Emergency Medical Needs

Format: Group meeting

Purpose: To make participants aware of possible medical emergencies they may encounter and to help them plan how they will meet emergency medical needs in the future.

Instructional Objectives:

1. By the end of this session, participants will be able to list three types of emergency medical situations they may encounter personally.
2. By the end of this session, participants will possess an emergency medical card to be carried in their wallet.
3. By the end of this session, participants will be able to list three resource persons to ask for advice about local ambulance service.
4. By the end of this session, participants will be able to list three resource persons to ask for advice about local emergency rooms.
5. During the session, the group will develop a set of questions to be used in evaluating hospital emergency rooms.

Planning and Materials:

1. Instruct participants to bring writing equipment with them.
2. Secure copies of emergency medical card forms.
3. Prepare list of questions for evaluating hospital emergency rooms. (A sample list can be found following this outline.)

Estimated Time: 1-1/2 hours

The Lesson:

Instructional Set:

1. Identify subject of session and review its instructional objectives.
2. Ask group about how they have dealt with medical emergencies before coming to **New Options**, and clarify whether they depend on other persons to arrange for emergency services. Ask if they feel that reliance on others will be workable when they move away from a family or institutional residence and establish independent living arrangements.
3. Point out rationale for prior planning for emergency medical needs.

Content:

1. Have the group identify types of medical emergency situations they each may encounter such as dysreflexia, falls, burns, car accidents.
2. Distribute and review emergency card form. Discuss why the information it contains is important. Ask participants to talk about how they could obtain information needed on cards.
3. Ask participants about their prior experiences with ambulance services. Use these experiences to help the group list criteria for choosing a good ambulance service (such as promptness, competance of staff, methods of payment accepted, costs). Talk about ways to find out about local ambulance services (ask your physician or nurse, DVR counselor, fire department, local emergency room or other handicapped persons).
4. Ask participants about prior experiences with emergency rooms. Discuss criteria for choosing a good emergency room such a location, promptness, competance of staff in dealing with handicapped persons, methods of payment, costs. Have the group develop a set of questions for evaluating hospital emergency rooms. Review possible problems if you go to a "bad" emergency room. Point out the usefulness of a planning visit to an emergency room in their local area to learn in advance about its policies and procedures.
5. Present plans for field trip to an emergency room next session.

Closure:

Ask participants to summarize reasons **New Options** recommends an emergency card and prior planning for ambulance and emergency room services.

Outline Aid

New Options Transitional Living Project
Emergency Medical Card

name: _____

address: _____ phone: _____

_____

notify in case of emergency: _____

_____

physician: _____ insurance coverage: _____

_____

preferred ambulance: _____

preferred hospital emergency room: _____

_____

diagnosis of physical disability: _____

normal blood pressure: _____ blood type: _____

normal vital capacity: _____

Medications	*Dosages*	*Purposes*

allergies: _____

catheter size and type: _____

special medical problems: _____

_____

_____

For Consultation, Call The Institute for Rehabilitation and Research, 1333 Moursund Avenue, Houston, Texas, 77030 (713) 797-1440.

Outline Aid

Questions for Evaluating Hospital Emergency Rooms Developed During One Cycle of New Options

1. Admission Process for Emergency Rooms Services
   - Who do you see to be admitted?
   - Paperwork required? (get copies of all documents)
   - Types of payment accepted?
   - Costs?
   - How long does it usually take to be seen?
2. Admission Process if Inpatient Care is Required
   - Do you need to have an admitting physician who has seen you previously?
   - What happens if you do not have a previous physician?
   - Paperwork required?
   - Types of payment accepted?
3. Working with Handicapped Persons
   - Previous experience of staff?
   - Facilities for wheelchair users? (bathrooms, ramps, etc.)
   - Interested in consultation with TIRR?
4. Emergency Card Recommendations
   - Would you refer to an emergency card if a handicapped individual carried one?
   - What information should the card contain?
5. Emergency Transportation Recommdendations
   - What ambulance services are available in this community?
   - Which would you recommend? Why?
6. Other Observations

Medical Needs Module Outline

Title: Field trip to a Hospital Emergency Room

Format: Field trip

Purpose: To have group members practice the questions they should ask in locating and evaluating an emergency room in their local area.

Instructional Objectives:

1. During the session, participants will each practice asking appropriate questions to evaluate a hospital emergency room for their possible future use.
2. By the end of the session, participants will possess copies of typical admission documents and a completed evaluation checklist for emergency room services.
3. By the end of the session, participants will be able to summarize the requirements for receiving emergency room services.

Planning and Materials:

1. Make arrangements with a local emergency room for the field trip.
2. Duplicate sufficient copies of emergency room questions developed last session.

Estimated Time: 2-1/2 hours including 1/2 hour travel time each way

The Lesson:

Instructional Set:

1. Meet with the group before leaving on the trip and have participants summarize what they want to accomplish on this visit. Review instructional objectives. Briefly review emergency room checklist and have the group divide up responsibility for asking about various topics.
2. Point out that this trip may also be a sensitizing experience for emergency room staff to the needs of handicapped persons. Discuss the type of impression the group wants to create in the minds of emergency room staff. Encourage the group to pay attention to the attitudes of the medical personnel toward handicapped persons.

Content:

1. Upon arrival at the emergency room, ask one participant to summarize why they are visiting and have the group introduce themselves. Have participants assume responsibility for gathering the information each person needs for his report to the group.
2. Content of trip is contained in emergency room checklist.
3. Obtain copies of typical admissions documents for each participants.

Closure:

1. Have the group convene following the tour. Let each participant summarize his portion of the overall survey. Assign one group member the task of writing up each person's information on a single survey form for the project files.
2. Have the group discuss their views of how this emergency room compares with others they have visited. Talk about attitudes of staff toward handicapped persons and discuss whether this is typical of most medical personnel. Talk about the impression the group created in the minds of the emergency room staff.
3. Tie this field trip experience to the future planning each group member should undertake in his home situation. Give each person a blank emergency room evaluation form for use in evaluating emergency room services in the local community. Review advantages of prior planning and developing personal contacts.

Medical Needs Module Outline

Title: Medications and Their Effects

Format: Group meeting with Guest Speaker

Purpose: To teach participants about the effects of medications they are taking and to familiarize them with ways of ordering and paying for medications.

Instructional Objectives:

1. By the end of this session, participants will be able to list all medications they are taking and describe the intended effects and side effects of each.
2. By the end of this session, participants will be able to list two typical kinds of sponsorship for purchasing medications and state the requirements of each.

Planning and Materials:

1. Make arrangements for a guest speaker with expertise in the area of medications (pharmacist, physician, nurse).
2. Ask participants to bring their prescription medications with them to the meeting.

Estimated Time: 1-1/2 hours

The Lesson:

Instructional Set:

1. Review the purpose of the session and its instructional objectives. Relate its importance to general module theme of self-management.
2. Introduce the guest speaker and have participants introduce themselves.

Content:

1. Ask participants to list the medications they are taking and dosages without looking at the bottles in order to identify current knowledge base. Point out that many people do not really know the medications they are taking and that this can cause serious problems.
2. Have the group state the primary effects and important side effects (if any) of each medication taken by members of the group. Guest speaker should correct or supplement this discussion with complete information on each medication. If participants are already fairly knowledgeable, the speaker can elaborate on how the drugs work, aiming the material at an appropriate level for the group members.
3. Give participants an opportunity to ask the guest speaker about any other medications they are curious about.
4. Ask participants how they pay for medications. Review requirements and policies for each means of sponsorship such as Medicaid, Medicare, DVR or VA. Initially, ask group to volunteer this information and supplement as needed.

Closure:

Ask each participant to summarize what he learned in the session.

Medical Needs Module Outline

Title: Guest Speaker on Selected Medical Topics

Format: Group meeting with speaker. Three or four sessions may be scheduled on topics chosen by the group. Topics might include spinal cord injury, cerebral palsy, urological management, skin management, or spasticity. Guest speakers might include nurses, therapists, physicians or others.

Purpose: To teach participants to avoid potential medical problems through good self-care, and to help them identify appropriate sources of medical assistance when various problems do occur.

Instructional Objectives:

1. By the end of the session, participants will be able to list typical problems within the topic area and describe self-care procedures to avoid these problems.
2. By the end of the session, participants will be able to identify appropriate sources of medical assistance to deal with problems that require professional attention.

Planning and Materials:

1. Make arrangements for guest speaker with expertise in chosen topic area.
2. Provide audiovisual aids needed by guest speaker such as projector and screen or blackboard.

Estimated Time: 1-1/2 hours

The Lesson:

Instructional Set:

1. Introduce the purpose and instructional objectives of the session.
2. Ask participants to identify kinds of problems they have had within the subject area of the session. This discussion will help determine the previous knowledge base of the group so that the guest speaker can present information at an appropriate level.

Content:

1. Introduce guest speaker and ask him to discuss the topic and issues identified in the instructional set.
2. Allow time for questions and answers.

Closure:

Have participants identify medical resources in their home communities that they would use to deal with type of problems discussed during the meeting.

Mobility

Purpose

The Mobility module helps participants explore the variety of transportation alternatives, both public and private, which are available to them. The module includes field trips to various terminals or stations and a panel discussion and vehicle demonstration. The subject area is included in New Options because many participants feel that their alternatives for travel are extremely limited or perhaps non-existant. Locating and purchasing specially equipped vehicles so the participant may be independent in driving may be a reasonable short-term goal for some individuals, but for most participants, other transportation will be needed to establish an independent living situation.

Requirements of the Group Leader

The leader of this module should be a disabled individual who is experienced in using a variety of means to meet his transportation requirements. It is highly desirable to have a disabled person who can speak knowledgeably about various modes of transportation and their problems and then encourage the group to propose solutions.

Orientation for Group Leader

The group leader should familiarize himself with the regulations regarding travel by disabled individuals. He should examine locally available transportation and determine if the field trips outlined in this module are appropriate. The leader should feel free to use his imagination in planning the sessions of Mobility and in defining the module in its broadest sense. The module leader should coordinate with the group leader of Functional Skills to maintain a resource notebook appropriate to mobility. See the Functional Skills module for specific topics in the areas of vehicle adaptations, wheelchairs, ambulatory aids, travel opinions, etc.

Linkages With Other Modules

Effective transportation arrangements are often critical to a handicapped person establishing a more independent living situation. With ties to budgeting in the Financial Management module, participants can see how they can afford to meet their transportation needs. The selection of living arrangements should take into account the available transportation resources, and participants can be given an overview of arrangements which may be available in their areas including buses, contracted van transportation, Handi-Cabs, and private vehicles, as well as commercial carriers such as planes or trains. The information in Time Management and Mobility can supplement each other if participants are aware of leisure transportation alternatives. The assignments of planning a vacation trip can be dealt with in both of these modules. The leaders of Mobility and Functional Skills should coordinate the content of their meetings and their resource notebooks to meet the combined needs of the participants.

Suggestions for Possible Sessions in Mobility

- Overview of Mobility and Planning for Future Meetings
- Driving Options for Disabled Individuals
- Field trip to a Travel Agency
- Field trip to a Bus or Train Station
- Field trip to the Airport

Other Sessions (no outlines provided)

Field trip to a wheelchair repair shop (outline can be found in Functional Skills module)

Field trip to a company offering vehicle modifications to handicapped individuals

Combination field trip with Consumer Affairs and/or Financial Management to an automobile dealership

Field trip to a location by means of a bus, train, or airplane

Mobility Module Outline

Title: Overview of Mobility and Planning for Future Meetings

Format: Group meeting

Purpose: To discuss how mobile the individuals in the group are, to discover how they meet their transportation needs, and to plan for future field trips.

Instructional Objective:

Each participant will contribute to a list of questions to be asked when visiting the airport, bus or train station, and travel agent.

Planning and Materials:

1. Ask participants to bring equipment for writing.
2. Review list of sample questions for airport field trip. (A sample list can be found following this outline.)

Estimated Time: 1-1/2 hours

The Lesson:

Instructional Set:

1. Introduce topic and purpose.
2. Ask participants how they have been meeting their transportation needs and if they have used both private and commercial means of transportation.
3. Engage group in a discussion of what mobility is all about and how broadly the topic may be defined.
4. Review instructional objectives.

Content:

1. Divide group into three sections and ask one person in each to be responsible for writing our questions.
2. Assign each group a topic of airport field trip, visit to a bus or train station, or visit to a travel agency.
3. Have groups independently compile questions on their topic.
4. Have each group read their list to all participants for additional areas of questions.

Closure:

1. Review plans for remaining meetings.
2. Ask each group to turn in written questions to group leader so they can be typed and duplicated before the next meeting.

Outline Aid

Field Trip Outline and Questions Developed in Mobility Module During One Cycle of New Options

Field Trip to Houston Intercontinental Airport

1. Please be ready to meet the van at scheduled time.
2. We will be dropped off at Terminal B.
3. Go to the Delta gate. Go through inspection to the planes. Information and tour will follow by a Delta representative.
4. Go to the elevators after the tour, and ride elevators to the lowest level.
5. Ride the train to Terminal A.
6. Take the elevator to Baggage Pick-Up. There you can check on car rentals with hand controls.

Avis: _____

Hertz: _____

Budget: _____

National: _____

7. Go to the ticket lobby by using the elevator. Buy yourself a drink, if desired.

Questions

Are there special plane fares for a disabled person traveling with an attendant?

If I don't fly with an attendant will I get adequate help from a steward or stewardess during my flight?

Can I travel with an electric wheelchair?

Where will you keep my wheelchair during the flight?

In case of emergency during the flight, what does the flight crew do with handicapped persons unable to help themselves?

Do you have many handicapped travelers?

What is the policy for blind travelers?

What car rental agencies rent vehicles with hand controls? Are vans with lifts available? What arrangements must be made for these vehicles?

Mobility Module Outline

Title: Driving Options for Disabled Individuals

Format: Panel discussion and demonstration

Purpose: To review vehicles and equipment available to disabled drivers and passengers; to learn about licensing regulations, insurance, and driver training.

Instructional Objective:

Each participant will specify the vehicle and accessories he feels are best for him and will give two reasons to support this choice.

Planning and Materials:

1. Schedule panels of individuals to discuss and demonstrate alternative driving arrangements. Panel members might include a selection of disabled drivers and their cars and vans, a driving instruction with experience in teaching disabled individuals, and a representative of a company which modifies vehicles.
2. Arrange parking of vans and cars to simplify viewing by participants.
3. Have available a resource book on vehicles and modifications including hand controls, lifts, and other accessories. (See the Functional Skills module for information on contents of resource book.)

Estimated Time: 2 hours

The Lesson:

Instructional Set:

1. Introduce topic and purpose.
2. Ask participants to discuss their present driving situations and goals in this area.
3. Make resource book available to group members.
4. Review instructional objectives.

Content:

1. Have panel members introduce themselves, give a short personal history and discuss their driving experience.
2. Encourage interaction between panel members and participants. Topics might include how the present vehicle was chosen, length of time it took to learn to drive, licensing and insurance experiences, and time and planning necessary to secure present or first vehicle.
3. Move outdoors to view cars and vans. Ask panel members to demonstrate their adaptations, discuss how they selected their equipment modifications, and tell what changes they will make on their next vehicle.

Closure:

1. After panel leaves, ask group members to review the information presented during the module.
2. Have participants specify the vehicle and modifications each desires and give two reasons to support this choice.

Mobility Module Outline

Title: Visit to a Travel Agent

Format: Field trip

Purpose: To plan one theoretical vacation trip including transportation and lodging

Instructional Objectives:

1. Each participant will obtain information to complete the vacation trip assignment given in the Time Management module.
2. Each participant will be able to list two services performed by travel agents.

Planning and Materials:

1. Make appointment to visit travel agent.
2. Remind group members to bring along questions on vacation trip as developed in first Time Management meeting.

Estimated Time: 3 hours including 1/2 hour travel time each way

The Lesson:

Instructional Set:

1. Introduce topic and purpose.
2. Have the group discuss their experiences with, or perceptions of travel agencies.
3. Review instructional objectives.

Content:

1. Travel to agency and meet with agent. Ask him to describe his job and what kinds of assistance he can offer his clients. Discuss his experience in assisting handicapped travelers. Encourage interaction between participants and travel agent.
2. Give group time to complete their assignments by collecting brochures or talking with the agent individually. Emphasize to all the participants that the assignment for travel expenses should be estimates only.
2. Mention travel agencies or organizations which specialize in tours for handicapped individuals.

Closure:

1. Ask group to list the services which are performed by travel agents.
2. Discuss with group alternative ways of finding out their trip information if they were unable to get all their questions answered.
3. Review date vacation trip report is due for the Time Management module.

Mobility Module Outline

Title: Visit to a Bus or Train Station

Format: Field trip

Purpose: To find out how a disabled person can travel by one of these carriers.

Instructional Objectives:

1. Each participant will list the steps he would need to take to travel on this carrier.
2. Each participant will obtain a copy of the handout published by the visited agency on travel by handicapped individuals.

Planning and Materials:

1. Make appointment with management person from bus or train station. Schedule time for tour and discussion.
2. Secure sufficient copies of questions compiled by group during first meeting of Mobility module. Divide questions among participants.

Estimated Time: 3 hours including 1/2 hour travel time each way

The Lesson:

Instructional Set:

1. Introduce topic and purpose.
2. Engage group members in a discussion of why they might choose or need to travel on a bus or train.
3. Review instructional objectives.

Content:

1. Travel to bus or train station and meet with representative. Tour facility and discuss the company's policy on travel by handicapped individuals. Discussion should cover points such as what information a disabled individual should give the reservation clerk, amount of baggage allowed, policies on transporting wheelchairs, and what to do if assistance is needed.
2. Have group complete assignments.
3. Ask representative to provide copies of brochures on travel by handicapped individuals.

Closure:

1. Have participants list steps they would need to take to travel on a bus or train.
2. Ask individuals to report on their assignments.

Mobility Module Outline

Title: Visit to the Airport

Format: Field trip

Purpose: To discover what steps a disabled person must take to fly on a commercial airliner; to see if cars with hand controls are available through car rental agencies

Instructional Objectives:

1. Each participant will complete his assignment from questions on the airport field trip list.
2. Each participant will list the steps he would need to take to fly on a commercial airliner.

Planning and Materials:

1. Duplicate sufficient copies of airport field trip questions so each person in group will have one; divide questions among participants. (See sample airport field trip questions in this section.)
2. Arrange tour of airport and plane with airline representative.

Estimated Time: 3 hours including 1/2 hour travel time each way

The Lesson:

Instructional Set:

1. Introduce topic and purpose and pass out list of questions.
2. Ask group to discuss reasons they might need to fly.
3. Discuss the right of the disabled individual to fly on a commercial airliner.
4. Review instructional objectives.

Content:

1. Travel to airport and meet with airline representative. Tour airport and airplane. Discuss topics such as what information participants should give to the reservation clerk, amount of baggage allowed, policy on transporting wheelchairs, and what to do if assistance is needed.
2. Have group separate to complete assignments at car rental agencies.

Closure:

1. Have participants list steps they would need to take to travel by air.
2. Ask individuals to report on their assignments. What car rental agency (if any) rents vehicles with hand controls? What arrangements must be made in reserving this type of vehicle?

Sexuality

Purpose

The Sexuality module is designed to help participants explore feelings about their own sexuality and sexual relationships. The module presents information on personal relationships, sexuality, and intimacy through the use of group discussion, audiovisual materials, guest panels, and guest speakers. Sexuality is the only module in the **New Options** program where attendance is voluntary. Before the first session, all members of the group meet individually with the Personal Independence Counselor. In this meeting, the content of the Sexuality module is explained and if a participant chooses to attend, he signs a form acknowledging that the content of the module has been explained and that he understands attendance is voluntary. If a participant chooses to attend but then decides to drop out after one or more sessions, he is advised that he may not re-enter the module.

The subject of sexuality is included in **New Options** because many participants have questions about their own sexuality or about establishing a personal or intimate relationship with another person. The sexuality module emphasizes communication in relationships as well as presenting information on sexual alternatives and techniques.

Requirements of the Group Leader

The group leader for Sexuality must be someone sensitive to the anxieties some participants may experience in this module. He should be secure about himself and feel comfortable sharing his own feelings and encouraging the group members to do the same. The group leader should feel at ease with sexuality in the broadest definition and be accepting of other persons' lifestyles and feelings. Because **New Options** is affiliated with a medical institution, certain liability issues had to be considered. Participants attending this module are required to sign a release form, and a professional staff member is responsible for leading the module. In other settings, a staff associate with adequate group skills and information on the topics could appropriately fill this position.

Orientation for the Group Leader

This is a popular module with most participants in **New Options** because they are interested in the subject area. The leader should initially seek to establish a feeling of ease and an agreement about confidentiality. Group members should be involved in a discussion of selected topics for each session, and the levels of experience and interests of the group should influence the content. Some groups may wish to know more about dating and the make-up of a relationship while other groups may request more specific information on sexual techniques or intimacy.

The leader should be aware of the existing resources in the field of sexuality and should maintain a library for the participants. Contacts with prospective panel members should be established, and a professional individual knowledgeable in the medical aspects of sexuality should be identified as a resource person.

Linkages With Other Modules

An important linkage exists between the Sexuality and Social Skills modules. Effective communication can enhance all relationships, certainly including sexual ones. An interrelationship also exists between this module and individual counseling where participants may discuss topics they do not feel comfortable discussing in the group. The group leader and the counselors should keep each other informed of issues or needs which they have identified, being careful not to violate the participant's right to confidentiality.

Module References and Selected Resources

Printed Materials

Becker, Elle F. *Female Sexuality Following Spinal Cord Injury.* Accent Special Publications, Illinois, 1978.

Mooney, T. O., et al. *Sexual Options for Paraplegics and Quadriplegics.* Little, Brown & Company, Boston, Massachusetts, 1975.

Morrison, Eleanor S. and Mila Underhill Price. *Values in Sexuality—A New Approach to Sex Education.* Hart Publishing Company, Inc., New York, 1974.

Taggle, J. M. and M. S. Manley. *A Handbook on Sexuality After Spinal Cord Injury.* M. Scott Manley, 3425 Clarkson, Englewood Colorado, 80110, 1978.

Zilbergeld, Bernie. *Male Sexuality—A Guide to Sexual Fulfillment.* Little, Brown & Company, Boston, Massachusetts, 1978.

Films and Videotapes

Sutton, Laird. *If Ever Two Were One* (20 minute 16mm color film). Multi Media Resource Center, 540 Powell Street, San Francisco, California, 94108.

Sutton, Laird. *Just What You* (23 minute 16mm color film). Multi Media Resource Center, 540 Powell Street, San Francisco, California, 94108.

Sutton, Laird. *Touching* (20 minute 16mm color film). Multi Media Resource Center, 540 Powell Street, San Francisco, California, 91408.

Suggestions for Possible Sessions in Sexuality

- Introduction to Sexuality
- Relationships
- Intimacy
- Physiological Aspects of Sexual Functioning

Other sessions (no outlines provided)

Venereal disease

Contraception

Sexual preferences

Additional films on sexuality

Field trip to adult bookstore or X-rated movie

Sexuality Module Outline

Title: Introduction

Format: Group meeting

Purpose: To introduce the subject of sexuality, to determine the participant's general knowledge about sexuality, and to increase the participant's comfort level when discussing the topic of sexuality.

Instructional Objectives:

1. Each participant will name the four languages of sex and give an example in each category.
2. Each participant will answer true/false questions on Sex Information Survey.
3. Each participant will list at least two issues discussed in the film, *Just What Can You Do?*

Estimated Time: 1-1/2 to 2 hours

Planning and Materials:

1. Obtain necessary equipment, including 16mm projector and screen for film and blackboard or large tablet to record synonyms.
2. Secure copy of film, *Just What Can You Do?*
3. Prepare sufficient copies of handout "Sex Information Survey" (Morrison, page 39-44).
4. Make poster displaying the four languages of sex (Morrison, page 31).

The Lesson:

Instructional Set:

1. Introduce topic and stress importance of confidentiality within group.
2. Ask group members what "sex" and "sexuality" mean to them. Relate their feelings to Anna Freud's statement that "Sex is something we do. Sexuality is something we are."
3. Encourage group members to share their experiences and feelings if they feel comfortable doing so.
4. Review instructional objectives.

Content:

1. Display poster on "four languages of sex" and ask group for other examples.
2. On large tablet, write scientific language across length of page (ex: vagina, penis, breasts, etc.). Ask group to generate synonyms under each heading. (Note: group leader should feel comfortable enough with this exercise to suggest several "street language" words under each heading if group is reluctant to speak.)
3. Post list in a prominent spot in the room and add to it throughout the meeting.
4. Distribute Sex Information Survey; going around the circle, ask each participant to answer successive questions; discuss any disagreements.
5. Show film, *Just What Can You Do?* (panel discussion about sex and disability).
6. Allow time for discussion after film.

Closure:

1. Summarize film discussion and reiterate the differences between sex and sexuality.
2. Prepare the group for the next session's panel presentation on forming relationships.

Sexuality Module Outline

Title: Relationships

Format: Panel presentation and group discussion

Purpose: To explore through a panel discussion the techniques for beginning and maintaining relationships.

Instructional Objectives:

1. Each participant will ask the panel at least two questions relevant to the topic of this session.
2. Each participant will name at least one important issue in forming a relationship.

Estimated Time: 1-1/2 hours

Planning and Materials:

- Invite three to five persons to discuss their experience with relationships. Panel members should be screened by group leader to insure they are comfortable with their own sexuality and not afraid to discuss their feelings regarding sexual activities. The panel should consist of individuals with disabilities relevant to the particular group and/or able-bodied people who have formed close relationships with disabled individuals. A panel might include some of these people:

  Disabled spouse of able-bodied partner and/or able-bodied spouse of disabled partner

  Individual with quadriplegia

  Congenitally disabled individual

  Able-bodied person who is dating a handicapped individual

  Married couple (one or both of whom are disabled)

The Lesson:

Instructional Set:

1. Introduce topic and purpose.
2. Discuss idea that sharing information with people is one way to gain a new perspective on an old problem. Sharing experiences helps prevent an individual's feeling that "I'm the only person in the world who is experiencing these frustrations".
3. Relate that through these shared experiences people often given themselves "permission" to try new approaches to forming relationships.
4. Review instructional objectives.

Content:

1. Ask panel and participants to introduce themselves; state name, disability, onset of disability, and one or two activities each is currently involved in.
2. Ask panel members to describe feelings about dating or forming relationships before and after disability. (Ask able-bodied panel members about their first involvement with a handicapped person and what attracted them to that person.)
3. Allow participants to ask questions. Sample questions might include:
   - What kinds of problems do you encounter in dating a disabled or able-bodied person? (Issues: getting past wheelchair, architectural barriers.)
   - How do you meet people you think you would like to relate to?
   - How do you make your first "move" towards someone you like?

Closure:

1. Summarize main points brought out in discussion.
2. End discussion by asking group to each name at least one important thing to remember about forming relationships.
3. Prepare group for explicit film and panel discussion on intimacy during next session.

Sexuality Module Outline

Title: Intimacy

Format: Panel presentation and group discussion

Purpose: To discuss the differences between intimate and non-intimate relationships, to discuss the specific techniques of sexual activity in intimate relationships.

Instructional Objective:

Each participant will ask the panel at least two questions relevant to the topic of intimacy.

Estimated Time: 2 hours

Planning and Materials:

1. Obtain 16mm projector and screen.
2. Schedule film, "Touching" or "If Ever Two Were One"
3. Invite three to five panel members. See previous outline on Relationships for description of panel members.

The Lesson:

Instructional Set:

1. Introduce topic and purpose.
2. Mention that probably each of us desires to develop at least one close, meaningful relationship with another person. The need to be cared about is a very basic one.
3. Discuss the plan to talk with panel members about their own intimate relationships and view an explicit film dealing with sexual techniques.
4. Review instructional objectives.

Content:

1. Ask panel and participants to introduce themselves (see previous session on Relationships).
2. Ask panel to describe their first intimate relationship; How was this different from their present intimate relationship? How do they build intimacy?
3. Allow time for participants to ask questions. Encourage participants and panel to interact freely. Sample questions might include:
    - •What kinds of physical problems do they have in an intimate relationship? (Issues: spontaneity, getting prepared, positioning, catheters)
    - •How do they feel about their body; About their partner's body? (Issues: body image, self-concept, ability to give and receive pleasure)
    - •How do they express themselves sexually if traditional sexual intercourse is impossible? (Issues: sex means intercourse myth, mutual agreement of partners for different kinds of expression, oral-genital sex, masturbation)

Show film and allow time for discussion of reaction to film.

Closure:

1. Ask participants and panel members to share one or two personal turn-ons and one or two personal turn-offs.
2. Summarize main points brought out in discussion.
3. Point out that in the next session, the participants will have an opportunity to ask a physician some specific physiological questions.

Sexuality Module Outline

Title: Sexual Functioning from a Physiological Perspective

Format: Guest speaker

Purpose: To assist participants in learning about the biological aspects of sexual functioning including the sexual response cycle.

Instructional Objectives:

1. Each participant will be able to name the primary male and female sexual organs and give one function of each.
2. Each participant will be able to describe at least three ways in which disability affects sexual functioning.
3. Each participant will ask the guest speaker at least one question on sexual functioning.

Planning and Materials:

1. Invite a guest speaker who is knowledgeable in sexual functioning generally and sexual functioning with handicapped individuals specifically.
2. Provide appropriate audio-visual equipment at speaker's request.

Estimated Time: 1-1/2 hours

The Lesson:

Instructional Set:

1. Introduce topic.
2. Have group discuss prevelant myths and misinformation in the area of sexuality. Lead into the need for accurate information and the purpose of today's session.
3. Review instructional objectives.

Content:

1. Introduce guest speaker and ask him to present his material.
2. Encourage interaction between speaker and the participants to personalize the information.

Closure:

Ask group to summarize the material presented in today's session. Summary should include topics outlined in instructional objectives.

Social Skills

Purpose

The Social Skills module is intended to improve the participants' awareness of their own values, goals, decision-making styles, and images they project to other persons. It also teaches a number of specific communication skills such as assertiveness, listening, and conflict resolution. This subject area is important for almost all participants in **New Options** who want to make substantial changes in their lifestyles. The module provides the groundwork for the processes of self-assessment and goal-setting which run continuously through each person's experiences in **New Options**.

Exercises in specific communication skills allow participants to practice new behavior patterns that may not have been used in the past because other persons were there to direct the participants' lives. Field trips and interaction within the project environment provide opportunities to practice and receive feedback on new skills introduced in the module.

Requirements of the Group Leader

The Social Skills group leader in **New Options** is an individual with professional counseling skills. This is one of the staff members who does individual counseling with participants in the project, and the overlap between group sessions in this module and individual counseling meetings has been useful in dealing with goals and plans. Issues often surface in group sessions that can be explored in depth individually with a counselor if the participant chooses to do so.

The sessions on specific communication skills could probably be taught equally well by a handicapped staff associate who is sensitive to interaction styles, who can serve as an appropriate role model, and who can give feedback to participants in a supportive manner. It is an advantage to have these sessions taught by a handicapped person since he would be familiar through personal experience with social situations often encountered by handicapped individuals in the community. The counselor in **New Options** who leads the Social Skills module is a handicapped individual. The module has also been taught successfully by able-bodied counselors.

Orientation for Group Leader

The leader for this module should bring a background of counseling experience, group skills, and familiarity with resource materials to the role. The leader should also be experienced in working with severely physically handicapped persons and familiar with interaction situations which typically occur in public settings.

Linkages With Other Modules

The Social Skills module is related to a participant's entire experience in **New Options**. Interactions with the attendant staff, program staff, and fellow participants all provide opportunities to practice new communication skills. All of the field trips provide additional opportunities to work on these skills in a wide variety of community settings.

Module References and Selected Resources

Printed Materials

Adler, Ron and Neil Tyrone. *Looking Out/Looking In: Interpersonal Communication.* Rinehart Press, San Francisco, 1975.

Barker, Larry L. *Communication Vibrations.* Prentice-Hall, New Jersey, 1974.

Gelatt, H. B., Barbara Varenhorst and Richard Carey. *Deciding.* College Entrance Examination Board, 1972.

Means, Bob L. and Richard T. Roessler. *Personal Achievement Skills Training.* Arkansas Rehabilitation Research and Training Center, University of Arkansas, 1976.

Scholz, Nele Tumlin, Judith Sosebee Prince and Gordon Porter Miller. *How to Decide: A Guide for Women.* College Entrance Examination Board, 1975.

Films and Videotapes

Dunn, Michael. *Social Skills for Spinal Cord Injury Patients.* Miami Veterans Administration Hospital, 1976.

Suggestions for Possible Session in Social Skills

- Goal-Setting and Decision-Making Styles
- Handling Awkward Social Situations
- Asking for Help or Turning Down Unnecessary Help
- Listening Skills
- Conflict Resolution
- Perception—How Others See You

Other Sessions (no outlines provided)

Problem-Solving Skills

Detailed Assertiveness Training

Characteristics of Being a Friend

Scavenger Hunt Field Trip
(group is taken to a shopping mall where each participant is expected to complete a list of individual assignments such as buying a greeting card, mailing a package, making a telephone call, or trying on an item of clothing)

Social Skills Module Outline

Title: Goal-Setting and Decision-Making Styles

Format: Group meeting

Purpose: To help the individual discover factors that influence his decisions, to introduce a variety of decision-making styles, and to discuss the relative merits and disadvantages of each.

Instructional Objectives:

1. Each participant will graph his own lifeline and will state his five most important accomplishments. Each participant will also state five things he hopes to accomplish in the future.
2. Each participant will be able to identify three types of goals and will state a personal goal in each category.
3. From a list of decision-making styles, each participant will determine his own style.
4. From a list of common values, each participant will list three values in order of importance to him.
5. Each participant will determine his individual risk-taking profile and describe how this affects his decision-making.

Planning and Materials:

1. Instruct participants to bring writing equipment.
2. Provide blank paper for lifeline exercise.
3. Secure copies of handouts for each participant:
   - Goal categories and examples (Means and Roessler, p. 21)
   - Decision-making styles (Gelatt, p. 44)
   - List of common values (Means and Roessler, PP. 69-70)
   - Risk-taking exercise (Gelatt et al., p. 43)
   - Sample lifeline (adapted from Scholz et al., p. 9; sample included in this section)

Estimated Time: 2 hours

The Lesson:

Instructional Set:

1. Introduce purpose of the session.
2. Discuss the importance of setting reachable goals.
3. Point out that persons often revise their goals on an on-going basis because of changes in situation, environments, personal values, or personal decision-making styles. Ask participants how they feel their goals have changed since they became disabled.
4. Review instructional objectives.

Content:

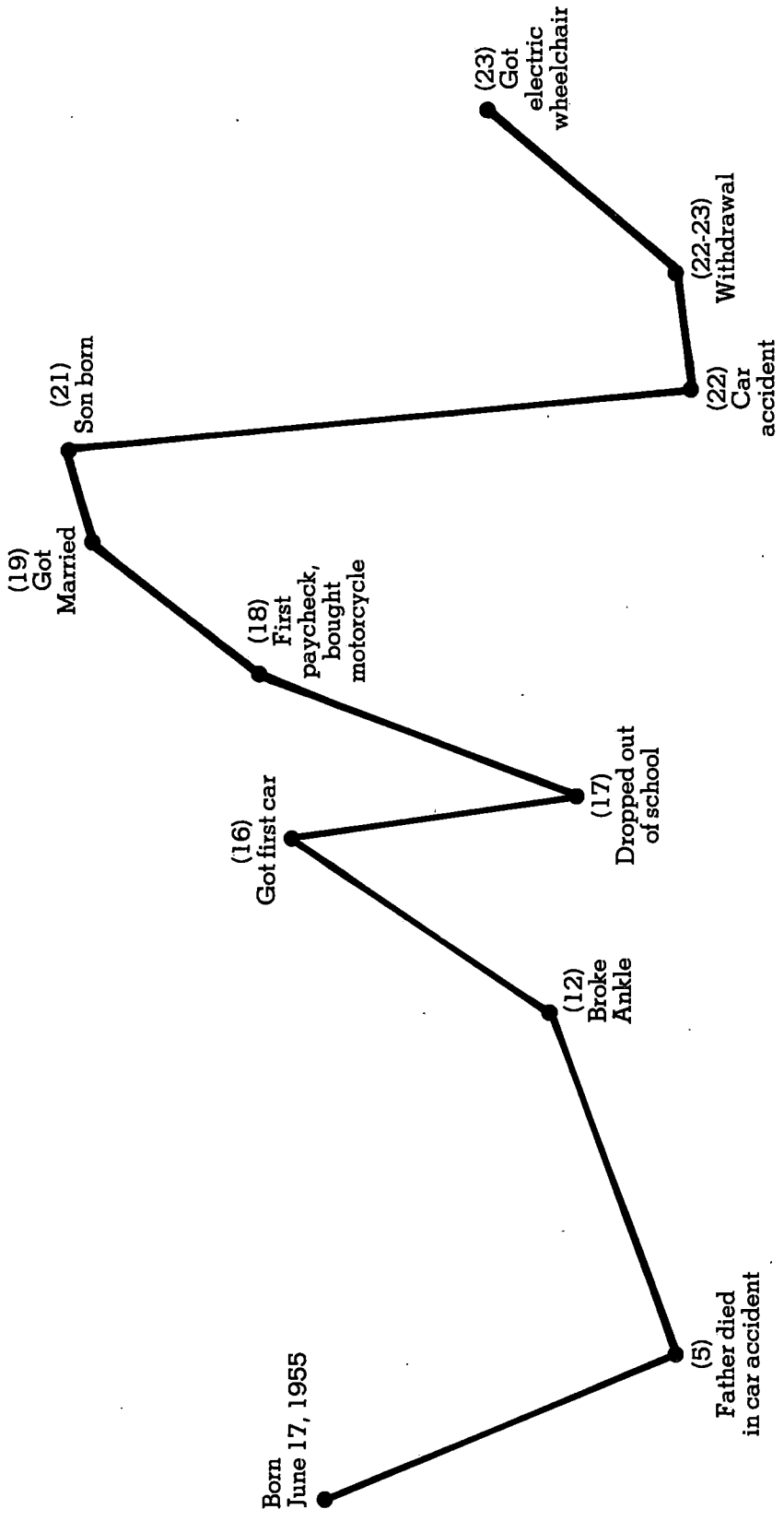
1. Distribute sample lifeline handout and instruct group members to draw their own lifelines. Leader can model this task by drawing his lifeline first. After each person has drawn lifeline, ask each person to list five past accomplishments and give things he hopes to accomplish during his life. Share accomplishments and goals with rest of group.
2. Introduce concept of goal-setting and explain three categories of goals outlined in Means and Roessler. Distribute goal handouts. Ask participants to give examples of personal goals in each category. Ask participants to identify the types of goals they listed on lifeline.
3. Explain importance of making decisions as an important aspect of goal setting. Ask participants to consider what influences their decisions.
4. Introduce the concept of values as an important factor influencing decisions. Distribute handout on common values. Ask each participant to state the three values most important to him.
5. Introduce risk-taking as another factor influencing decisions. Distribute risk-taking handouts and complete this exercise to help participants determine their own risk-taking profile. Ask for examples of decisions based on risk.
6. Distribute and review handout on decision-making styles. Ask the group to point out advantages and disadvantages of each style. Ask participants to tell the group about their own style.

Closure:

1. Ask participants to restate factors that typically influence decisions.
2. Summarize the importance of goal-setting and relate this to the participants' general experience in the project.

Outline Aid

Sample Lifeline



Social Skills Module Outline

Title: Handling Awkward Social Situations

Format: Group meeting

Purpose: To learn effective ways of handling uncomfortable social situations, particularly those directly related to ones disability.

Instructional Objectives:

1. Each participant will introduce his neighbor and tell three unique things that the rest of the group does not know.
2. Each participant will describe a personally awkward social situation.
3. Two participants will role-play an awkward social situation.
4. By the end of the session, each participant will be able to demonstrate passive, aggressive, and assertive ways to handle awkward social situations.

Planning and Materials:

Review resource material on passive, aggressive, and assertive styles of personal interaction.

Estimated Time: 1-1/2 to 2 hours

The Lesson:

Instructional Set:

1. Introduce purpose of the session, citing examples of social situations that are often awkward. Point out advantages of learning to handle these situations effectively.
2. Review instructional objectives.

Content:

1. Ask participants to pair off and talk together for five minutes. Each person should then introduce his partner, sharing three things not known to the rest of the group. Ask if anyone felt uncomfortable in this exercise. Ask for definition of "social situation" and explain that the exercise created a social situation.
2. Ask participants to share other social situations, focusing on examples they found awkward.
3. Ask for volunteers to role-play a particular situation mentioned above. Give feedback on way situation was handled. Ask how others would have handled the same situation.
4. Explain the concept of passive, aggressive, and assertive styles of interaction and illustrate these styles with examples.
5. Choose a sample social situation and ask participants to demonstrate passive, aggressive and assertive ways of handling the situation.

Closure:

1. Ask participants to state the advantages of assertiveness in social situations.
2. Ask participants to practice using some of the techniques learned here during the coming week and report on their successes at the next session.

Social Skills Module Outline

Title: Asking for Help or Turning Down Unnecessary Help

Format: Group meeting

Purpose: To demonstrate and practice effective techniques used in asking for help or turning down unnecessary help

Instructional Objectives:

1. Each participant will describe a personal experience in which he needed help. Examples might include pushing an elevator button or going up a curb.
2. Each participant will describe a personal experience in which help was offered but not needed. Examples might include pushing a wheelchair or unloading a wheelchair from a car.
3. Each participant will role play passive, aggressive and assertive ways to ask for help or turn down help using situations from objectives 1 and 2.

Planning and Materials:

1. Obtain a copy of videotape *Social Skills for Spinal Cord Injury Patients* and set up videotape playback unit.
2. Arrange for large tablet or blackboard to list situations as they are mentioned in objectives 1 and 2.

Estimated Time: 2 hours including 30 minute videotape

The Lesson:

Instructional Set:

1. Introduce the purpose of the session.
2. Ask participants to define the term "independence". Include in the discussion the concept that all persons need to ask for help in certain situations, whether they are disabled or able-bodied. Point out that everyone depends on other persons to fulfill emotional as well as physical needs.
3. Ask participants to list situations in which they have needed to ask for help. Record these on a blackboard or large tablet. Also have them identify situations in which they may need help in the future if they establish an independent living situation (such as assistance with grocery shopping).
4. Ask participants to describe a personal experience in which help was offered but not needed. Ask them to describe how they handled these situations.
5. Clairfy that by the end of the session, each person will be expected to demonstrate passive, aggressive, or assertive ways to ask for help or to turn down unnecessary help.

Content:

1. Show the videotape *Social Skills for Spinal Cord Injury Patients.*
2. Ask participants to role play sample situations that they listed previously, using passive, aggressive, and assertive styles of interaction. Give feedback on their performance.
3. Discuss when it might be appropriate to accept or reject help that is offered. Issues to consider might include self-reliance, safety, or whether the individual needs to practice a particular skill such as loading his own wheelchair.

Closure:

Encourage participants to use the skills they have just practiced during the coming week.

Social Skills Module Outline

Title: Listening Skills

Format: To identify effective listening styles and their importance in good communication.

Instructional Objectives:

1. From a list of descriptive non-listening styles, each participant will identify one or more styles that he uses.
2. Each participant will identify the types of non-listening styles illustrated in three sample situations contained in handouts.
3. Each participant will list three ways to show another person he is interested and listening to what the other person is saying.

Estimated Time: 1 hour

Planning and Materials:

1. Secure copies of handouts for each participant:
   - Descriptions of non-listening styles (Adler and Towne, pp. 167-168)
   - Three sample situations illustrating non-listening styles (Adler and Towne, pp. 164-169)
2. Ask participants to bring writing equipment. The group leader should provide blank paper.

The Lesson:

Instructional Set:

1. Introduce the purpose of the session and point out that good listening is a skill that can be learned.
2. Ask participants to suggest reasons they feel good listening is important. Examples might include: to improve relationships, to avoid misunderstandings and conflicts.
3. Point out several reasons people often do not listen. These might include overwhelming volume of information, involvement in own personal concerns, fact that most persons can understand speech at 600 words per minute but most speakers talk at 100-140 words per minute which creates "spare time" to let ones mind wander.
4. Review instructional objectives.

Content:

1. Have one participant describe a simple geometric figure. Initially, the sender may not face the other participants, and the participants cannot ask any questions. The participants must try to draw the figure. Repeat the exercise, this time allowing questions and having the sender face the group.
2. Discuss the participants' experiences with exercise. Identify whether participants thought they heard right and ended up with inaccurate drawings. Point out that good listening is necessary to ask good questions.
3. Distribute and review handout on types of non-listening. Ask participants to identify their styles of non-listening.
4. Distribute handouts on situations illustrating non-listening. Read aloud the anecdotes and after each one, ask participants to name the non-listening style illustrated.
5. Ask the group to discuss ways to let someone know you are listening. Examples might include eye contact, body language, responding appropriately. Have group members model various examples.

Closure:

Summarize by asking the group to list behaviors that demonstrate good listening.

Social Skills Module Outline

Title: Conflict Resolution

Format: Group meeting

Purpose: To discuss ways of handling anger and interpersonal conflicts

Instructional Objectives:

1. Each participant will describe his way of handling anger and will give an example from personal experience.
2. Each participant will choose his style of "fighting" from a list of "crazy-makers" (things one person does to drive another person "crazy").
3. After reviewing a list of steps towards "clean, fair fighting", the participants will discuss this method's applicability to given situations, such as conflict with an attendant as opposed to a conflict with a significant other.

Estimated Time: 1 to 1-1/2 hours

Planning and Materials:

Secure copies of handouts for each participant:

- "Crazymakers" (Adler and Towne, pp. 304-305)
- Clean fair fights (Adler and Towne, pp. 309-312)

The Lesson:

Instructional Set:

1. Module can be introduced dramatically by throwing unbreakable object, pounding on a table, or beating on a pillow. Have the group identify other ways people use to handle anger. Examples might include moping, crying, arguing, or screaming. Ask participants if their ways of handling anger are different now from the ways they handled anger before becoming disabled.
2. Introduce the purpose of the session.
3. Point out that conflicts between persons are indicative of each individual's uniqueness. Introduce the concept that conflict can be destructive but it can also improve relationships, depending on how it is handled.
4. Review instructional objectives.

Content:

1. Ask each participant to describe his way of handling anger and give examples.
2. Review descriptions of "crazy-makers" (things that an individual does to drive another person "crazy") and ask each participant to reveal his personal "crazy-makers".
3. Ask participants to describe arguing style(s) of siginificant others.
4. Determine if styles of argument are different between the participant and a significant other as opposed to an argument between a participant and an agency representative or personal care attendant. Discuss these differences.
5. Present steps of clean, fair fights.
6. Discuss applicability to participant's own personal experiences.
7. Role-play examples cited in No. 1 using steps of clean, fair fights.

Closure

Encourage participants to practice using the rules of clean, fair fighting both during and after **New Options**. This method takes practice.

Social Skills Module Outline

Title: Perception—How Others See You

Format: Group meeting

Purpose: To increase awareness of how we appear to others and to explore ways differences in perception can confuse or block communication.

Instructional Objectives:

1. Each participant will complete three exercises dealing with perception.
2. From a given adjective list, each participant will mark eight adjectives that describe himself and eight adjectives that describe his neighbor. Each person will share his list and note differences with his neighbor's list.

Estimated Time: 1-1/2 to 2 hours

Planning and Materials:

Secure copies of handouts for each participant:

- Old woman-young woman perceptual picture (Adler and Towne, p. 123)
- Family scene exercise and list of true-false questions (Barner, p. 60)
- Illustration of Johari window (Adler and Towne, pp. 65-68)
- Adjective list (Adler and Towne, pp. 72-73)

The Lesson:

Instructional Set:

1. Introduce purpose of the session.
2. Review instructional objectives.

Content:

1. Distribute old woman-young woman perceptual picture and ask participants what they see. Point out two distinct figures. Use this exercise as an introduction for defining perception. Point out that differences in perception can cause serious conflicts and illustrate with an example.
2. Distribute family scene exercise and ask participants to complete true-false questions. Point out that people often explain things away through assumptions or misperceptions and give examples.
3. Distribute Johari window handout and illustrate this concept. Ask participants to draw their own Johari windows. After this task is completed, have each person draw his neighbor's Johari window according to his perceptions. Share these drawings and discuss differences in perceptions.
4. Distribute adjective list and ask participants to underline eight adjectives that best describe themselves. After completing this task, have them check eight adjectives that best describe their neighbor. Share lists and point out similarities and differences between perceptions of the same individual.

Closure:

Ask participants to summarize what they learned in the session.

Time Management

Purpose

The Time Management module helps participants analyze the way they spend their time and assists them in planning and organizing their activities. The module is included in New Options because many participants have stated that they are not satisfied with how they spend their time. These individuals may not be aware of how to organize their daily routines to create free time, and they may now know how to fill the free time with activities they value or find fulfilling. This module can assist participants in identifying what activities they enjoy doing now or would like to do and can acquaint them with handicapped individuals who participate in these activities.

Requirements of the Group Leader

The group leader for this module should be a person who possesses organizational skills and is knowledgeable about a variety of ways to utilize leisure time including hobbies, crafts, sports, volunteer activities, committee work, travel, reading, or socializing with friends. Ideally, he should be a disabled individual who participates in several leisure time activities and can speak from personal experience about organizing daily activities to reserve leisure time.

Orientation for the Group Leader

To prepare for leading this module, the group leader should establish contacts with individuals who represent both varied disabilities and varied leisure time activities. He should familiarize himself with how these individuals organize their activities to include time for their own interests. The group leader may wish to start a file of disabled individuals and their leisure time activities not only for possible panel members but also for individual requests from participants to learn about specific activities. An example of the latter might be one member of the group who has no use of his hands and is interested in hunting. If the group leader knows another individual with a similar disability who hunts, contacts can be made. The group leader should also compile a resource book on travel including brochures, airline schedules, cruise brochures, tour books, articles on travel for disabled individuals, and associated information.

Linkages With Other Modules

Problem-solving skills learned in other modules can be successfully used for the planning and organizing components of this module. Tie-ins can be made to Mobility as it relates to leisure travel or Functional Skills as it relates to adaptive equipment.

Module References and Selected Resources

Printed Materials

Gelatt, H. B., et. al., *Deciding: A Leader's Guide.* College Entrance Examination Board, New York, 1972.

"Planning a Wheelchair Vacation": Accent on Living. Cheever Publications, Illinois, Summer, 1978, pp. 22-29.

Weiss, Louise, *Access to the World—A Travel Guide for the Handicapped.* Chatham Square Press, 1977.

Suggestions for Possible Sessions in Time Management

- Overview of Time Management
- Analyzing Your Activities
- Exploring New Activity Options
- Reports on Vacation Trip Plans

Other Sessions (no outlines provided)

Field trip to wheelchair sports department of university or parks and recreation department

Field trip to a sporting event

Time Management Module Outline

Title: Overview of Time Management

Format: Group meeting

Purpose: To make participants aware of how they use time and to introduce the idea of *planning* for time management.

Instructional Objectives:

1. Each participant will begin a weekly diary to be turned in at the next meeting.
2. Each participant will be able to summarize an assignment to plan a major vacation or business trip.

Planning and Materials:

1. Ask participants to bring writing equipment.
2. Bring diary forms (included in this section).
3. Bring resource book on travel.

Estimated Time: 1-1/2 hours

The Lesson:

Instructional Set:

1. Introduce topic, purpose, and plans for each meeting of this module.
2. Ask each group member to tell how he spends time now. Point out that time management is an area of life we can exercise some control over so that our lifestyle can be more satisfying.
3. Review instructional objectives.

Content:

1. Introduce diary forms and ask participants to complete these forms every evening for a week. The purposes of keeping these diaries are: (a) to determine how they actually use time and (b) to look in detail at things they may want to change about their personal care routines, major leisure activities, amount of sleep, etc.
2. Discuss assignment for each person to prepare a report for the group on a vacation trip they want to take. Encourage the group to fantasize and be imaginative about where they might go. Have them report on transportation plans (airfare, ground transportation), where they will stay, estimated costs of lodging, meals, and other needs, what they would do with their time, and special arrangements they would need as a handicapped person. Review resource book on associated travel information.
3. Suggest mobility module field trip to a travel agent as one means of obtaining information needed in their assignment. Discuss other ways participants may complete assignment such as calling airlines, embassies, toll free reservation numbers for information on hotel rates, or reading brochures available by mail.

Closure:

1. Review the topics discussed in the session.
2. Review weekly diary assignment. Check the next day to be sure each person is doing the forms correctly.
3. Ask the group to summarize the trip report assignment and the resources people might use to work on their reports.

Outline Aid

Weekly Diary

Personal Activity Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7:00							
8:00							
9:00							
10:00							
11:00							
12:00							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00							

Time Management Module Outline

Title: Analyzing Your Activities

Format: Group meeting

Purpose: To help participants analyze their current activities and identify possible new activities.

Instructional Objectives:

1. Each participant will review their weekly diaries and identify the amounts of time they routinely spend on various activities.
2. Each participant will complete an exercise to identify the kinds of activities they enjoy. They will compare this to the diary record of how they actually spend time.
3. Each participant will select two activities they would like to investigate for future involvement.

Planning and Materials:

1. Ask participants to bring writing equipment and their completed weekly diaries.
2. Prepare "What Do I Value" exercise forms (Gelatt et al, page 12) and "Leisure Interests" checklists (included in this section) for each participant. Bring "What Do I Value" leader's key (Gelatt et al, page 17) to meeting.

Estimated Time: 2 hours

The Lesson:

Instructional Set:

1. Introduce the purpose of the session.
2. Ask participants about their experiences in keeping a weekly diary.
3. Review instructional objectives.

Content:

1. Have participants summarize the amount of time they spend daily on various activities. Ask group to discuss what influences how they spend their time. Include topics such as present attendant system, scheduled activities, limited sitting tolerance, equipment problems, and habit patterns. Encourage group to identify new ways to arrange their daily activities which might provide more time for things they enjoy.
2. Ask participants to fill out the "What Do I Value" exercise. Complete exercise using leader's key.
3. Introduce topic of next session, a panel of disabled individuals who participate in various leisure time activities. Have participants complete "Leisure Interests" exercise and suggest activities they would like panel members to discuss.

Closure:

Ask participants to summarize what they learned about themselves from completing the diary and value exercise.

Outline Aid

Leisure Interests

Use the following scale to rate each of the interest areas below:

5—like very much
4—like
3—uncertain
2—dislike
1—dislike very much

Games & Sports	(circle one)				
1. watch sports on TV	5	4	3	2	1
2. watch sports in stadium	5	4	3	2	1
3. card games	5	4	3	2	1
4. dominoes	5	4	3	2	1
5. wheelchair sports	5	4	3	2	1
6. word games (scrabble)	5	4	3	2	1
7. jigsaw puzzles	5	4	3	2	1
8. bowling	5	4	3	2	1
9. board games	5	4	3	2	1
Nature					
10. camping	5	4	3	2	1
11. hiking through the woods or park	5	4	3	2	1
12. fishing from a boat	5	4	3	2	1
13. fishing from the shore or pier	5	4	3	2	1
14. going to the beach	5	4	3	2	1
15. going on a picnic	5	4	3	2	1
16. scuba diving	5	4	3	2	1
Around the House					
17. cooking pies and/or cakes	5	4	3	2	1
18. cooking full course meals	5	4	3	2	1
19. cooking gourmet or specialty foods	5	4	3	2	1
20. indoor plants	5	4	3	2	1
21. outdoor gardening	5	4	3	2	1
22. making your own clothes	5	4	3	2	1
23. needlepoint	5	4	3	2	1
24. knitting	5	4	3	2	1
25. crochet	5	4	3	2	1
26. crewel embroidery	5	4	3	2	1
Art & Music					
27. watch ballet	5	4	3	2	1
28. watch modern dance	5	4	3	2	1
29. watch disco dance	5	4	3	2	1
30. listen to classical music	5	4	3	2	1
31. listen to rock and roll	5	4	3	2	1
32. listen to country and western	5	4	3	2	1
33. attend concerts	5	4	3	2	1
34. sketch pictures	5	4	3	2	1
35. paint with oils or watercolors	5	4	3	2	1
36. visit museums	5	4	3	2	1

Entertainment

37. movies	5	4	3	2	1
38. plays	5	4	3	2	1
39. go out to eat	5	4	3	2	1
40. go to a dinner theater	5	4	3	2	1
41. attend a carnival, fair, circus	5	4	3	2	1
42. go to Astroworld	5	4	3	2	1
43. go to a nightclub	5	4	3	2	1

Hobbies

44. photography	5	4	3	2	1
45. ham radios	5	4	3	2	1
46. CB radios	5	4	3	2	1
47. collecting _____	5	4	3	2	1
48. reading					
a. fiction	5	4	3	2	1
b. non-fiction	5	4	3	2	1
49. other	5	4	3	2	1

Time Management Module Outline

Title: Exploring New Activity Options

Format: Panel discussion

Purpose: To have handicapped guest panelists discuss hobbies or activities that were identified last session as subjects of interest to participants.

Instructional Objective:

By the end of the session, participants will be able to summarize what is required to begin involvement in two new activities.

Planning and Materials:

Invite three panel members who engage in activities of interest to participants. These individuals should have handicaps similar to those of the participants. The activities should be diverse with respect to individual vs. group participation, cost, indoor vs. outdoor setting and other factors. Panelists might include swimmers or scuba divers, basketball team members, persons who enjoy crafts, gardeners, persons who go camping or boating, or a ham radio operator.

Estimated Time: 1-1/2 hours

The Lesson:

Instructional Set:

1. Review the purpose and instructional objectives of the session.
2. Have panelists introduce themselves and tell where they live, work, how long they have been disabled, etc. Have participants introduce themselves in the same way.

Content:

1. Have each panelist talk about the activity he was asked to cover and how he became involved. Encourage group interaction including questions or comments about other ways of doing this activity.
2. Have participants comment on how they might do this activity in their home communities. Are there local organizations, courses, or clubs that would be useful? Are facilities or equipment available? What barriers might prevent their involvement such as costs or transportation problems? Could these be resolved?

Closure:

Summarize briefly and thank panelists. Point out any opportunities to try these activities while persons are still at **New Options**. For example, participants might want to individually visit a person who gardens, has a ham radio, or pursues other activities in their free time. Or the entire group may want to arrange a weekend outing while they are in the project.

Time Management Module Outline

Title: Reports on Vacation Trip Plans

Format: Group discussion

Purpose: To have each participant summarize plans he has made for a vacation trip.

Instructional Objective:

Each participant will report on itinerary he has developed for his vacation trip. Include summary of typical costs for lodging, car rental, airfare, meals and other activities.

Planning and Materials:

1. Remind participants to bring vacation trip plans to meeting.
2. Check with leader of Mobility module for feedback on field trip to travel agency.

Estimated Time: 2-1/2 hours

The Lesson:

Instructional Set:

1. Introduce topic and purpose.
2. Review original assignment and experiences on field trip to the travel agency in the Mobility module.

Content:

1. Ask each participant to report on his trip plans. Encourage the group to ask questions. Ask each person why he chose that trip and if there were any surprises in making the plans.
2. Discuss the special arrangements each person felt would be needed for a handicapped traveler. Ask the group how they would actually feel about making these trips.

Closure:

Encourage the group to consider this type of trip as reasonable for all persons, given appropriate advance planning and reasonable anticipation of potential problems.

Vocational/Educational Opportunities

Purpose

The Vocational/Educational module is intended to make participants aware of the range of employment and educational options available to them and help them learn how to make related decisions and plans. In situations where participants already have specific vocational or educational goals, the module assists them in making concrete plans for reaching these goals. The module does not provide training in specific job skills, and it is not designed to serve as a placement service.

Vocational exploration is an important focus in **New Options** because participants often have a very limited view of occupations available to handicapped individuals. In some instances, they have almost no idea about possible directions, and in others they may have chosen or been pushed toward a specific occupational goal with little consideration of other alternatives. The module focuses on self-analysis of needs, interests, and skills, and provides a framework for analyzing alternative jobs and their requirements. A short vocational evaluation can be offered to participants to help them realistically assess their own capabilities and strengths.

This module seeks to introduce participants to other handicapped individuals who are successfully employed and who can serve as models of alternative job choices. This occurs through videotapes and direct personal contacts when appropriate. The philosophy in this module, as in the program generally, is to avoid telling participants what goals they are capable or incapable of achieving. Instead, the module helps them to identify the capabilities required to reach their goals and then to realistically assess their own strengths and weaknesses in relation to these requirements.

Requirements of the Group Leader

The Vocational/Educational module is led by a vocational counselor who has experience in working with severely physically disabled individuals and who knows a variety of handicapped persons who are successfully employed. Good counseling skills are important in this role, both for individual and group work with participants. The leader should be familiar with general vocational resource materials and have contacts with vocational services available in the community. Participants are often referred during the project to individual services such as a short evaluation or workshop experience. It is also helpful to be familiar with educational and training programs in the community that participants could visit as a group or individually.

Orientation for Group Leader

The group leader should bring good counseling skills and familiarity with typical vocational resources to his role. In preparing to work with **New Options** participants, it is important to become familiar with handicapped persons who have disabilities similar to those of typical participants. In this regard, it is helpful to learn about the types of functional limitations and other problems often associated with participants' disabilities. It is far more important, however, that this module leader be in contact with handicapped individuals who are successfully employed and who have learned to adapt imaginatively to their personal limitations or to barriers in typical work environments. This direct contact with active handicapped individuals employed in the community seems to be the best way to avoid the tendancy to be either overly optimistic or unduly negative about the kind of options available to project participants.

Linkages With Other Modules

Vocational choices are usually major decisions that shape an individual's entire lifestyle. Decisions in this area are therefore just one aspect of overall planning for a person's life so that choices of job, living arrangements, transportation, and other areas all fit together as part of a coordinated design. The linkages between these areas seem to be best explored during individual counseling sessions in which one person's plans can be considered in depth. It is important, however, that the Vocational/Educational module leader be aware of the importance of these other factors in vocational planning and that overlaps with modules such as Living Arrangements and Mobility can be used to the advantage in the Vocational/Educational module.

Module References and Selected Resources

Printed Materials

Crewe, Nancy M., and Gary T. Athelstan and Ames S. Bower. *Employment After Spinal Cord Injury: A Handbook for Counselors*. Minnesota Medical Research and Training Center, 1978.

Daane, Calvin J., editor. *Vocational Exploration Group Program*. Studies for Urban Man, Inc., P.O. Box 1039, Tempe, Arizona, 85281, 1972.

Getting Through College With A Disability: A Summary of Services Available on 500 Campuses for Students with Handicapping Conditions. President's Committee on Employment of the Handicapped, Washington, D.C., 20210, 1977.

Laurie, Gini. "A Compendium of Employment Experiences of 101 Quadriplegics", *Rehabilitation Gazette*, Vo. XVIII, 1975, pp. 2-23.

Occupational Manpower and Training Needs. Bulletin No. 1824. Career guide for demand occupations and jobs for which a college education is required. Also jobs for which junior college, technical institute or specialized training, and high school education are required.

Occupational Outlook Handbook. Department of Labor, Bureau of Labor Statistics.

Toward Matching Personal and Job Characteristics. Reprinted from Occupational Outlook Quarterly, Spring, 1975, Vol. 19.

Workman, Jean. *Exploring Careers in the Humanities*. Technical Educatgion Research Centers, 44 Brattle Street, Cambridge, Massachusetts, 02128, 1976.

Films and Videotapes

Poor, Charles. *Working From Wheelchairs* (60 minute 3/4" videotape). The Institute for Rehabilitation and Research, 1333 Moursund Avenue, Houston, Texas, 77030, 1974.

Materials Obtained Locally

Materials on junior colleges, colleges and universities in the state and the services they offer to handicapped students.

Materials on vocational training programs in the state.

Pamphlets from the U. S. Department of Labor, Bureau of Labor Statistics.

Suggestions for Possible Sessions in Vocational/Educational

- Introduction to Vocational/Educational Module
- Vocational Exploration Group
- Vocational Information Gathering
- Working from Wheelchairs
- Field Trip to a University

Other Sessions (no outlines provided)

Applying and interviewing for a job

Individual research vocational field trip

Vocational/Educational Module Outline

Title: Introduction to Vocational Module and Vocational Exploration Group, Part I

Format: Group meeting

Purpose: To provide an overview of the Vocational module and to introduce the vocational exploration process.

Instructional Objective:

Following this session, each participant will be able to identify the content and subject matter of the module, be able to state three methods of job entry and job function, and be able to list three jobs he is currently interested in.

Planning and Materials:

1. Prepare Vocational Exploration Group Kit (listed in resource section).
2. Instruct participants to bring necessary writing equipment.

Estimated Time: 2 hours

The Lesson:

Instructional Set:

1. Introduce purpose of session.
2. Clarify that during this meeting the group will choose content areas to be addressed in future meetings and will also complete several exercises from the Vocational Exploration Group program.
3. Review instructional objectives.

Content:

1. Discuss following subject areas as possible content for vocational module and have the group express preferences.
   - Vocational Exploration Group
   - Videotape, *Working From Wheelchairs*
   - Gathering vocational information
   - Myths of career planning
   - 504 Regulations concerning job discrimination
   - Applying and interviewing for a job
   - Field trip to University of Houston
   - Individual vocational research field trip
   - Vocational evaulation
2. Introduce Vocational Exploration Group program
3. Ask participants to introduce themselves by providing background information regarding their work or education.
4. Complete "Million Dollar Story" exercise in which participants tell what they would do with one million dollars, tax free.
5. Introduce job matrix explaining methods of job entry and job function. Ask participants to think of jobs which fit into job matrix.
6. Ask participants to state a job they would most like to have and one they would least like to have. Complete "Cool Seat" exercise where each participant receives feedback from group regarding their impressions of best and worst job for this individual.
7. Ask participants to complete inventory form, Part I, listing three jobs of interest and corresponding method of entry and job function.
8. Ask group members to brainstorm job names associated with pictures and list them on poster under headings of job function.

Closure:

1. Review content areas of overall module, emphasizing areas that participants identified as important.
2. Question participants regarding three job entry methods and three job functions.
3. Reinforce efforts of participants to identify jobs of interest and assure them that next week they will have the opportunity to explore further interests.

Vocational/Educational Module Outline

Title: Vocational Exploration Group Part II

Format: Group meeting

Purpose: To provide structured exercises to explore jobs and develop skills in vocational planning.

Instructional Objectives:

1. Each participant will identify his own most and least important job satisfiers.
2. Each participant will identify his strongest interest skill and weakest interest skill.
3. Each participant will be able to state whether the jobs he is interested in require further training.
4. Each participant will identify a job goal and list in writing the initial steps to reach their job goal.

Planning and Materials

1. Prepare Vocational Exploration Group Kit.
2. Instruct participants to bring necessary writing equipment.

Estimated Time: 2 hours

The Lesson:

Instructional Set:

1. Introduce purpose of session.
2. Review instructional objectives.

Content:

1. Discuss concept of job satisfiers using job satisfier chart. Ask participants to select the top-middle-bottom satisfiers in terms of importance to them.
2. Discuss interest skills as elements that workers bring to their jobs. Using interest-skills chart, ask participants to select their top-middle-bottom interest skill.
3. Ask participants to name jobs they like most and least and consider the training requirements for each.
4. Ask participants to complete job inventory form section II.
5. Ask participants to name a job that most nearly meets their criteria for job function, job satisfier, interest skill and aspiration for training. Ask participants to think of three more jobs that would meet their criteria.
6. Ask participants to list their job goals and have the group work together to list steps whereby each person can reach his group goal.

Closure:

1. Review each participant's job goal and next step. Collect a copy of each participant's job inventory and let participants keep the original.
2. Reinforce efforts of participants to establish concrete vocational plans.
3. Relate that future sessions will cover information that will assist participants in reaching goals.
4. Refer to objectives for session and give participants positive feedback regarding their accomplishments.

Vocational/Educational Module Outline

Title: Vocational Information Gathering

Format: Group meeting

Purpose: To acquaint participants with the types of information needed to assess career alternatives and to expose them to a variety of resource materials.

Instructional Objectives:

1. By the end of this session, each participant will be able to identify three methods of gathering occupational information.
2. Following this session, each participant will complete a written assignment gathering specific information on the occupation of his choice.

Planning and Materials:

1. Secure copies of handout on vocational information which can be found following this outline.
2. Bring resource materials listed in bibliography.

Estimated Time: 2 hours

The Lesson:

Instructional Set:

1. Introduce purpose of session.
2. Review instructional objectives.

Content:

1. Distribute handout on vocational information. Go over each section of handout using frequent examples and encouraging questions and discussion from participants.
2. Show participants written resource materials available. Explain how to use them if necessary. Let participants know where materials will be available for their future use.
3. Discuss methods of gathering information other than written materials. Encourage participants to seek out personal contacts and offer assistance to help them arrange individual field trips to visit work settings.
4. Make assignment for next week to answer the questions in the first four sections of the assignment sheet on an occupation of each participant's choice.

Closure:

1. Ask participants to summarize the purpose of gathering occupational information.
2. Restate the major types of information one needs to gather.
3. Have participants summarize the methods of gathering information.
4. Reinforce efforts of participants to assimilate information but encourage them to contact leader for assistance or to ask questions if they have difficulty with assignment.

Outline Aid

Vocational Information

Information you need about the kind of work you are considering:

Employment Outlook

How much demand is anticipated?

Is this a growing field?

What factors affects its size? e.g.

How does the energy crisis affect jobs, government spending policies, economy?

Will technology make this kind of work unnecessary?

Tasks Performed—What to Find Out

Type, variety, amount of routine, flexibility—(Can you do it several ways at your own discretion?), deadlines and quantity (How much pressure?) Cycles (More work some times of year than others?)

Requirements

Personal characteristics

Skills & abilities

Experience—Many times experience can substitute for training and vice-versa

Training and education—If this is a professional level job, are there para-professional, technical levels and what training is required for them?

Is a license or certification required?

Are there tools or equipment you must provide?

Work Settings—Many jobs are found in several settings in additon to the most common. For example, a doctor or nurse can work in a company's clinic as well as a hospital or private clinic.

- Large corporations
- Small businesses
- Hospitals
- Schools & Universities
- Retail outlets
- Factories
- Transportation
- Government offices
- Recreation
- Food & Beverage
- Insurance
- Construction
- Churches
- Publishing
- Social Service

Salary and Benefits

Raises, commissions

Overtime, profit sharing

Expenses, car or car allowance

Insurance

Retirement

Vacations and sick leave (when children are sick?)

Parking—expense and convenience

Tools and equipment that you must furnish

Uniform expenses

Mobility

Lateral—How easy is it to change jobs? In your present city? If you move to another?

Advancement—What could your skills and experience in this job lead to? Are there things you could take initiative to learn about another job in your spare time? Equipment to operate, business procedures, etc. Does the company offer training for employees who want to advance or change careers?

Further information about specific jobs:

Application Procedures:

Do you have to take a medical exam?

Do you have to take a lie detector test?

Are there preemployment aptitude and skills tests?

Hours—Are they flexible?

Overtime, night, day, shift?

Time off for doctor, dentist appointments for self and children?

Other occasional personal business?

Can you make personal phone calls?

Do you punch a time clock? Sign in/out sheet?

Physical Setting:

Esthetics—How attractive?

Functional—How comfortable and efficient

- temperature
- humidity
- amount of working space—Is it very crowded?

Smell

Clean

Snack Bar—Where will you eat lunch?

Location—safety (high crime area?)

- well lighted?
- commuting time, distance, traffic
- attractiveness of area

Noise

Health and safety hazards

Architectural barriers

Kind of Supervision

Look at an organization chart: Who makes policies? How easily can they be changed? How much authority does your immediate supervisor have? Is his/her authority diluted through 3-4 supervisors over him/her?

Does this organization have two-way communication both up and down the lines of responsibility? What happens if you make a suggestion?

Is the Boss:

☐ aloof	☐ warm	☐ autocratic
☐ busy	☐ attentive	☐ flexible
☐ interested	☐ curt	☐ enthusiastic
☐ pessimistic	☐ competent	

How much freedom do employees have; Is the work specified exactly as to what you are to do and how you are to do it? Can you do your work in a variety of ways so long as you get it done? Are employees allowed to talk to each other? How are mistakes viewed and handled?

Is there a dress code?

Are you restricted in what you do in your private life; e.g., State employees may not run for public office or campaign for a candidate.

Kind of People—Your Co-Workers

Level of education

Age and sex

Style of dress

Style of speech

Interests

- politics
- art and literature
- current events
- politics
- art and literature
- current events
- gossip
- sports
- their work
- their families and hobbies

Degree of involvement in their work?

Ambitions/apathetic?

Sense of humor?

Collaborative or competitive?

Do they like their work?

Where and How to Get Information:

1. **Employment outlook**

Occupational Outlook Handbook

Other departments of labor bulletins, including *Monthly Labor Reivew*

Texas Employment Commission

Publications—*Changing Horizons* projects job market until 1980.

Placement Counselors

- Texas Employment Commission
- Private Personnel Services
- Business and Industrial personnel
- Business and Industrial personnel offices—Call and ask which kinds of workers they need.

2. **Location of Your Kind of Work**

Where do appliance repair people, electricians, insurance clerks, medical records, librarians work?

- Occupational Outlook Handbook lists work settings
- Yellow pages—Look up specific businesses and industries or flip through looking for categories you might not have thought of.
- *D.O.T.—Dictionary of Occupational Titles* lists the kinds of jobs in various industries.

Trade and professional publications

- Look in public and university library

Unions and professional organizations

- listed in Occupational Outlook Handbook and Book of Associations
- phone local chapter
- write National Headquarters

Personnel offices—Call and ask, "Do you hire _____ kinds of workers?"

Chamber of Commerce for lists of local businesses.

Classified ads

- Post, Chronicle, Suburban, Wall Street Journal, Saturday Review, especially Sunday
- don't assume all job requirements are fixed and inflexible

News stories in paper, TV, other media

- read between the lines. News items sometimes give *clues* about new needs for your services and the *name* of a person to contact. Example: the opening of a new bank, store or factory expansion means jobs. Government funds and grants mean jobs.

College Placement Office

- Find out what services they offer grads. Individual schools within a university may have their own placement service e.g. Law Placement Office.
- Set up a placement file with your letters of reference so that employers can get your references easily and your references won't have to write letters again and again.
- Check bulletin board for job listings

Talk to people in the department of your interest at local colleges. A brief visit with a professor can give a lot of information. Sometimes there is literature or the names of people to contact.

If you are considering a training program or degree, request a catalogue from the registrar.

Houston Community College

University of Houston

Rice University

Houston Baptist College

San Jacinto Junior College

North Harris County Community College

Visit potential employers

phone or go see companies, organizations, government agencies, community service agencies, etc. using people with your skills. When possible go directly to department heads, VP's and other "line" people rather than the personnel department. Obtain the name of the proper person by asking the receptionist who is in charge of _____.

Government jobs

Federal Civil Service—226-5501

State—many state merit exams are administered through Texas Employment Commission. Ask for information about State Merit Exams. Examples are public welfare worker, employment interviewer, public health inspector, fallout shelter engineer, clerk, stenographer

City and county

visit city and county personnel offices. Positions available are skilled, unskilled, and professional.

Vocational/Educational Module Outline

Title: Working from Wheelchairs

Format: Group meeting

Purpose: To familiarize participants with a wide variety of occupations performed by people in wheelchairs.

Instructional Objective:

After viewing the videotape, "Working From Wheelchairs", or hearing panel discussion, participants will discuss their impressions.

Planning and Materials:

1. Secure videotape, "Working From Wheelchairs" and set up tape playback unit. Alternatively, arrange for a panel of handicapped individuals employed in a variety of occupations.
2. Make available written reference materials on employment experience of handicapped individuals (Crewe, Athelstan, and Bower; or Laurie.)

Estimated Time: 1-1/2 to 2 hours including 1 hour videotape

The Lesson:

Instructional Set:

1. Introduce purpose of session.
2. Review instructional objective.

Content:

1. Show videotape. Alternatively, have panel of handicapped individuals discuss their employment experiences.
2. Lead group discussion with focus on breaking down barriers of the mind. Encourage participants to focus on their abilities as well as to be aware of their realistic limitations. Urge them not to make snap judgments about what they can or cannot do but rather to pursue their interests by gathering as much information as they can.
3. Introduce written reference materials on employment experience of handicapped individuals and encourage participants to use these in spare time.

Closure:

Summarize major points of videotape or panel discussion.

Vocational/Educational Module Outline

Title: Field trip to University of Houston

Format: Field trip

Purpose: To become acquainted with the services available to disabled students on a university campus.

Instructional Objective:

Each participant will be able to identify at least three services provided by the Department of Handicapped Student Services at the University of Houston.

Planning and Materials:

Arrange meeting with Director of Handicapped Student Services.

Estimated Time: 2-1/2 to 3 hours including 1/2 hour travel time each way.

The Lesson:

Instructional Set:

1. Introduce purpose of session.
2. Meet briefly before leaving on the field trip and ask participants to list questions they feel are important in considering environment at any university. Have the group divide up responsibility for question areas. (Sample questions follow this outline.)
3. Review instructional objective.

Content:

1. Have participants introduce themselves to the Director of Handicapped Student Services.
2. Ask Director to discuss services available to Handicapped Students and if possible to provide information packets. Give participants an opportunity to ask questions from the list prepared earlier.
3. Go on campus tour with Director and encourage participants to explore the environment with their own personal needs in mind.

Closure:

1. Ask participants to summarize the services provided to handicapped students.
2. Encourage group feedback regarding the university and usefulness of field trip.

Outline Aid

Sample Questions for University Field Trip

Accessibility of buildings and campus in general (ramps, curbcuts, restrooms, parking, braille signs, etc.)

Living arrangements (on-campus and off-campus housing, meals, etc.)

Personal services (attendants, interpreters, readers)

Library services

Medical services

Counseling services
- Personal
- Vocational or career planning
- Job placement (part-time student employment, career placement services)

Public agency office (DHR, Veterans Benefits, etc.)

Course procedures (note taking, exams, lab courses)

Recreational facilities

Resources

Suggested Resources

The following resources are suggested as useful materials for a project library. The list is not intended as an exhaustive bibliography, and in each subject area there are other references that could be added or substituted for those mentioned. The list includes materials used in teaching the eleven training modules in **New Options** as well as several items that provide a broad overview of the issues important for community involvement of handicapped persons.

Printed Materials

A Summary of Selected Legislation Relating to the Handicapped. Office of Handicapped Individuals, Department of Health, Education and Welfare, Washington, D.C., 1978.

Adler, Ron and Neil Tyrone. *Looking Out/Looking In: Interpersonal Communication.* Rinehart Press, 1975.

American National Standard Specifications for Making Buildings and Facilities Accessible To, and Usable by the Physically Handicapped. American National Standards Institute, Inc., 1430 Broadway, New York, New York 10018, 1961.

Awareness Papers. Volume I of the Final Report of the White House Conference on Handicapped Individuals, Washington, D.C., 1977. Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Baker, Larry L. *Communication Vibrations.* Prentice-Hall, 1974.

Becker, Elle F. *Female Sexuality Following Spinal Cord Injury.* Accent Special Publications, Bloomington, Illinois, 1978.

Bergdorf, Robert L. and W. Dawn Oxley. *Litigation Under Section 504 of the Rehabilitation Act of 1973.* Developmental Disabilities Law Project, University of Maryland Law School, 500 West Baltimore Street, Baltimore, Maryland 20201, 1978.

Bowe, Frank. *Handicapping America: Barriers to Disabled People.* Harper and Row, 1978.

Bowe, Frank, Jan Jacobi and Laurence Wiseman. *Coalition Building.* American Coalition of Citizens With Disabilities, 1346 Connecticut Avenue NW, Washington, D.C. 20036, 1977.

Bruck, Lilly. *Access: A Guide to a Better Life for Disabled Americans.* David Obst Books, Random House, 1978.

Crewe, Nancy M., Gary T. Athelstan and Ames S. Bower. *Employment After Spinal Cord Injury: A Handbook for Counselors.* Minnesota Medical Research and Training Center, University of Minnesota, 860 Mayo Building, Minneapolis, Minnesota 55455, 1978.

Daane, Calvin J., editor. *Vocational Exploration Group Program.* Studies for Urban Man, Inc., Tempe, Arizona 85281, 1972.

Directory of National Information Sources on Handicapping Conditions and Related Services. Clearinghouse on the Handicapped, Office of Handicapped Individuals, Office of Human Development, Department of Health, Education and Welfare, Washington, D.C. 20201, 1976.

Federal Assistance for Programs Serving the Handicapped. Office of Handicapped Individuals, Office of Human Development, Department of Health, Education and Welfare, Washington, D.C. 20201, 1977.

Gelatt, H. B., Barbara Varenhorst and Richard Carey. *Deciding.* College Entrance Examination Board, 1972.

Gelatt, H. B., Barbara Varenhorst and Richard Carey. *Deciding: A Leader's Guide.* College Entrance Examination Board, 1972.

Getting Through College With a Disability: A Summary of Services Available on 500 Campuses for Students With Handicapping Conditions. President's Committee on Employment of the Handicapped, Washington, D.C. 20210, 1977.

Hayes, Jim and Shannon Smith. *Live-In Attendant Care Manual.* University of Texas at Arlington and Texas Rehabilitation Commission, Arlington, Texas, 1978.

Hradesky, Patricia L., Gwen H. Callas, Dr. Jay Cranston and Margaret H. Kile. *Attendant Care Manual.* Kent State University Office of Handicapped Students, 1978.

ILRU Source Book: A Technical Assistance Manual on Independent Living. Independent Living Research Utilization Project, The Institute for Rehabilitation and Research, 1333 Moursund Avenue, Houston, Texas 77030, 1979.

Larson, Maren R. and Daniel E. Snobl. *Attendant Care Manual: Rehabilitation Services.* Southwest State University, Marshall, Minnesota, n.d.

Laurie, Gini. *Housing and Home Services for the Disabled: Guidelines and Experiences in Independent Living.* Harper and Row, 1977.

Means, Bob L. and Richard T. Roessler. *Personal Achievement Skills Training.* Arkansas Rehabilitation Research and Training Center, University of Arkansas, 346 West Avenue Annex, Fayetteville, Arkansas 72701, 1976.

Medicolegal Rights of Physically Disabled Persons. Tufts-New England Medical Center, 171 Harrison Avenue, Box 427, Boston, Massachusetts 02111.

Mobile Homes: Alternative Housing for the Handicapped. U.S. Department of Housing and Development, n.d. Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Mobility in the Wheelchair Home. The Craig Hospital Family Service Department, 3425 South Clarkson, Englewood, Colorado 80110, 1977.

Modification of New York State Parks for Disabled Individuals. Human Resources Center, Albertson, New York 11507, 1977.

Mooney, T.O. et al. *Sexual Options for Paraplegics and Quadriplegics.* Little, Brown and Company, 1975.

Morrison, Eleanor S. and Mila Underhill Price. *Values in Sexuality: A New Approach to Sex Education.* Hart Publishing Company, Inc., 1974.

National Resource Directory. National Spinal Cord Injury Foundation, 369 Elliott Street, Upper Newton Falls, Massachusetts 02164, 1979.

Occupational Outlook Handbook. Department of Labor, Bureau of Labor Statistics, 1978. Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

"Planning a Wheelchair Vacation," *Accent on Living.* Cheever Publications, Bloomington, Illinois, summer 1978, pp. 22-29.

Pflueger, Susan Stoddard. *Independent Living.* Emerging Issues in Rehabilitation, Institute for Research Utilization, 719 Delaware Avenue SW, Washington, D.C. 20024, 1977.

Scholz, Nellie Tumlin, Judith Sosebee Prince and Gordon Porter Miller. *How to Decide: A Guide for Women.* College Entrance Examination Board, 1975.

Taggle, J. M. and M.S. Manley. *A Handbook on Sexuality After Spinal Cord Injury.* M. Scott Manley, 3425 S. Clarkson, Englewood, Colorado 80110, 1978.

Weiss, Louise. *Access to the World: A Travel Guide for the Handicapped.* Chatham Square Press, 1977.

Wittmeyer, Marilyn and Jim Barret. *Wheelchair Accessibility: Opening the Door to Housing, An Illustrated Manual.* University of Washington, Seattle, Washington 98105, 1977.

Zilbergeld, Bernie. *Male Sexuality: A Guide to Sexual Fulfillment.* Little, Brown and Company, Boston, Massachusetts, 1978.

Periodicals

Accent on Living. in its twenty-second year, is providing timely and relevant information to the disabled community. Published quarterly, *AOL* covers news of national interest. It is also attuned to the daily living needs of handicapped persons, covering such topics as bathing, eating, homemaking, and communication. Articles in *AOL* frequently outline methods to overcome barriers that hinder effective services and therefore help the disabled reader understand how to make use of community resources. Annual subscription is $3.50. Write: *Accent on Living*, P.O. Box 700, Bloomington, Illinois 61701.

Achievement proclaims itself "the voice of the handicapped serving South Florida and the nation." It is known for its candid, hardline look at issues facing the disabled population. Appearing in a newspaper format, this publication frequently reports on what it considers unfair or inadequate performance in the rehabilitation community. *Achievement* is generally considered a controversial and outspoken advocacy publication. It is available by writing: *Achievement*, 13855 Northwest 17th Avenue, Miami, Florida 33054.

Disabled USA is a magazine published by the President's Committee on Employment of the Handicapped. It is designed to inform governors and community leaders on how to promote better employment opportunities for disabled citizens. Subscriptions can be obtained from the President's Committee on Employment of the Handicapped, Washington, D.C. 20210.

The Exceptional Parent is targeted to the needs and concerns of parents of handicapped children. A wide variety of topics are covered including education, home management, family relations and social development as they relate to the family with a disabled member. It is available from PSY-ED Corporation, Room 708, Statler Building, 20 Providence Street, Boston, Massachusetts 02116.

The Green Pages is a comprehensive quarterly publication outlining medical, rehabilitation, and adaptive equipment and their sources. Subscription information can be obtained from *The Green Pages*, 641 West Fairbanks, Winter Park, Florida 32789.

Paraplegia News is published by the Paralyzed Veterans of America, Inc. Articles in this monthly publication range from issues of civil rights to human sexuality, from traveling to homemaking. Available from *Paraplegia News,* 935 Coastline Drive, Seal Beach, California 90740.

Paraplegia Life is a publication of the National Paraplegia Foundation. It is published bimonthly and features articles on environmental barriers to disabled persons, sports and recreation, opinions of members, new products and research in spinal cord injury. It is available from *Paraplegia Life*, 333 North Michigan Avenue, Chicago, Illinois 60601.

Rehabilitation Gazette is an annual publication which seeks to inform and update the disabled community on issues relevant to their welfare. New developments in the field as well as articles of a personal nature are included. Rehabilitation Gazette is available by writing 4502 Maryland Avenue, St. Louis, Missouri 63108.

Films and Videotapes

Dake, Nolan. *Functional Skills* (60 minute black and white 3/4" videotape). The Institute for Rehabilitation and Research, 1333 Moursund Avenue, Houston, Texas 77030, 1977.

A Different Approach (30 minute color 16mm film). Los Angeles Mayor's Committee on Employment of the Handicapped, 1978.

Dunn, Michael. *Social Skills for Spinal Cord Injury Patients* (60 minute black and white 3/4" videotape). Miami Veterans Administration Hospital, 1976.

Geyer, Robert and Delma Brown. *Attendant Management: The Attendant's Perspective* (60 minute color 3/4" videotape). The Institute for Rehabilitation and Research, 1333 Moursund Avenue, Houston, Texas 77030, 1977.

Houston's Coalition for Barrier Free Living (60 minute color 3/4" videotape that includes a general description of the Coalition and a segment describing its efforts to attain accessible public transportation). Coalition for Barrier Free Living, P.O. Box 20803, Houston, Texas 77025, 1978.

Independent Living: Six Model Program (60 minute color 3/4" videotape). The Institute for Rehabilitation and Research, 1333 Moursund Avenue, Houston, Texas 77030, 1978.

Poor, Charles. *Working From Wheelchairs* (60 minute black and white 3/4" videotape). The Institute for Rehabilitation and Research, 1333 Moursund Avenue, Houston, Texas 77030, 1974.

Sutton, Laird. *Just What Can You Do;* (23 minute color 16mm film). Multi Media Resource Center, 540 Powell Street, San Francisco, California 94108.

Sutton, Laird. *If Ever Two Were One* (20 minute color 16mm film). Multi Media Resource Center, 540 Powell Street, San Francisco, California 94108.

Sutton, Laird. *Touching* (20 minute color 16mm film). Multi Media Resource Center, 540 Powell Street, San Francisco, California 94108.