Ethical Issues for Rehabilitation and School Counselors Involved in Transition Services

Presenters
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Purpose of Presentation

This presentation will involve a review of the Commission on Rehabilitation Counselor Certification (CRCC) Code of Professional Ethics related to working with minors. Next, the presentation will review American Association of School Counselors (ASCA) Ethical Standards for School Counselors related to post secondary career or work plans. Finally, successful training program strategies used to improve the employment outcomes for urban minorities with disabilities following high school will be discussed. These strategies might be used by teachers, school counselors and rehabilitation counselors to assist this special population in obtaining gainful employment.
B.5. RESPONSIBILITY TO MINORS OR CLIENTS LACKING CAPACITY TO CONSENT

a. RESPONSIBILITY TO CLIENTS. When counseling minor clients or adult clients who lack the capacity to give voluntary, informed consent, rehabilitation counselors protect the confidentiality of information received in the counseling relationship as specified by national or local laws, written policies, and applicable ethical standards.
B5 b. RESPONSIBILITY TO PARENTS AND LEGAL GUARDIANS. Rehabilitation counselors inform parents and legal guardians about the role of rehabilitation counselors and the confidential nature of the counseling relationship. Rehabilitation counselors are sensitive to the cultural diversity of families and respect the inherent rights and responsibilities of parents/guardians over the welfare of their children/charges according to law. Rehabilitation counselors work to establish, as appropriate, collaborative relationships with parents/guardians to best serve clients.
B5c. RELEASE OF CONFIDENTIAL INFORMATION. When minor clients or adult clients lack the capacity to give voluntary consent to release confidential information, rehabilitation counselors seek permission from parents or legal guardians to disclose information. In such instances, rehabilitation counselors inform clients consistent with their level of understanding and take culturally appropriate measures to safeguard the confidentiality of clients.
A.3. Academic, Career/College/Post-Secondary Access and Personal/Social Counseling Plans Professional school counselors:

A.3.a. Provide students with a comprehensive school counseling program that parallels the ASCA National Model with emphasis on working jointly with all students to develop personal/social, academic and career goals.
ASCA Code of Ethics

A.3.c. Provide and advocate for individual students’ career awareness, exploration and post-secondary plans supporting the students’ right to choose from the wide array of options when they leave secondary education.
A.5. Appropriate Referrals Professional school counselors:

a. Make referrals when necessary or appropriate to outside resources for student and/or family support. Appropriate referrals may necessitate informing both parents/guardians and students of applicable resources and making proper plans for transitions with minimal interruption of services. Students retain the right to discontinue the counseling relationship at any time.
ASCA Code of Ethics

A5b. Ensure equitable academic, career, post-secondary access and personal/social opportunities for all students through the use of data to help close achievement gaps and opportunity gaps.
A5c. Provide and advocate for individual students’ career awareness, exploration and post-secondary plans supporting the students’ right to choose from the wide array of options when they leave secondary education.
A.5.c. Request a release of information signed by the student and/or parents/guardians when attempting to develop a collaborative relationship with other service providers assigned to the student.
The Individuals with Disabilities Education Act 2004 (IDEA)

is a law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services to more than 6.5 million eligible infants, toddlers, children and youth with disabilities.

Infants and toddlers with disabilities (birth-2) and their families receive early intervention services under IDEA Part C. Children and youth (ages 3-21) receive special education and related services under IDEA Part B
IDEA Mandates Transition Planning for Students in Special Education

IDEA requires schools to provide services to students with disabilities that will help them make a successful transition from school to post school activities—such as work, continued training or education, and other aspects of community living.

By age 14, a student should have a transition plan incorporated into their IEP that specifies what services the student needs to make a successful transition from high school to work and community living, what career activities the student should undertake, and who will be providing the required services.
Individual Education Plans (IEP)

An IEP is an individual education plan, which is part of the special education laws of the IDEA laws or educational benefit laws. IDEA allows for additional services and protections for children with disabilities not offered to able-bodied children such as accommodations, modifications, related and special education services to allow the child to be successful in school.
Mississippi Department of Rehabilitation Services (MDRS)

SECONDARY SCHOOL PROGRAM
TRANSITION SERVICES

Work with eligible secondary school students with disabilities to enable them to transition from school to subsequent work environments. Vocational Rehabilitation (VR) works cooperatively with the Mississippi Department of Education and local school districts in planning and implementing a variety of programs designed to provide training and assistance for students with disabilities to support them in making the difficult transition from school to work.
MDRS Transitional Services Program

Career Exploration and Employability Skills Program

The VR Transition Counselor and the classroom teacher work together to implement a curriculum that students with disabilities may participate in. This program assists students with a range of services from interviewing skills to appropriate workplace dress attire. VR teaches this curriculum as agreed upon by school personnel and provides technical assistance, materials as needed, and progress in various areas of performance.
MDRS Transitional Services Program

Job Readiness Training

This program is provided at a community rehabilitation program (CRP). The focus of this program is to provide students with disabilities an opportunity to do actual work in a structured environment. Students receive pay, training, vocational assessment and work evaluation.
MDRS Transitional Services Program

- **Regular Vocational Technical Training**

  Some students with disabilities may choose to participate in the regular Vocational-Technical Programs (welding, auto body repair, etc.) through the school system. These students may also receive vocational assessment and evaluation through VR.
MDRS Transitional Services Program

- **On the Job Training (OJT)**

When students near the end of their last year in school they may opt to participate in on-the-job training. This program differs from Job Readiness Training in that the student enters into an employee/employer relationship and the employer provides the training needed for successful job performance. The employer and VR agree on a fee that VR will pay the employer for the training. The employer receives technical assistance from a VR counselor and the employee receives vocational assessment, vocational counseling and guidance.
The Marriott Foundation's Bridges From School to Work

Program has been in operation since 1990; it is among the most widely known vocational transition programs for youth in the country (Fabian, Lent, & Willis, 1998; Marriott Foundation for People With Disabilities, 2005; Tilson, Luecking, & Donovan, 1994).
The goal of the program is to provide competitive paid work experience for special education youth who are transitioning out of high school to adult life. Over the course of 15 years, Bridges has served more than 10,000 youth in six major urban locations: Chicago, Atlanta, Philadelphia, San Francisco, Los Angeles, and Washington, DC.
The Marriott Foundation's Bridges From School to Work

Although Bridges participants may enter the program through a variety of referral sources, the majority of students are referred by local school partners, including special education and related personnel. All individuals served by the Bridges Program are in the transition age, that is, 16 to 22.

The majority of students enter the program during their last 2 years of high school.
The Marriott Foundation's Bridges From School to Work

Bridges offers a standardized one-semester vocational intervention program consisting of three phases:

(a) career counseling and job placement;
(b) paid work experience with training and support provided by a Bridges employer representative; and
(c) follow-along support and tracking of student participants.
Each Bridges office has a project director, who is responsible for ensuring the quality and fidelity of the intervention, and an employer specialist staff, who provide vocational counseling, job development, and ongoing support services.

New participants are recruited and enrolled in the program each year; depending on the size of the staff, about 30 students enter each site each year.
Mississippi

- Number and percentage of students ages 14–21 with disabilities served under Individuals with Disabilities Education Act (IDEA) (Part B)
  - Exited School 3,119 School year 2005–06
  - Graduated with Diploma 24.6 %
  - Received Certificate of Attendance 53.7 %
  - Dropped out 20.8 %
Research Questions in Marriott Bridges Study (Fabian 2007)

1. For a sample of predominantly minority youth participating in a transition-to-work program, what demographic, disability, and background factors distinguish the students who get jobs from those who do not?

2. For a sample of predominantly minority youth participating in a transition-to-work program, what is the nature of the jobs that they obtain?
Marriott Bridges Study

The study of predominantly minority youth participating in the Marriott Foundation's Bridges From School to Work Program from 2000 to 2005 analyzed data for 4,571 urban youth to determine what factors are associated with securing employment, and the nature of the jobs that are secured.
The outcome variables for the study were whether the student secured a job during his or her participation in the Bridges Program, characteristics of the job, including type and wages were also examined.
Several independent variables were selected for comparing the sample of students who achieved a job during their participation with those who did not. These variables included demographic information (race, age, gender, disability), background information (special education services received, whether the student received Supplemental Security Income (SSI) from the Social Security Administration, and whether the youth had a previous employment experience. In addition, whether the student identified a post school career goal was also examined.
Marriott Bridges Study

Gender

Male 2,585 59.0%
Female 1,764 41.0%
Marriott Bridges Study

Ethnicity
- African American 2,660 61.0%
- Latino 1,028 24.0%
- Caucasian 289 7.0%
- Asian 220 5.0%
- Mixed/other 126 3.0%
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<tr>
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<td>79</td>
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</tr>
<tr>
<td>Other/multiple</td>
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<td>9.0%</td>
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</table>
Marriott Bridges Study

- Past vocational experience: 1,167, 27.0
- Receive SSI benefits: 726, 18.0
- Average age by years and months: 18.2
Marriott Bridges Study
Educational Placement

- Special school: 391 (9.0%)
- Special education classroom: 1,889 (43.0%)
- Gen. ed. classroom with resources: 1,230 (28.0%)
- Gen. ed. classroom with supports: 331 (8.0%)
Research Question 1:
What demographic, disability, and background factors distinguished minority youth who obtained jobs from those who did not?

Of the 4,571 youth participating in the program from 2000 to 2005, 68% secured jobs after completing the career counseling and career assessment components of the Bridges intervention.
Marriott Bridges Study

- Boys were more likely to obtain jobs (69%) than girls (63%)
- Individuals with orthopedic impairments were less likely to obtain jobs than were members of other disability groups
- Students who had some type of prior work experience were significantly more likely to get a job than those who did not (74%-64%)
Marriott Bridges Study

- Received SSI Benefits Placed in Job: 462
- No SSI Benefits Placed in Job: 2,332
- Received SSI Benefits Placed in Job: 64%
- Received SSI Benefits Not Placed: 36%
- No SSI Benefits Placed in Job: 69%
- No SSI Benefits Not Placed in Job: 31%
Marriott Bridges Study

Research Question 2: What were the types of jobs and the wages for minority youth who obtained employment?

The average wage for all employed youth was just below $7.00 per hour ($6.91).
Marriott Bridges Study

- No wage differences between boys and girls
- There were wage differences by disability category, with youth with emotional or behavioral disorders earning the least ($6.53) and youth with disabilities categorized as speech and language impairments (only 55 students) earning the most ($8.17 per hour).
- Asian youth had the highest hourly wages ($7.52)
- African Americans the lowest ($6.89).
The majority of the companies where individuals secured jobs had fewer than 100 employees (40%), and 55% of the job placements were in companies with 500 employees or fewer.
Conclusion

Types of Job Placements Found

- The majority of jobs were in retail/sales, followed by food service, technology companies, amusement facilities (such as movie theaters), and human services (such as childcare).
- Most positions were described as office assistants/clerks, sales associates, food service workers, stock clerks, or maintenance positions.
- Job placements were most frequently obtained through cold calls made by employment specialists (26%), and previous Bridges employers provided 20% of the jobs for these students.
- Direct student contact with employers accounted for 10% of the jobs obtained.