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Contact Information:

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 or visit us at:

www.ctdownsyndrome.org



*The Connecticut
 Down Syndrome
 Congress promotes
 opportunity, equity,
 and inclusion for
 individuals with Down syndrome
 and their families.*

Employment First

*By Robin Wood, Self Determination Director, Connecticut
 Department of Developmental Services (DDS)*

DDS, as a member of the State Employment Leadership Network (SELN), has engaged in a number of activities recently to promote employment for consumers. On May 23, 2008 DDS hosted its "Employment First" Kick Off, an event attended by almost 200 people. "Employment First" is about the vision of making employment the first priority for people with disabilities. The event was open to individuals served by DDS and their family members, DDS employees, private agencies and community employers, and school transition employees. Presenters at the event included the DDS Commissioner and Deputy Commissioner and speakers from SELN, Connect-Ability (Connecticut's Medicaid Infrastructure Grant),

CT APSE (formerly the Association of Persons in Supported Employment), and the CT BLN (Connecticut Business Leadership Network). A variety of related information and resources was also made available to session participants at employment resource tables.

Many states around the nation are adopting employment first policies. An "Employment First" vision means:

- expecting, encouraging, providing, creating and rewarding integrated employment in the workforce
- minimum or competitive wages and benefits
- employment is the first option for working-age youth and adults with disabilities

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CDSC Quarterly

CDSC Quarterly is published four times per year by the Connecticut Down Syndrome Congress, Inc. We welcome input from parents and professionals. Please help other families by sharing your experiences.

NEW ADDRESS!

Send submissions to: Newsletter Editor,
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STATEMENT OF POLICY AND DISCLAIMER

The Connecticut Down Syndrome Congress is a non-profit statewide organization of families, professionals and friends with a common vision: to improve the lives of persons with Down syndrome by promoting equity, opportunity, inclusion, and empowerment for individuals and their families in all aspects of life. The newsletter reports items of interest relating to Down syndrome and will provide a forum for others. The Congress does not promote or recommend any therapy, treatment, etc. We will not espouse any particular political or religious view. Individuals or organizations referred to do not necessarily endorse this publication or its editor. The editor reserves the right to make corrections as appropriate, and in accord with established editorial practice in material submitted for publication.

CONTRIBUTIONS

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President's Message

by *Walter Glomb*

This issue of the CDSC Newsletter is dedicated to the employment of people who have Down syndrome. Like the inclusion of students in the general-education curriculum, the employment of adults in the general community at competitive wages and benefits is an elegant way to enable them to live a full life.

In May, 2008, the Department of Developmental Services (DDS) kicked off its program to make Connecticut an "Employment First" state. Our cover story by Robin Wood, the Self Determination Director at the DDS central office, describes this important new initiative.

Our article about *Accommodating Individuals with Intellectual Disabilities* in the workplace is abstracted from a fact sheet published by The U.S. Equal Employment Opportunity Commission and provides useful guidelines on the types of reasonable accommodations that may enable individuals with Down Syndrome to be successfully employed.

The articles about career development - *Making a Good Career Choice* and *Developing an Effective and Meaningful Employment Plan* - describe the job development process at the Bureau of Rehabilitative Services (BRS) in Connecticut.

In the past, many individuals with Down syndrome overlooked BRS in designing their adult service plans. In fact, some families were told that BRS services are not available to individuals with Down syndrome, which is NOT true. Another common misconception is the idea that an individual will lose their SSI and Medicaid benefits if they work. These and other popular myths about adult services are dispelled in the article about *Urban Legends*.

More information about SSI and Medicaid for working people is provided in *What will Happen to my Benefits if I Go to Work?*

A good education is required for any employment and the IDEA requires all students who have an IEP to begin transition planning by the age of 16. The article *Planning the Transition from School to Work* describes how BRS can assist students toward a goal of employment. We also list some excellent Internet resources on this topic.

There are many employment resources on the Internet and a few of those are highlighted here.

If you are an adult who has Down syndrome or a family member of an adult then we hope you will find this special issue of the newsletter to be a valuable resource. If you are a parent or guardian of a child then we hope this newsletter will guide you in your planning for your child's future career.

If you would like to continue to share in a discussion and exchange of information about employment and other issues in the lives of adults with Down syndrome, then please join our new Adult Life message board at http://health.groups.yahoo.com/group/cdsc_adult_life/.



Connecticut Down Syndrome Congress Annual Convention Preview – “Imagine the Possibilities”

Saturday, October 25, 2008 — Crowne Plaza Hotel, Cromwell, Connecticut

With distinguished keynote speaker Karen Gaffney.

“I can think of nothing more inspiring, more uplifting or more empowering to a parent than to see an adult with Down syndrome deliver the keynote at our annual convention.” – Walt Glomb, President, Connecticut Down Syndrome Congress

From the moment she was born, Karen Gaffney began an incredible journey that continues today. She is the President of a nonprofit organization dedicated to championing the full inclusion of people with developmental disabilities in schools, the workplace, and the community. Karen travels the country

speaking to a wide range of audiences about overcoming limitations and what can be accomplished with the power of positive expectations. Karen tackles any challenge she faces with determination and commitment, knowing she has limits, but not allowing them to limit her drive to succeed.

Oh, and by the way... Karen Gaffney has Down syndrome.

Karen graduated from St. Mary’s Academy in Portland, Oregon, and earned a two-year Associate of Science degree from Portland Community College.

Preliminary Program

Birth to Three

Medical issues in children and infants

Robert Greenstein, MD Director, Division of Human Genetics, University of Connecticut Health Center

Feeding Issues and Jaw stability

Jennifer Price, MS, CCC-SLP, of Alphabet Soup

ENT Manifestations of Down syndrome: Pearls and Preventive Tips for Parents

Scott Schoem, MD, Connecticut Children’s Medical Center

Parent Power

Laura Glomb, JD

Touching Souls through Music & Sign Language

Janine LaMendola aka Ms. Janine

Oral motor therapy and its importance to speech production and clarity

Lori Overland MS, CCC-SLP of Alphabet Soup

Special Topics

The P.J. Settlement Agreement

Attorney David Shaw

Legislative Issues

Walt Glomb, President, CDSC

Sexuality

Erin Livensparger

School Years

Post-secondary education for students with Down syndrome

Margaret Kardos OTR/L, ATP

Integrating related services into the general education classroom

Julie Giaccone, M.S. CCC-SLP

Reading Instruction for children with Down syndrome

Sheryl Knapp, literacy consultant

Positive Behavior Support

Judy Itzkowitz, Ph.D.

Person centered planning and transition

Jessica Veneziano-Lemos

Teacher Panel (elementary, middle, high school) on curriculum modifications and accommodations in inclusive classrooms.

Sheila Blachman, Ph.D.

Self-Advocate Activities

Karen Gaffney will meet with our teens and young adults.

Our self-advocates will share a variety of activities, including cooking, martial arts, a skin care clinic, arts and crafts, and other interests

Adult Life

Home and Community Based Services

Robin Wood, Self Determination Director, DDS

April Dipolina CT Family Support Network

For more information on the convention, registration forms and sponsorship opportunities visit the Convention page on our web site www.ctdownsyndrome.org

Please note: The Annual Membership Meeting of the CDSC will be held at the convention.

Making a Good Career Choice

Excerpted from the Consumer Handbook for Vocational Rehabilitation Services, CT Department of Social Services, Bureau of Rehabilitation Services, <http://www.brs.state.ct.us/PDFs/ConsumerHandbookEnglish.PDF>

Making a career choice involves matching your abilities, interests, values and personality with the demands of the real world of work. This is an active process consisting of activities designed to help you pick a job goal. Your BRS counselor is available to help you with this process.

There are Four Steps in Choosing a Career:

I. Knowing Yourself

The process begins with a detailed exploration of yourself. What motivates you? What are your interests? What are you good at? What is your personality? What disability-related issues impact your career choice? This can be done through a variety of ways, including self-assessment, in-depth counseling interviews with your counselor, paper and pencil tests (such as interest or ability tests) and career groups.

II. Occupational and Educational Information Gathering

Because occupational and educational information is always changing, it is

important that you gather information about the world of work, and determine where you best fit. Your counselor can help you with this process. There are a number of resources for career information, such as the Dictionary of Occupational Titles (DOT), Occupational Outlook Handbook (OOH), Department of Labor's Connecticut Works/One-Stop Career Centers and the Internet. There are also vocational activities that may help with this step, such as visiting a job site and observing people doing the job in which you're interested or trying out the job yourself for a short period of time.

In addition, talking to employers or other people in the field in which you are interested is an excellent way to learn more about the career(s) you are considering. The Career Exploration Form [in the Consumer Handbook - see web address above] can help you gather some of the information that will be important for you to know. Your counselor may also have some of this information from talking to employers. The more of this type of information you can gather,

the better your career decision is likely to be. In developing your Employment Plan, it will be helpful to share any of the information you have gathered with your counselor.

III. Career Decision Making - Finding the Right Match

Once you have gone through a good self-assessment process and completed the occupational information phase, you are ready to make a sound decision about matching your skills, abilities, values and personality with the demands of your chosen occupation. Additionally, your counselor can help you assess the physical or mental demands required and potential reasonable accommodations you might need to be successful.

IV. Planning a Course of Action

Developing a BRS Employment Plan with a focused employment goal which details the services and supports you will need to reach your goal is one good way of planning a course of action. Your BRS counselor is available to help in developing this plan. ■

Developing an Effective and Meaningful Employment Plan

Excerpted from the Consumer Handbook for Vocational Rehabilitation Services, CT Department of Social Services, Bureau of Rehabilitation Services, <http://www.brs.state.ct.us/PDFs/ConsumerHandbookEnglish.PDF>

What is an Employment Plan?

An Employment Plan is a written document that you and your counselor have agreed to that describes a realistic goal for you, and a plan for how you will reach that goal. It is the outcome of analyzing such things as your previous work experience (if any), how your disability impacts on your ability to work and the type of job in which you are interested and can be successful. The plan outlines how you will achieve employment with the assistance of vocational rehabilitation

services. The plan may be very simple and quick or it may require considerable time and care to develop. This will depend on your particular circumstances. It will take into consideration your unique strengths, resources, priorities, concerns, abilities, interests and informed choice.

How and When is the Employment Plan Developed?

Once it has been determined that you are eligible to receive vocational

rehabilitation services, you may begin to develop your Employment Plan. The goal and services required in the plan are based on your input. It is also based on the information that you or others provide regarding your abilities and interests. You are welcome to involve any individuals of your choosing in this process. These may include family, friends, members of your support network, advocates, or experts outside of the Bureau of Rehabilitation Services.

You can work on your plan development in any combination of the following ways:

- You can work on your own or with support from any of the resources noted above. BRS can help you with information or guidance as you request. We will act as your consultant.
- You can work more collaboratively with a BRS counselor. You will meet regularly with your counselor who can help, support and guide you during this selection process.
- In some BRS locations, a career development mini-course is offered over a two- to three-week period. Through this course, you receive the information you need to assess your interests, aptitudes, values and the impact of your disability on employment.

How Do I Develop an Employment Plan That's Right for Me?

There are basically two steps to developing this plan: deciding on an employment goal and the plan of how you will reach that goal. Under the BRS program, plans are developed based on your unique needs, taking your choices into consideration as much as possible. Our job is to help you to be informed about your choices.

This means that you understand not only what you want, but also what the alternatives are and what the consequences are of making certain choices. There are also some rules that BRS must follow.

BRS has an Employment Plan form that must be completed, and your counselor can provide you with a copy of that form. What's even more important, however, is the thought and planning that's done in preparation for writing the plan. The Employment Plan Worksheet following this section of the handbook can help you with the planning process.

Deciding on an Employment Goal

There are many things you need to con-

sider when deciding on an employment goal. First, what work experience and skills do you currently have? What type of job best fits you as a person, taking into consideration such things as your abilities, capabilities, and interests? Next look at the job itself. Some of the questions to think about are: Is this a job where there are many opportunities for employment? Where are the potential employers located and will transportation be an issue? What opportunities will there be in the future for you in this field? What will this job pay, and does that meet your needs? Is there flexibility in working conditions? Next the thing to think about is what it will take to reach the goal: How long will it take to get the skills necessary so that you can achieve this goal? What resources will you need to reach the goal? If the goal will require a lot of preparation time, can you afford to be unemployed for an extended period of time while you prepare for the goal?

Your BRS counselor can help you look for an employment goal that's right for you. He/she has information about different careers, may know other people or activities that can help you to get more information, and can help guide you through the process of making a decision. You may also choose to involve individuals outside of BRS in the development of your employment goal.

Developing a Plan for Reaching the Goal

In your Employment Plan, you will need to describe the services that you will need in order to reach your goal, the time frames for the goal and services and the responsibilities of everyone involved in your plan.

The services that are included in this plan should be only those which are necessary to achieve your employment goal. Things you should consider include: What will you need to reach the goal? How long will it take you to achieve this goal? What is the most efficient way of getting to the goal, both

in terms of time and costs? Who are the potential providers of services, and which one will be best for you? Will you have any problems in accessing the services you need (due to such things as transportation, disability-related issues, etc.)? Are there any BRS rules you need to consider when deciding on a plan for services?

Your BRS counselor can assist you with the process of developing an appropriate plan of services. S/he will be able to help you find out what services you may need to reach your goal and can tell you what, if any, BRS rules apply. For most services, he/she will have information regarding who can provide the services you need. BRS encourages you to talk with the service providers and get more information from them before deciding which one to choose. You may also choose to involve any individuals or sources outside of BRS in the development of your Employment Plan. ■

Send us your photos!

The CDSC is looking for pictures of your beautiful children for the CDSC brochure, convention brochure, or the CDSC convention program. We would like especially to see how some of our little ones from twenty years ago have grown up!

Please email photos to:
submitphoto@ctdownsyndrome.org

Or mail them to:
CDSC c/o UCONN
263 Farmington Ave, MC 6222
Farmington, CT 06030

Due to the large number of photos received, we cannot return them.

What will Happen to my Benefits if I Go to Work?

Excerpted from the Consumer Handbook for Vocational Rehabilitation Services, CT Department of Social Services, Bureau of Rehabilitation Services, <http://www.brs.state.ct.us/PDFs/ConsumerHandbookEnglish.PDF>

If you receive disability cash or medical benefits (such as Social Security Disability Insurance, Supplemental Security Income, State Supplement, Medicare and/or Medicaid), there are rules for which you may qualify which would allow you to try work and still receive benefits. It is important that you get accurate information, so that you can make good decisions about your vocational goals, your potential earnings and your health insurance needs.

Social Security Has a Number of Work Incentives That Allow You to Work and Still Receive Benefits. Here Are Just Some Examples.

If you receive Supplemental Security Income (SSI)

If you go to work, your check will be

reduced gradually, depending on your earnings. Social Security counts less than half of your earnings when figuring how much SSI you would receive.

If you have a disability and receive Title XIX (Medicaid)

For SSI or State Supplement recipients:

- If you lose your cash benefits due to earnings, you may be able to have an income of up to \$75,000 per year (not counting spousal income) and maintain eligibility for Medicaid;
- You may have to pay a monthly premium, based on your annual income (and your spouse's income, if you are married).

How Do I Get the Information That I Need on Benefits So That I Can

Make Good Vocational Choices?

- Ask for fact sheets that are available at all BRS offices. There are fact sheets available on Social Security Disability Insurance, Supplemental Security Income and State Supplement;
- Find out if your BRS office offers benefits counseling groups and attend one if they do;
- Request an individual benefits analysis through your BRS office;
- Contact the government benefits consultant in the BRS central office;
- Request information and assistance concerning your benefits from other reliable programs or agencies that you know would give you accurate information. ■

Planning the Transition from School to Work

Excerpted from the Consumer Handbook for Vocational Rehabilitation Services, CT Department of Social Services, Bureau of Rehabilitation Services, <http://www.brs.state.ct.us/PDFs/ConsumerHandbookEnglish.PDF>

The Bureau of Rehabilitation Services can provide assistance to students who are eligible for BRS in facilitating the transition from school to work.

What Can BRS Do While I Am Still in High School

BRS counselors can play the following roles during the last two years of your school career:

- Participate in Planning and Placement Team meetings during the last several years of high school to assist in developing appropriate transition goals and objectives. If you are interested in having your counselor attend any of these meetings, it will be

important to give him/her sufficient notice of the meeting time, to insure that s/he is available;

- Get to know you and your family so you are comfortable in maintaining a relationship with your BRS counselor after graduation;
- Initiate and complete the BRS referral process and determine your eligibility, prior to graduation;
- Consult with you, your family and school staff to help promote employment experiences while you are still in school;
- Consult on curricula (course content) which will assist you to prepare for employment, post-secondary education and/or independent living;

- Assist you and your family in becoming familiar with, planning for and accessing needed employment-related adult service programs;
- Refer you and your family to advocacy organizations which can assist you to advocate effectively for needed services;
- Develop an Employment Plan that specifies what services and supports BRS will provide for you upon graduation from high school, as well as outline responsibilities for you and BRS towards achieving a successful employment outcome. ■

Some Urban Legends about Employment Services in Connecticut

An individual who receives services from DDS cannot receive services from BRS.

False. DDS and BRS services can be complementary. Each has its own eligibility criteria and they are not exclusive. For example, DDS may provide ongoing individualized supported employment services under the HCBS waiver after BRS has completed assessment, training and placement services.

BRS does not provide employment supports to individuals who have intellectual disabilities.

False. Every individual is presumed to be employable. BRS can provide assessment, training and placement services for individuals with intellectual disabilities who are seeking individualized supported employment. While BRS does not provide long-term supports on the job, BRS can provide ongoing monitoring and occasional interventions to help maintain employment.

If an individual goes to work then they lose all their benefits from Social Security and Medicaid.

False. SSI payments are reduced in proportion to wages earned on the job but the working individual will still clear more than they had without employment - and there are programs to exempt some income if the individual is a student or is investing in a career plan. Under the Medicaid Buy-In Program for Working People with Disabilities, Title XIX medical services may be retained with annual income up to \$75,000 while the person pays a modest premium based on income.

There is no mandate for adult services so consumers cannot appeal the budgets or service plans that are offered by the state.

False. The State of Connecticut DDS provides services according to Waivers granted by the Centers for Medicare and Medicaid Services, the Waiting List Settlement Agreement and other federal and state regulations that include due process for appeals. Any individual who is denied requested waiver services has a right to request an evidentiary hearing from the Department of Social Services.

The CDSC Convention Silent Auction

We are collecting items and ideas for the Silent Auction to be held at our annual convention. The proceeds of the auction help cover the cost of the convention. Please help by donating any of the following items:

- Basket and basket decorations (ribbon, cellophane, filler)
- Gift certificates to chain stores such as Wal-Mart, Target, etc.
- Gift certificates to restaurant chains such as Outback, Applebee's, etc.
- Items for theme baskets, such as pet items, little girl dress up items, wine, Barbie items, gardening accessories, candles, books... the possibilities are endless!

For more information or to donate, please contact silentauction@ctdownsyndrome.org or call our toll-free number 888.486.8537

Employment First

continued from page 1

- those with complex and significant disabilities, for whom job placement in the past has been limited, or has not traditionally occurred are included in this vision.

Why Employment First?

Employment is a means to higher wages and opportunities for people to be part of their local community and to build relationships with nondisabled co-workers. Employment can result in individual increased income and less dependence on the service system for supports. Employment provides the rest of the community with the opportunity to experience the capabilities and contributions made by people who receive supports from DDS. Work gives people a greater sense of competence and self worth. Individuals have the opportunity to make contributions back to their communities through taxes, productive work and involvement with employer sponsored community projects.

How will we continue to work on Employment First?

In partnership with consumers, their families, providers, employers, and other state agencies we will set achievable goals, establish clear policy and definitions, establish rates that encourage employment, track and publish employment outcome data, and provide access to training and educational opportunities.

Watch for more information on upcoming training events and other "Employment First" follow-up activities. On June 25th DDS will host an all day employment event at the Keeney Center in Wethersfield. Additionally, DDS recently shared with providers a variety of on-line training opportunities available this fiscal year. There are plans to support on-line training next year as well. For more information on DDS "Employment First" activities please contact Robin.wood@ct.gov, or at 203-806-8770. ■

Accommodating Individuals with Intellectual Disabilities

This article is abstracted from *Questions & Answers About Persons with Intellectual Disabilities in the Workplace and the Americans with Disabilities Act*, The U.S. Equal Employment Opportunity Commission, 2004, available at www.eeoc.gov/facts/intellectual_disabilities.html

The Americans with Disabilities Act (ADA) is a federal law that prohibits discrimination on the basis of disability. Title I of the ADA makes it unlawful for any employer to discriminate against a qualified applicant or employee because of a disability in any aspect of employment. The ADA covers employers with 15 or more employees, including state and local governments. Section 501 of the Rehabilitation Act provides the same protections for federal government employees and applicants.

Persons with intellectual disabilities successfully perform a wide range of jobs, and can be dependable workers. Yet, many employers still exclude persons with intellectual disabilities from the workplace because of persistent, but unfounded myths, fears, and stereotypes. For instance, some employers believe that workers with intellectual disabilities will have a higher absentee rate than employees without disabilities. Studies show that this is not true and that workers with intellectual disabilities are absent no more than other workers. Another popular misperception is that employing people with intellectual disabilities will cause insurance costs to skyrocket. Studies show, however, that employing workers with intellectual disabilities will not lead to higher insurance rates or more workers' compensation claims.¹

Under the ADA, employers must provide reasonable accommodations to the known physical or mental limitations of persons with disabilities. An accommodation is any modification or adjustment to a job or work environment that will permit a qualified applicant or employee with a disability to do the job, as well as enjoy equal benefits and privileges of employment. Once an employer determines that an individual has a disability that requires an accommodation, the

employer must make a reasonable effort to determine the appropriate accommodation. A third party may often request an accommodation on behalf of the person with an intellectual disability. If this happens, the employer must respond to the request as if the employee or applicant requested the accommodation.

Accommodations vary depending on the needs of the person with a disability. In some instances, the appropriate accommodation will be readily apparent. In others, the proper accommodation is not obvious. In those situations, the employer should have an informal and interactive discussion with the person and/or his representative to determine a suitable accommodation.

Some persons with intellectual disabilities will need reasonable accommodations to apply and/or interview for a job. Such accommodations might include:

- providing someone to read or interpret application materials for a person who has limited ability to read or to understand complex information;
- demonstrating, rather than describing, to the applicant what the job requires;
- modifying tests, training materials, and/or policy manuals; and
- replacing a written test with an "expanded" interview.² An expanded interview allows applicants who have difficulty describing their abilities to demonstrate their skills at the employment office or work site.

The following are accommodations that employees with intellectual disabilities may need on the job:

- **Job restructuring** (e.g., exchanging non-essential functions between employees)
- **Training for the Job**

The employer may:

- have the supervisor give instructions at a slower pace;
- give the employee additional time to finish the training;
- break job tasks into sequential steps required to perform the task;
- use charts, pictures, or colors;

■ Job Coach

A Job Coach can:

- assist the employee to reach job stabilization by helping her learn how to do the job. Once the employee learns her job duties, the Job Coach can gradually reduce the amount of time spent working with her;
- provide intensive monitoring, training, assessment and support to workers with intellectual disabilities;
- help develop a healthy working relationship between management and the employee by encouraging appropriate social interaction and maintaining open communications; and
- assist the parties in determining what reasonable accommodation is needed.

■ Modified Work Schedule

■ Help in Understanding Job Evaluations or Disciplinary Proceedings

■ Acquisition or Modification of Equipment or Devices

■ Work Station Placement

The request for a reasonable accommodation must be communicated to the employer. However, no magic words (e.g., "reasonable accommodation" or "ADA") are needed. The request may be made in "plain English," orally or in writing, and it may come from a family member, friend, job coach or other representative.

A person can ask for a reasonable accommodation at any time during the

application process and any time the need develops during employment. An employee may also request a reasonable accommodation if there are new tasks on the job that make accommodations necessary. An employee with an intellectual disability may ask for a reasonable accommodation even if s/he did not ask for one when applying for a job or after receiving a job offer.

An employer has a legal obligation to initiate a discussion about the need for a reasonable accommodation and to provide an accommodation if one is available if the employer:

1. knows that the employee has a disability;
2. knows, or has reason to know, that the employee is experiencing workplace problems because of the disability; and
3. knows, or has reason to know, that the disability prevents the employee from requesting a reasonable accommodation.³

An employer does not have to grant every request for an accommodation. The decision will depend on the individual situation and whether the request may cause “undue hardship.” Undue hardship is an action requiring significant difficulty or expense when considered in light of an employer’s size, financial resources, and the nature and structure of its operation.

In most cases, accommodating persons with intellectual disabilities is not expensive. Studies show that most workers with intellectual disabilities require no special accommodations and that the cost of accommodations is minimal.⁴

If an employer believes that a particular accommodation would result in undue hardship, however, it must consider an alternative accommodation.

An employer does not have to remove an essential job function (i.e., a fundamental job duty), lower production standards, excuse violations of conduct rules that are job-related and consistent with business necessity, or provide employees with personal use items, such as wheelchairs, eyeglasses, hearing aids, and other devices needed both on and off the job.

The employer may choose among different reasonable accommodations as long as the chosen accommodation is effective. Therefore, as part of the interactive process, the employer may offer more than one suggestion for a reasonable accommodation. Where two possible reasonable accommodations exist, and one costs more or is more burdensome than the other, the employer may choose the less expensive or less burdensome as long as it is effective. Similarly, when there are two or more effective accommodations, the employer may choose the one that is easier to provide. The preference of the person with a disability should be given primary consideration.

When a person’s disability is not obvious, the employer may ask the person to provide reasonable documentation about his/her disability. The employer is entitled to know that the person has a covered disability for which a reasonable accommodation is needed. The employer may not request documentation unrelated to the disability at issue, or the accommodation requested. If a person has more than one disability, an employ-

er may only ask for information related to the disability that requires accommodation. The employer may request that information or documentation of a person’s impairment be provided by a physician or an appropriate professional. Information about a person’s functional limitations can also be obtained from non-professionals, such as the applicant, his/her family members, and friends.

Certain individuals require only one reasonable accommodation, while others may need more than one. Additionally, because the obligation to provide reasonable accommodation is ongoing, an employer may have to provide a different reasonable accommodation when an employee’s disability-related needs or the nature of a job change.

The type and amount of supervision required for employees with intellectual disabilities will depend on the type of work and the person’s individual strengths. It may take persons with intellectual disabilities longer to master the tasks associated with a job. However, studies have established that when workers with intellectual disabilities are properly trained, they can perform as effectively as workers without intellectual disabilities in the same job.⁵ In other situations, modifying supervisory methods may be an appropriate form of reasonable accommodation. Some employees with intellectual disabilities may benefit from additional day-to-day guidance or feedback, or from having a large task broken down into smaller parts that are easier to understand. ■

Notes:

1. See Peter David Blanck, *The Americans with Disabilities Act and the Emerging Workforce: Employment of People with Mental Retardation*, American Association on Mental Retardation (1998). See also, *Equal to the Task II: 1990 DuPont Survey of Employment of People with Disabilities*.
2. Institute for the Study of Exceptional Children and Youth at the University of Maryland at College Park. *The Untapped Resource: The Employee with Mental Retardation* (n.d.).
3. See EEOC Enforcement Guidance on Reasonable Accommodation and Undue Hardship Under the Americans with Disabilities Act at 54-56. This enforcement guidance is available at www.eeoc.gov/policy/docs/accommodation.html.
4. See Blanck [Note 2]. See also, Job Accommodation Network at www.jan.wvu.edu.
5. See www.thearc.org/faqs/emqa.html.

Employment Resources on the Web

Association for Persons in Supported Employment (APSE)

Connecticut contacts <http://www.apse.org/chapters/details.cfm?id=5>

Bureau of Rehabilitation Services (BRS)

Services to assist individuals to prepare for, obtain and maintain employment
<http://www.brs.state.ct.us/aboutus.htm>

Connect-Ability

Resources to connect job-seekers to jobs <http://www.connectability.com/>

Connecticut Department of Developmental Services (DDS)

List of Qualified Providers http://www.ct.gov/dds/lib/dds/operations_center/providers/qualified_providers_list.pdf

Connecticut Department of Developmental Services (DDS)

Home Page: programs, services, publications, forms and contacts
<http://www.ct.gov/dds/site/default.asp>

Connecticut Down Syndrome Congress Adult Life Message Board and links to resources http://health.groups.yahoo.com/group/cdsc_adult_life/

Connecticut General Assembly

Legislators, Committees, Bills and Statutes <http://www.cga.ct.gov/>

Individualized Career Planning Model Another highly respected model for career planning <http://ruralinstitute.umt.edu/transition/careerplanning.asp>

Self-Determination in Employment by Michael Callahan

A highly respected model for development of employment opportunities
<http://www.marccgold.com/selfdetermination.html>

State Department of Education, Transition Resources

scroll down to "Secondary Transition" Publications
<http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&Q=320730#publications>

U.S. Equal Employment Opportunity Commission (EEOC) Intellectual Disabilities and the Americans with Disabilities Act (ADA)

http://www.eeoc.gov/facts/intellectual_disabilities.html

Walgreens Outreach – Effort to enhance opportunities for people with disabilities <http://www.walgreensoutreach.com/>

Golf Tournament a Big Success

The 18th annual CDSC Golf Tournament was a great success! More than 100 golfers enjoyed 18 holes of golf at the beautiful Twin Hills Country Club in Coventry while supporting the CDSC. **The tournament raised over \$8,000 for the CDSC.** Thanks to all who volunteered, especially Bob & Kathi Reiss, to all the golfers, and to our sponsors. Please, frequent our sponsors' places of business and tell them a personal thanks for supporting CDSC:

Outback Steakhouse

Wentworth-DeAngelis

May Bonee & Walsh

Standard Builders

Bob's Discount Furniture

Budget Printers

Entenmann's Bakery

Victorinox Swiss Army

T. Jermine & Sons

G.D.S. Contracting

Subway International

SWI Glass & Metal

The DugOut

The Jack Farrelly Co

Beth and Walt Maliff

Karen and Chris Hawes

Craig & Cheryl Pazdar

The Andreotta Family

Benefit Motorcycle Ride & Concert 4 Corey

Sunday, July 20th

Featuring Music by The Whiskey River Band

Ride starts at 10 a.m. in commuter parking lot on Rt. 68 near
Courtyard Marriott in Wallingford, CT

Ride ends and Picnic begins at 12 p.m. at Peckham Park
405 Main St., Middlefield, CT

For details or to purchase your tickets online, visit us at
www.ctdownsyndrome.org. For additional information or to become
a sponsor, call Dan or Cecily Quincy at (860) 349-8624

Proceeds from this event will be directed to the Connecticut Down Syndrome Congress and its
Annual Buddy Walk on September 27, 2008 at Hammonasset Beach State Park, Madison, CT

CDSC Special Events... Coming Soon!

Annual CDSC Summer Picnic

Saturday, July 26th, 2008

Hammonasset State Park, Madison

Celebrate summer in a relaxed setting with over 60 other CDSC families. There will be barbeques, swimming, organized games, and a whole lot of fun! More details will be mailed separately. If you have additional questions or you are interested in volunteering, please call Laureen Morley, 860-536-4140. ■

Take a Carousel Ride for a Great Cause! at the 5th Annual Lenny & Joe's Charity Carousel

Tuesday, August 26, 2008

Mark your calendars for an end-of-summer celebration with the Connecticut Down Syndrome Congress at Lenny &

Joe's Magical Fish Tale Charity Carousel in Madison. Enjoy good food, good friends and lots of up and downs while riding the Carousel. Once again, Lenny & Joe (& Jim & Joe) will donate all proceeds from the day to the CDSC.

For directions see <http://www.ljfishtale.com/pages/carousel.htm>

The carousel will operate from noon until 9:00 PM. ■

4th Annual CDSC Buddy Walk

Saturday, September 27th, 2008

Hammonasset Beach State Park

Mark your calendar! The 2007 CDSC Buddy Walk was a HUGE success, and the 2008 Buddy Walk will be bigger and better! Through the generosity of our members and the local community, last year we raised over \$60,000 to be used for local events to support persons with Down syndrome and their families.

The Buddy Walk was established in 1995 by the National Down Syndrome Society to celebrate Down Syndrome Awareness Month in October and to promote acceptance and inclusion of people with Down syndrome. Today, the Buddy Walk program is supported nationally by NDSS and organized at the local level by parent support groups, schools and other organizations and individuals.

The Buddy Walk is a one-mile walk in which anyone can participate without special training. It is a wonderful, heart-warming event that celebrates the many abilities and accomplishments of people with Down syndrome. Whether you have Down syndrome, know someone who does, or just want to show your support, come and join the CDSC Buddy Walk in your local community!

For more information or to volunteer, contact Cecily Quincy at quincy_daniel_r@sbcglobal.net or 860-349-8624. ■

Upcoming Events from CDSC

Colchester area playgroup meets at the Cragin Memorial Library, from 10:30 a.m. to noon. For more information please contact Betsy Ferling-Hitritz at 860-873-8713 or bferling@sfmslaw.com. *July 19, August 16, September 20, October 18.*

Wallingford area playgroup meets at Wallingford Park and Rec, 6 Fairfield Blvd., Wallingford from 10:00 – 11:30am on the 2nd Saturday of every month. Siblings always welcome. For more information please contact Colleen May at 203-679-0307 or colleenmay@comcast.net *July 12, August 9, September 13, October 11.*

Hartford Hartford area Mom's Night Out at 7:00 pm. All moms welcome! RSVP to Mary Marchant at 860-657-8761 or marymar@cox.net. *June 24* at Macaroni Grill in Manchester. *July 29* at Tribeca in Glastonbury. *August 28* at Margarita's in East Hartford. *September 24* at The Lotus in Vernon. *October 28* at J. Gilbert's in Glastonbury.

Fairfield area Mom's Night Out at 7:30 pm. All moms welcome! RSVP to Sheryl Knapp at 203-431-9426 or sknapp44@sbcglobal.net. *Date and place TBD.*

New Haven area Parent's Night Out at 7:00 pm. RSVP to Jessica at JLheeran@yahoo.com or 203-440-1357. *July 10* at Lido's Pizza in Meriden. *August 14* at Applebees in Hamden. *September 11* at Ruby Tuesday's in Meriden Mall. *October 9* at Outback Steakhouse in North Haven.

New London area Parent's Night Out at 6:30 pm at Chili's in Montville. RSVP to Estelle at estelleharris@sbcglobal.net or 860-886-8023. *June 24, July 22, August 19.*

Enfield area Up With Downs Family Support Group meets on the first Wednesday of the month from 6:30-7:30 pm at Allied Rehabilitation Center, 3 Pearson Way, Enfield (next to the DMV). Refreshments will be provided. Please RSVP to Sue or George Marusak at 860-745-3651. *July 2, August 6, September 3, October 1.*

CDSC Board Meetings are 6:00-9:00 pm on the following dates. 6-7 pm social hour, 7-9 pm business meeting. For more information, contact manager@ctdownsyndrome.org. *July 2, September 3, October 1.*

Scholarships for Students with Down Syndrome

Applications due October 1

The Linda J. Marchetti Scholarship

Presented by the Connecticut Down Syndrome Congress

The Linda J. Marchetti Scholarship is awarded to a person with Down syndrome who may not otherwise have the financial means to further his or her education. This scholarship provides \$1,000 for post-secondary studies.

The Bobby Fund Scholarship

Presented by the Connecticut Down Syndrome Congress

The Connecticut Down Syndrome Congress offers educational scholarships to students with Down syndrome who are pursuing post-secondary education opportunities. The Board of Directors of CDSC has allocated \$2,000 annually for this scholarship. The entire amount can go to one individual or, if several worthy candidates are identified, it can be split amongst such individuals. In order to apply, candidates must meet the following criteria:

- They must be a Connecticut resident, but they can be attending a school outside of Connecticut.
- The school must be an accredited academic institution.

- They can be either full or part-time students.
- They must be a member of CDSC.
- CDSC will require proof of enrollment at the school.

Applications for these scholarships should be sent by October 1 to:

Connecticut Down Syndrome Congress Scholarship Committee

c/o UCONN Center on Disabilities

263 Farmington Avenue, MC 6222

Farmington, CT 06030

The application should include the scholarship name, the applicant's name, address and phone number, the name of the academic institution they are attending, a description of the program, a copy of the transcript or list of courses, the amount of scholarship they are requesting and a resume. Please include a cover letter indicating why the applicant should receive the award.

Scholarships will be presented at CDSC's Annual Convention in the Fall.



A Publication of the
Connecticut Down Syndrome Congress, Inc.

c/o A. J. Pappanikou Center in Developmental Disabilities
University of Connecticut
263 Farmington Avenue MC 6222
Farmington, CT 06030

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