

**ISP CATEGORIES OF SERVICES**

(Revised 12/15)

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**100      ACADEMIC AND VOCATIONAL TUTORS**

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**Description**      Academic and Vocational Tutors assist individuals with disabilities with specific courses related to an academic program of education.

Academic and Vocational tutors should have paid or volunteer experience in tutoring or teaching.

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**110 Academic Tutors**

**Introduction** Academic Tutors assist individuals with disabilities with specific courses related to an academic program of study. Tutors must be able to maintain both impartiality and confidentiality in all assignments.

**Authorization Rules** For this service provider category, the Rehabilitation Counselor must obtain the required documentation prior to authorizing services.

If obtaining these documents causes a lengthy delay or hardship to the consumer's IPE progress, the Rehabilitation Counselor may provide a 30-day emergency authorization.

- Documentation**
- Completed and signed documents from ISP application process
  - Documentation supporting level of qualification

**Qualification Standards** These levels describe experience needed for corresponding pay scales.

Level I	Level II	Level III	Level IV
<ul style="list-style-type: none"> <li>• Proficiency in the subject area</li> </ul>	<ul style="list-style-type: none"> <li>• Proficiency in the subject area, or</li> <li>• Consumer recommendation, and</li> <li>• Jr. / Sr. level undergraduate student with B or higher in subject area of study</li> </ul>	<ul style="list-style-type: none"> <li>• BA/BS degree with major / minor in subject area, or</li> <li>• Graduate student in subject area</li> </ul>	<ul style="list-style-type: none"> <li>• MA/MS or Ph.D. in subject area, or</li> <li>• BA/BS degree with major / minor in subject area, and</li> <li>• Teaching credential or 45 related units</li> </ul>

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**120 Vocational Skills Tutors**

**Introduction** Vocational Skills Tutors assist individuals with disabilities in learning specific vocational skills. Tutors must be able to maintain both impartiality and confidentiality in all assignments.

**Authorization Rules** For this service provider category, the Rehabilitation Counselor must obtain the required documentation prior to authorizing services.

If obtaining these documents causes a lengthy delay or hardship to the consumer's IPE progress, the Rehabilitation Counselor may provide a 30-day emergency authorization.

**Documentation**

- Completed and signed documents from ISP application process
- Documentation supporting level of qualification

**Qualification Standards** These levels describe experience needed for corresponding pay scales.

Level I	Level II	Level III	Level IV
<ul style="list-style-type: none"> <li>• 1 year work experience in the specific vocational area, or</li> <li>• Consumer recommendation</li> </ul>	<ul style="list-style-type: none"> <li>• Proficiency in an occupation with SVP level of 6-7, or</li> <li>• AA/AS degree in vocational skill area, or</li> <li>• Jr. / Sr. level undergraduate student with B or higher in subject area of study</li> </ul>	<ul style="list-style-type: none"> <li>• Proficiency in an occupation with SVP level of 8, or</li> <li>• BA/BS degree with major / minor in vocational skill area, or</li> <li>• Completion of skill area apprenticeship program</li> </ul>	<ul style="list-style-type: none"> <li>• Proficiency in an occupation with SVP level of 9, or</li> <li>• MA/MS or Ph.D. in vocational skill area, or</li> <li>• BA/BS degree with</li> </ul>

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	<ul style="list-style-type: none"> <li>• Apprenticeship status in skill area</li> </ul>		major / minor in subject area, and <ul style="list-style-type: none"> <li>• Teaching credential or 45 related units</li> </ul>
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**Definition of SVP**

Specific Vocational Preparation (SVP) level is the amount of time typically required for learning the techniques, acquiring the information and developing the facility needed for average performance in a specific job-worker situation. The SVPs for specific positions can be found in the Dictionary of Occupational Titles (DOT), under Appendix C. That website is [www.occupationalinfo.org](http://www.occupationalinfo.org).

## 200 LANGUAGE INTERPRETER PROVIDERS

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**Description** Language Interpreter Providers assist individuals with disabilities to communicate with other individuals to determine and meet their rehabilitation goal.

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**Preferred Attributes** The Interpreter should possess the following attributes:

- The ability to interpret at a level that will meet the consumer's service needs.
- Sensitivity to the communication process with individuals who have limited English-speaking ability or who are deaf / hard of hearing and the communication needs of the individuals involved in that process.
- The ability to maintain impartiality and confidentiality in all assignments.
- The ability to provide their own equipment for providing communication access for individuals who are deaf / hard of hearing.

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**Payment Policy**

- All interpreters shall be given 24-hour advance notice of changes or cancellations.
- All language interpreters have a two-hour minimum fee.
- If the assignment is canceled in less than 24 hours of the appointment, interpreters shall be paid for 2 hours of work.
- Without required documentation to justify rates, the ISP vendor shall be paid the Level I rate.

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**Payment Policy for Multiple Services** If a Certified Sign Language Interpreter or Communication Assistant is providing a consumer with two or more services simultaneously, (s)he will be paid at the highest approved service category rate.

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**210 Interpreters for Individuals with Limited English-Speaking Abilities**

**Introduction** Interpreters for individuals with limited English-speaking abilities assist individuals to communicate with other individuals to determine and meet their rehabilitation goal.

**Authorization Rules** For this service provider category, the Rehabilitation Counselor should obtain the required documentation prior to authorizing services.

If obtaining these documents causes a lengthy delay or hardship to the consumer's IPE progress, the Rehabilitation Counselor may provide a 30-day emergency authorization.

- Documentation**
- Completed and signed documents from ISP application process
  - Verification of fluency in both the spoken and written non-English and English languages. Demonstrable ability to read, write, speak and interpret the non-English language.
  - Inexperienced interpreters meeting these requirements may be used if s/he is a good fit with the consumer.
  - Documentation to support Level II pay, if applicable

**Qualification Standards** These levels describe experience needed for corresponding pay scales.

Level I	Level II
<ul style="list-style-type: none"> <li>• Fluency in spoken and written non-English and English languages</li> <li>• Ability to read, write, speak and interpret the non-English language</li> </ul>	<ul style="list-style-type: none"> <li>• Valid certificate from State Personnel Board (SPB) or other public agency verifying fluency.</li> <li>• Contact SPB's bilingual services program at (916) 651-9017 for a list of state agencies that conduct the fluency exams, or visit <a href="http://www.spb.ca.gov">www.spb.ca.gov</a>.</li> </ul>



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**220 Certified Sign Language Interpreters for Individuals Who Are Deaf**

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**Introduction** Certified Sign Language Interpreters assist individuals who are deaf / hard of hearing to communicate with other persons to determine and meet their rehabilitation goals.

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**Authorization Rules** For this service provider category, the Rehabilitation Counselor should obtain or view the required documentation prior to authorizing services.

- Level I or Level II sign language interpreters providing tactile interpreting services to deaf-blind consumers will receive an additional \$10/hour.
- Approval by Deaf and Hard of Hearing Services (DHHS) is required EVERY time an interpreter requests a fee rate exceeding \$40/hour, unless the interpreter can provide a DHHS approval certificate for the higher rate in that region or district.
- All Level III service authorizations must have DHHS approval on file in the district office.

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**Documentation**

- Completed and signed documents from vendor application process
- Copy of current membership card with Registry of Interpreters for the Deaf (RID), listing one of the following certifications:
  - CI (certificate of interpretation)
  - CT (certificate of transliteration)
  - CI/CT (certificates of interpretation and transliteration)
  - CSC (comprehensive skills certificate)
  - SC:L (specialist certificate: legal)
  - NAD III, IV, or V (National Association of the Deaf, Level 3, 4 or 5)
  - NIC (National Interpreter Certification, Advanced or Master)

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**Qualification Standards** These levels describe experience needed for corresponding pay scales.

Level I (2-hour minimum)	Level II (2-hour minimum)	Level III (2-hour minimum)
<ul style="list-style-type: none"> <li>• CI or CT (only one, or NAD Level III)</li> <li>• Current RID membership</li> </ul>	<ul style="list-style-type: none"> <li>• CI/CT (both), CSC, SC:L, NAD Level IV or V, or NIC</li> <li>• Current RID membership</li> </ul>	<ul style="list-style-type: none"> <li>• Approval by DHHS</li> <li>• Certificate of DHHS approval must be on file in district office</li> <li>• Current RID membership</li> </ul>

**Explanation of R.I.D. Certificates** The below table describes the types of certificates for Registry of Interpreters for the Deaf (RID) and the corresponding skill levels.

**Interpretation:** involves translating spoken speech to sign language

**Transliteration:** involves translating sign language to spoken speech

**Description of RID Certificates**

CI (Certification of Interpretation)	<ul style="list-style-type: none"> <li>• <b>The holder</b> of this certificate demonstrates average competence in interpretation.</li> <li>• Holders are limited to situations with primary focus on interpreting spoken language to sign language.</li> </ul>
CT (Certificate of Transliteration)	<ul style="list-style-type: none"> <li>• The holder of this certificate demonstrates average competence in transliteration.</li> <li>• Holders are limited to situations with primary focus on translating sign language to spoken language, and minimal interpreting of spoken language to sign language.</li> </ul>
CI and CT	<ul style="list-style-type: none"> <li>• The holder of both certificates demon-</li> </ul>

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(Certificate of Interpretation) and (Certificate of Transliteration)	<p>strates excellent competence in both interpretation and transliteration.</p> <ul style="list-style-type: none"> <li>• Holders have the ability to accept all ranges of assignments.</li> </ul>
CSC (Comprehensive Skills Certificate)	<ul style="list-style-type: none"> <li>• The holder of this certificate demonstrates excellent competence in both interpretation and transliteration.</li> <li>• Holders have the ability to accept all ranges of assignments.</li> </ul>
SC: L (Specialist Certificate: Legal)	<ul style="list-style-type: none"> <li>• The holder of this certificate demonstrates excellent to outstanding competence in both interpretation and transliteration, in addition to possessing specialized knowledge of legal settings and greater familiarity with language used in the legal system.</li> <li>• Holders have the ability to accept all ranges of assignments, including those in legal settings.</li> </ul>
NAD Level III (National Association of the Deaf, Level 3)	<ul style="list-style-type: none"> <li>• The holder of this certificate possesses average competence in interpretation skills.</li> <li>• Holders of this certificate limited to situations with primary focus on interpreting spoken language to sign language.</li> </ul>
NAD Level IV (National Association of the Deaf, Level 4)	<ul style="list-style-type: none"> <li>• The holder of this certificate possesses above average competence in interpretation skills and average competence in transliteration skills.</li> <li>• Holders have the ability to accept most ranges of assignments.</li> </ul>
NAD Level V (National Association of the Deaf, Level 5 )	<ul style="list-style-type: none"> <li>• The holder of this certificate demonstrates excellent competence in both interpretation and transliteration.</li> <li>• Holders have the ability to accept all ranges of assignments.</li> </ul>

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NIC (Advanced) (National Interpreter Certification, Advanced)	<ul style="list-style-type: none"><li>• The holder of this certificate demonstrates excellent competence in both interpretation and transliteration.</li><li>• Holders have the ability to accept all ranges of assignments.</li></ul>
NIC (Master) (National Interpreter Certification, Master)	<ul style="list-style-type: none"><li>• The holder of this certificate demonstrates outstanding competence in both interpretation and transliteration.</li><li>• Holders have the ability to accept all ranges of assignments.</li></ul>

**Verifying Certification**

An interpreter may hold one or more certification(s) and can offer an explanation of his/her specific certification(s). Information on certification is available from RID. To verify an individual's current certification status, you:

- ask for their current RID membership card;
- check expiration date and verify that the date is current; and
- ensure that below his/her name it specifies "certified."

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**230**      **Communication Assistants**

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**Introduction**      Communication Assistants are non-certified interpreters who assist individuals who are deaf / hard of hearing when RID-certified interpreters are not available.

With the exception of Level 1, Communication Assistants must go through a Quality Assurance Appraisal (QAA) conducted by the Deaf and Hard of Hearing Services (DHHS) section. The QAA is an interpreting evaluation to assess the individual's interpreting proficiency. The QAA requirement may be waived for Level II and Level III, if the individual has passed the Educational Interpreter Performance Assessment (EIPA) with a score of 3.0 or higher.

Further information on the QAA can be found in Exhibit D.

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**Authorization Rules**      For this service provider category, the Rehabilitation Counselor should obtain the required documentation prior to authorizing services.

If obtaining these documents causes a lengthy delay or hardship to the consumer's IPE progress, the Rehabilitation Counselor may provide a 30-day emergency authorization.

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**Documentation**

- Completed and signed documents from ISP application process
- Any required documentation associated with the level being sought
- Approval letter from DHHS indicating level approved based on review of application package and documentation provided.

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**Qualification Standards** These levels describe experience needed for corresponding pay scales.

<b>Level I (2-hour minimum)</b>	<b>Level II (2-hour minimum)</b>	<b>Level III (2-hour minimum)</b>
<ul style="list-style-type: none"> <li>• Possess basic level sign language, including use of American Sign Language (ASL)</li> <li>• Ability to transmit spoken English into ASL</li> <li>• Ability to communicate on 1-to-1 basis with deaf person</li> <li>• Proof of 6 months paid or unpaid work interpreting ASL</li> <li>• 2 letters of recommendation:               <ul style="list-style-type: none"> <li>○ Community members who are deaf</li> <li>○ Education institutions</li> <li>○ Employers</li> <li>○ Deaf community agencies or providers</li> </ul> </li> <li>• Duties for this level include the following:               <ul style="list-style-type: none"> <li>○ General medical</li> <li>○ Otological, optometric exams/evaluations</li> <li>○ Audiological evaluations</li> <li>○ Completion of simple forms</li> <li>○ Unskilled training and educational courses, basic work experience</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Same as Level I, plus...</li> <li>• Ability to translate expressively and small group situations at non-technical level</li> <li>• QAA certificate from DHHS at Level II <b>or</b> successful completion of the Educational Interpreter Performance Assessment (EIPA)* with a score of 3.0 or 4.0</li> <li>• Duties for this level include the following:               <ul style="list-style-type: none"> <li>○ Ophthalmologic evaluations</li> <li>○ Specialty exams</li> <li>○ Patient history forms</li> <li>○ Work samples, evaluations, adjustments</li> <li>○ Job interviews and job-seeking skills</li> <li>○ Work/personal/situational adjustments</li> <li>○ Vocational testing</li> <li>○ Job simulations</li> <li>○ Non-professional job seeking skills/interviews</li> <li>○ Semi-skilled training and educational courses</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Same as Level II, plus...</li> <li>• Advanced level of reverse and expressive translating skills</li> <li>• Ability to translate in larger groups</li> <li>• QAA certificate from DHHS at level III <b>or</b> successful completion of EIPA* with a score of 5.0</li> <li>• Duties for this level include the following:               <ul style="list-style-type: none"> <li>○ Specialty evaluations</li> <li>○ Professional job interviews</li> <li>○ Pre-employment testing</li> <li>○ Money management</li> <li>○ Employment-related workshops</li> <li>○ Skilled/ professional training and education courses</li> </ul> </li> </ul>

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**\*EIPA**

This is an evaluation tool to assess the voice-to-sign and sign-to-voice interpreting skills of interpreters who work in the elementary and secondary school classroom settings.

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**240            Communication Assistants (Tactile)**

**Introduction**      Communication Assistants (Tactile) are noncertified tactile interpreters who assist individuals who are deaf-blind when RID-certified interpreters are not available.

**Authorization Rules**      For this service provider category, the Rehabilitation Counselor should obtain the required documentation prior to authorizing services.

If obtaining these documents causes a lengthy delay or hardship to the consumer’s IPE progress, the Rehabilitation Counselor may provide a 30-day emergency authorization.

- Documentation**
- Completed and signed documents from ISP application process
  - Documentation to support Level II or Level III pay, if applicable

**Qualification Standards**      These levels describe experience needed for corresponding pay scales.

<b>Level I (2-hour minimum)</b>	<b>Level II (2-hour minimum)</b>	<b>Level III (2-hour minimum)</b>
<ul style="list-style-type: none"> <li>• Ability to do tactile interpreting at a level sufficient to meet the needs of a consumer who is deaf-blind</li> </ul>	<ul style="list-style-type: none"> <li>• Proof of more than 6 months paid or unpaid work providing tactile interpreting services</li> <li>• 2 letters of recommendation:               <ul style="list-style-type: none"> <li>○ Community members who are deaf</li> <li>○ Education institutions</li> <li>○ Deaf community agencies or providers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Proof of 1 year or more paid or unpaid work providing tactile interpreting services</li> <li>• 2 letters of recommendation:               <ul style="list-style-type: none"> <li>○ Community members who are deaf</li> <li>○ Education institutions</li> <li>○ Deaf community agencies or providers</li> </ul> </li> <li>• Completion of tactile in-</li> </ul>



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		terpreting training such as: ○ Workshops ○ Classes
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**250 Real-Time Captioners**

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**Introduction** Real-Time Captioners must be certified as Shorthand (Court) Reporters and have special training to provide interpretation from spoken English into visually displayed (text) English, virtually delay and error-free, for individuals who are deaf and hard of hearing.

Real-Time Captioners can be used for one-on-one meetings, group settings, hearings, and classrooms.

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**Authorization Rules** For this service provider category, the Rehabilitation Counselor should obtain the required documentation prior to authorizing services.

If obtaining these documents causes a lengthy delay or hardship to the consumer's IPE progress, the Rehabilitation Counselor may provide a 30-day emergency authorization.

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**Documentation**

- Completed and signed documents from ISP application process
- Documentation of certification from the following:
  - National Certified Shorthand Reporters Association (Certified Real Time Reporter)
  - State of California
  - Certified Shorthand Reporters Board
  - Certified Shorthand Reporter's License
  - Any professionally recognized association, as determined by Deaf and Hard of Hearing Services Section

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**Qualification Standards** Experience needed for corresponding pay scale.

**Level I (2-hour minimum)**

• Demonstrated proficiency in facilitating communication between individuals who are deaf / hard of hearing and hearing persons individually and in large groups using computer-assisted stenography technology to caption

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in real-time (simultaneously from spoken English to visually displayed (text) English).

### 300 **EMPLOYMENT SERVICE PROVIDERS**

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**Description** Individual Employment Service Providers are primarily for consumers who are not eligible for habilitation and who do not have a source of long-term funding support but can benefit from these services on a limited-term basis.

CRPs are the primary and preferred providers of independent development services. They should be used to the maximum extent feasible in providing these services. However, independent development providers are essential for filling gaps in resources and service areas.

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**310 Vocational Evaluators**

**Introduction** Vocational Evaluators assist individuals with disabilities by providing information about the individual's:

- Abilities
- Vocational preferences
- Job readiness
- Work-related behaviors, supports and accommodations required for employment.

Vocational Evaluators use one of the following assessment techniques:

- Standardized psychometric testing
- Work samples (VALPAR or SINGER)
- Simulated work or situational assessments

Their services should not be substituted for testing by a licensed psychologist.

**Documentation**

- Completed and signed documents from ISP application process
- Documentation to support Level I, II or III pay, as applicable

**Qualification Standards** These levels describe experience needed for corresponding pay scales.

Level I	Level II	Level III
<ul style="list-style-type: none"> <li>• BA/BS degree in related field, or</li> <li>• Completion of related course work with at least 1 year experience in vocational evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• BA/BS degree in related field, and</li> <li>• Certification as a Vocational Evaluator or equivalent, with at least 2 years experience in vocational evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• MA/MS degree in vocational rehabilitation or related field, or</li> <li>• Certification by the Commission on Rehabilitation Counselor, or the Commission on Certification of Work Adjustment and Vocational</li> </ul>

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		Evaluation Specialists, with • At least 2 years experi- ence in vocational eval- uation
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**320                      Situational Assessment Service Providers**

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**Introduction**      Situational Assessment Service Providers assist individuals with disabilities by assessing their level of vocational functioning through job exploration and job tryout in various integrated settings in the community.

Individuals are observed and evaluated in areas such as the following:

- Appropriateness of work behaviors
- Mobility
- Level of support
- Safety
- Physical demands of the job
- Accessibility issues
- Quality and quantity of work expectations

Once evaluated, Situational Assessment Service Providers organize work tryouts at appropriate sites matching the vocational objective of the individual.

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**Documentation**      • Completed and signed documents from ISP application process  
                                  • Documentation to support Level I, II or III pay, as applicable

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**Qualification Standards**      These levels describe experience needed for corresponding pay scales.

NOTE: Individuals in situational assessment work tryouts must be paid for the work that is done when there is a benefit to the employer.

<b>Level I</b>	<b>Level II</b>	<b>Level III</b>
<ul style="list-style-type: none"> <li>• Experience providing situational assessment services</li> </ul>	<ul style="list-style-type: none"> <li>• BA/BS degree in related field, and</li> <li>• 2 years experience</li> </ul>	<ul style="list-style-type: none"> <li>• BA/BS degree in related field, and</li> <li>• 2 years experience</li> </ul>

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	<p>providing situational assessment services.</p> <ul style="list-style-type: none"><li>• Knowledge of:<ul style="list-style-type: none"><li>○ Accessibility issues</li><li>○ Rehab technology</li><li>○ Safety</li><li>○ Employer expectations</li></ul></li></ul>	<p>providing situational assessment services.</p> <ul style="list-style-type: none"><li>• Knowledge of:<ul style="list-style-type: none"><li>○ Accessibility issues</li><li>○ Rehab technology</li><li>○ Safety</li><li>○ Employer expectations evaluation</li></ul></li></ul>
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**330 Personal, Vocational, and Social Adjustment Service Providers**

**Introduction** Personal, Vocational and Social Adjustment (PVSA) Service Providers train individuals with disabilities in appropriate work-related skills, attitudes, and behaviors to eliminate behaviors that have been identified as barriers to employment.

PVSA's assist the individuals in areas such as the following:

- Understanding the meaning, value and demands of work
- Work behaviors and attitudes
- Personal characteristics
- Mobility
- Grooming and hygiene
- Self-care
- Developing and emphasizing communication processes

**Documentation**

- Completed and signed documents from ISP application process
- Documentation to support Level I, II or III pay, as applicable

**Qualification Standards** These levels describe experience needed for corresponding pay scales.

Level I	Level II	Level III
<ul style="list-style-type: none"> <li>• Experience providing PVSA services</li> </ul>	<ul style="list-style-type: none"> <li>• AA/AS degree in related field, and</li> <li>• 1 year experience providing PVSA services</li> </ul>	<ul style="list-style-type: none"> <li>• BA/BS degree in Rehab Counseling or related field, with course work in behavior management, and</li> <li>• 1 year experience providing PVSA services</li> <li>• Knowledge of:                             <ul style="list-style-type: none"> <li>○ Complex behavioral plans</li> <li>○ Techniques</li> <li>○ Modalities</li> </ul> </li> </ul>

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**340 Job Placement Service Providers**

**Introduction** Job Placement Service Providers assist individuals with disabilities to seek appropriate competitive employment. Training in job seeking skills may be included. Short term follow-up services may be provided to assist in job stabilization.

All Job Placement Service Providers shall have the following skills:

- Experience with employers
- Knowledge of labor market and business hiring practices/policies
- Ability to organize a job search
- Develop resumes
- Provide application assistance
- Provide interview practice
- Identify jobs appropriate to the vocational objective

**Documentation**

- Completed and signed documents from ISP application process
- Documentation to support Level I, II or III pay, as applicable

**Qualification Standards** These levels describe experience needed for corresponding pay scales.

Level I	Level II	Level III
<ul style="list-style-type: none"> <li>• Experience providing one on one support and resources for individuals seeking employment, and</li> <li>• Knowledge of:                             <ul style="list-style-type: none"> <li>○ Individualized assistance in transportation</li> <li>○ Individualized counseling</li> <li>○ Job development</li> <li>○ Destination training</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 1 year job placement experience</li> </ul>	<ul style="list-style-type: none"> <li>• BA/BS degree in business, marketing or related field, and</li> <li>• 2 years experience in employment preparation and job placement</li> </ul>

Rehabilitation Administrative Manual  
INDIVIDUAL SERVICE PROVIDERS (ISPs)

**350 Job Coaching Service Providers**

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**Introduction** Job Coaching Service Providers support individuals with disabilities on or off the job in improving and/or stabilizing job performance and retention.

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**Documentation**

- Completed and signed documents from ISP application process
- Documentation to support Level I, II or III pay, as applicable

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**Qualification Standards** These levels describe experience needed for corresponding pay scales.

<b>Level I</b>	<b>Level II</b>
<ul style="list-style-type: none"><li>• Experience providing job coaching services to persons with disabilities, and</li><li>• Knowledge of on-the-job requirements and off-the-job support services</li></ul>	<ul style="list-style-type: none"><li>• AA/AS degree, and</li><li>• 2 years experience providing job coaching services to persons with disabilities, and</li><li>• Knowledge of on-the-job requirements and off-the-job support services</li></ul>

## 400 REHABILITATION TECHNOLOGY PROVIDERS

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**Description** Rehabilitation Technology Providers (RTPs) assist individuals with disabilities through the systematic application of technologies, engineering methodologies or scientific principles to meet the needs of, and address the barriers confronted by, such individuals in education, rehabilitation, employment, transportation, independent living, and recreation.

Rehabilitation technology includes rehabilitation engineering, assistive technology devices, and assistive technology services.

Services may include the following:

- Assessment
- Information about products
- Referral to vendors
- Training in assistive device usage
- Consultation
- Follow-up on technology needs

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**Payment  
Policy for  
Multiple  
Services**

If an RTP is approved to provide multiple services – for example, evaluation, installation, and training – the RTP shall be paid at the maximum approved fee rate.

Rehabilitation Administrative Manual  
INDIVIDUAL SERVICE PROVIDERS (ISPs)

**410 Technology Assessment Service Providers**

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**Introduction** Technology Assessment Service Providers assist individuals with disabilities in the assessment of rehabilitation technology (RT) needs.

This assistance may include the following:

- Computer systems (e.g., hardware, software, peripheral devices)
  - Assistive listening devices
  - Assistive visual devices (e.g., magnification software and hardware)
  - Augmentative communication devices (e.g., speech-activated software, mouthsticks, reachers)
  - Home modification (e.g., wheelchair lifts)
- 

**Documentation**

- Completed and signed documents from ISP application process
- Documentation supporting level of qualification

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**Qualification Standards** These levels describe experience needed for corresponding pay scales.

Level I	Level II	Level III	Level IV
<ul style="list-style-type: none"> <li>• Knowledge, skill proficiency in relevant RT area(s)</li> </ul>	<ul style="list-style-type: none"> <li>• AS/AA degree in Rehab Engineering, or related field, and</li> <li>• 2 years exp. in assessing RT area(s)</li> </ul>	<ul style="list-style-type: none"> <li>• BA/BS degree in Rehab Engineering, or related field, and</li> <li>• Experience assessing relevant RT areas, or</li> <li>• 5 years exp. assessing the relevant RT area(s)</li> </ul>	<ul style="list-style-type: none"> <li>• MA/MS degree in Rehab Engineering or related field, and</li> <li>• Exp. in assessing RT area(s), or</li> <li>• 7 years exp. assessing the relevant RT area(s)</li> </ul>

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Rehabilitation Administrative Manual  
INDIVIDUAL SERVICE PROVIDERS (ISPs)

**420 Technology Systems Installation/Set-Up/ Training Providers**

**Introduction** Technology Systems Installation / Set-up and Training Providers assist individuals with disabilities by providing installation, set-up, and/or training in RT equipment specifically identified for the individual, excluding computers, as well as fabrication of specialized items.

**Documentation**

- Completed and signed documents from ISP application process
- Documentation supporting level of qualification

**Qualification Standards** These levels describe experience needed for corresponding pay scales.

Level I	Level II	Level III	Level IV
<ul style="list-style-type: none"> <li>• Knowledge, skill proficiency in operation and use of RT systems / devices in the relevant RT area(s)</li> </ul>	<ul style="list-style-type: none"> <li>• AS/AA degree in Rehab Engineering or related field, and</li> <li>• 1 year exp. in systems installation, and</li> <li>• Knowledge of operation and use of RT systems / devices in the relevant RT area(s)</li> </ul>	<ul style="list-style-type: none"> <li>• BA/BS degree in Rehab Engineering or related field, and</li> <li>• 1 year exp. in systems installation, and</li> <li>• Knowledge of operation and use of RT systems / devices in the relevant RT area(s)</li> </ul>	<ul style="list-style-type: none"> <li>• MA/MS degree in Rehab Engineering or related field, and</li> <li>• Exp. in RT systems / devices installation in the relevant RT area(s)</li> </ul>

**Payment Guidelines for LTPs & LOTs** Licensed Physical/Occupational Therapists or other licensed medical professionals providing Technology Systems Installation / Set-up or Training are paid at the established medical fee schedule rate.

Rehabilitation Administrative Manual  
INDIVIDUAL SERVICE PROVIDERS (ISPs)

**430 Computer Tutors**

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**Introduction** Computer Tutors provide basic installation, set-up, troubleshooting, and/or training to individuals who have little or no experience in the use of a personal computer (PC).

Examples of this service include the following:

- Connecting a fax machine, PC, laptop, monitor, printer, keyboard and modem
  - Turning on the PC, install and run software, print documents, and connect to the Internet
  - Provide basic introductory training in the use of Microsoft Windows / Office, Internet Explorer, and so on
  - Diagnose and fix minor hardware / software problems
- 

**Documentation**

- Completed and signed documents from ISP application process
- Demonstrated knowledge, skill and proficiency in PC and related technology and software installation, set-up, and training.

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**Qualification Standards** These levels describe experience needed for corresponding pay scales.

<b>Level I</b>
• Knowledge, skill, and proficiency in PC and related technology and software installation, set-up, and training.

**440 Worksite Assessment / Ergonomic Assessment Providers**

**Introduction** Worksite Assessment / Ergonomic Assessment Providers assist individuals with disabilities by evaluating the worksite to design or redesign a workstation to prevent injury or re-injury and promote optimum functionality.

This includes the following services:

- Modification to the worksite for accessibility
- Modification to computer equipment

The provider trains the individual in correct ergonomic physical positions and movements and makes recommendations for technology, furniture, or positioning, which prevents injury or improves functioning in the workplace.

**Documentation**

- Completed and signed documents from ISP application process
- Documentation supporting level of qualification

**Qualification Standards** These levels describe experience needed for corresponding pay scales.

Level I	Level II	Level III	Level IV
<ul style="list-style-type: none"> <li>• BA/BS degree in related field:                             <ul style="list-style-type: none"> <li>○ Occupational / physical therapy</li> <li>○ Engineering</li> <li>○ Public health</li> <li>○ Industrial psychology, with</li> </ul> </li> <li>• Emphasis on working with individuals with physical disabilities, and</li> <li>• 1 year exp in worksite / ergonomic assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Certified Ergonomist or Vocational Evaluator (CVE)</li> </ul>	<ul style="list-style-type: none"> <li>• MA/MS degree in Ergonomics or related field</li> </ul>	<ul style="list-style-type: none"> <li>• MA/MS degree in Ergonomics or related field, and</li> <li>• Documentation as a Certified Professional Ergonomist (CPE) or a Certified Human Factors Professional (CHFP)</li> </ul>



Rehabilitation Administrative Manual  
INDIVIDUAL SERVICE PROVIDERS (ISPs)

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**Payment Guidelines for LTPs & LOTs**      Licensed Physical/Occupational Therapists or other licensed medical professionals providing Worksite / Ergonomic Assessments are paid at the established medical fee schedule rate.

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**Explanation of Ergonomist Certifications**      Two professional entities provide certifications for ergonomists.

Board of Certification in Professional Ergonomics (BCPE)	Oxford Research Institute (Certified Ergonomist)
1. Certifies practitioners of ergonomics who have 4 years exp., pass the BCPE exam and hold a masters degree or equivalent in one of these fields: <ul style="list-style-type: none"> <li>➤ Biomechanics</li> <li>➤ Human factors / ergonomics</li> <li>➤ Industrial engineering</li> <li>➤ Industrial hygiene</li> <li>➤ Kinesiology</li> <li>➤ Psychology</li> <li>➤ Systems engineering</li> </ul>	1. Provides certification for industrial ergonomists (Certified Ergonomist)
2. Qualified applicants may choose to be certified as either a CPE or a CHFP, which are equivalent certifications.	2. Examination is not required
3. For the Associate Ergonomics Professional (AEP), candidates must have: <ul style="list-style-type: none"> <li>➤ Master's degree</li> <li>➤ 4 years practical exp. or working toward it</li> <li>➤ Passing grade for Part 1 of the BCPE exam</li> </ul>	
4. For the Certified Ergonomics Associate, candidates must have: <ul style="list-style-type: none"> <li>➤ Bachelor's degree</li> <li>➤ Minimum 200 hours of ergonomics training</li> <li>➤ Minimum 2 years exp. with ergonomics</li> </ul>	

## 500 INDEPENDENT DEVELOPMENT PROVIDERS

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**Description** Independent Development Providers assist individuals with disabilities to achieve and maintain their independence.

CRPs are the primary and preferred providers of independent living services. They should be used to the maximum extent feasible in providing these services. However, independent development providers are essential for filling gaps in resources and service areas.

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Rehabilitation Administrative Manual  
INDIVIDUAL SERVICE PROVIDERS (ISPs)

**510 Independent Living Skills Training Service Providers**

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**Introduction** Independent Living Skills Training Service Providers teach individuals with disabilities the skills and supports needed to function independently at home, in the community, and on the job.

This training includes, but is not limited to:

- Mobility
  - Communication
  - Activities of daily living
  - Financial management
  - Peer counseling
  - Personal assistance management
  - Self advocacy
- 

**Documentation**

- Completed and signed documents from ISP application process
- Documentation supporting level of qualification

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**Qualification Standards** These levels describe experience needed for corresponding pay scales.

Level I	Level II	Level III	Level IV
<ul style="list-style-type: none"> <li>• 1 year exp. with ILS training</li> <li>• Teach daily living and personal assistance mgmt</li> </ul>	<ul style="list-style-type: none"> <li>• AS/AA degree and</li> <li>• 1 year exp. with ILS training</li> <li>• Teach basic services plus                             <ul style="list-style-type: none"> <li>○ Financial mgmt</li> <li>○ Self advocacy</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• BA/BS degree and</li> <li>• 1 year exp. with ILS training</li> <li>• Teach all areas of training</li> </ul>	<ul style="list-style-type: none"> <li>• MA/MS degree in:                             <ul style="list-style-type: none"> <li>○ Rehab Counseling</li> <li>○ Related field and</li> </ul> </li> <li>• 1 year exp. with ILS training</li> </ul>

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**Payment Guidelines for LTPs & LOTs** Licensed Physical/Occupational Therapists or other licensed medical professionals providing ILS training are paid at the established medical fee schedule rate.

Rehabilitation Administrative Manual  
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**520            Orientation and Mobility Training Service Providers**

**Introduction**    O&M Training Service Providers train individuals who are visually impaired or blind in the mobility and orientation skills necessary to travel safely and independently in the community.

**Authorization Rules**    For this service provider category, the Rehabilitation Counselor must obtain the required documentation prior to authorizing services.

If obtaining these documents causes a lengthy delay or hardship to the consumer's IPE progress, the Rehabilitation Counselor may provide a 30-day emergency authorization.

**Documentation**            • Completed and signed documents from ISP application process  
   • Documentation supporting level of qualification

**Qualification Standards**    These levels describe experience needed for corresponding pay scales.

<b>Level I</b>	<b>Level II</b>
<ul style="list-style-type: none"> <li>• Completion of O&amp;M training program; or</li> <li>• 2+ years experience as O&amp;M instructor</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of O&amp;M training program, and</li> <li>• 2 years of O&amp;M instructor experience; or</li> <li>• 4+ years experience as O&amp;M instructor</li> </ul>
<b>Level III</b>	
<b>Multi-disabled blind</b>	<b>Multi-lingual</b>
<ul style="list-style-type: none"> <li>• Completion of university O&amp;M training program, and</li> <li>• 2 years experience as an O&amp;M instructor for multi-disabled blind</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of university O&amp;M training program, and</li> <li>• 2 years experience as an O&amp;M instructor, and</li> <li>• Proficiency in relevant non-English language</li> </ul>

Rehabilitation Administrative Manual  
INDIVIDUAL SERVICE PROVIDERS (ISPs)

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**Policy for Level III Rates** DOR's Services for Blind/Visually Impaired must give prior approval for Level III service and will determine the corresponding pay rate based on comparable fees in specific districts or areas. Once identified, Services for Blind/Visually Impaired will provide a certificate with the rate and service area.

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INDIVIDUAL SERVICE PROVIDERS (ISPs)

**530 Benefits Counseling Providers**

**Introduction** Benefits Counseling Providers assist individuals with disabilities with the following:

- Applying for public or private benefits
- Developing and writing Social Security work incentive plans, such as Programs for Achieving Self Support (PASS)
- Understanding the complex benefit application and eligibility process

**Documentation**

- Completed and signed documents from ISP application process
- Documentation supporting level of qualification

**Qualification Standards** These levels describe experience needed for corresponding pay scales.

Level I	Level II	Level III	Level IV
<ul style="list-style-type: none"> <li>• Proficiency in benefits counseling</li> </ul>	<ul style="list-style-type: none"> <li>• AS/AA degree in:                             <ul style="list-style-type: none"> <li>○ Business</li> <li>○ Accounting</li> <li>○ Social Services</li> <li>○ Related field</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• BA/BS degree in:                             <ul style="list-style-type: none"> <li>○ Business</li> <li>○ Accounting</li> <li>○ Social Services</li> <li>○ Related field</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• MA/MS degree in:                             <ul style="list-style-type: none"> <li>○ Business</li> <li>○ Accounting</li> <li>○ Social Services</li> <li>○ Related field</li> </ul> </li> </ul>

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**540 Braille Instructors**

**Introduction** Braille Instructors teach the reading and writing of Grade 1 and Grade 2 Braille to blind and visually impaired individuals.

**Documentation**

- Completed and signed documents from ISP application process
- Documentation supporting level of qualification

**Qualification Standards** These levels describe experience needed for corresponding pay scales.

<b>Level I</b>	<b>Level II</b>	<b>Level III</b>
<ul style="list-style-type: none"> <li>• 5-plus years as Braille user, or</li> <li>• 2 years paid or volunteer experience as Braille teacher</li> </ul>	<ul style="list-style-type: none"> <li>• College graduate and,</li> <li>• 2 years paid or volunteer experience as Braille teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Braille transcriber or Braille reader, certified by Library of Congress, and</li> <li>• College graduate with:               <ul style="list-style-type: none"> <li>○ 2 years paid or volunteer experience as Braille teacher</li> </ul> </li> </ul>

Rehabilitation Administrative Manual  
INDIVIDUAL SERVICE PROVIDERS (ISPs)

**550            Rehabilitation Teachers for the Blind (Rev. 06/11)**

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**Introduction**     Rehabilitation Teachers for the Blind teach independent living skills to blind or visually impaired individuals. Teaching includes but is not limited to:

- Orientation and mobility
- Counseling and adjustment to blindness
- Household management and general maintenance
- Cooking
- Financial management
- Information and referral services
- Communication skills (handwriting, keyboarding)

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**Documentation**     • Completed and signed documents from ISP application process

- Documentation supporting level of qualification

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**Qualification Standards**     These levels describe experience needed for corresponding pay scales.

<b>Level I</b>	<b>Level II</b>	<b>Level III</b>
<ul style="list-style-type: none"><li>• 5-plus years related life experience, or</li><li>• 2 years paid or volunteer experience performing duties of Rehab Teacher for the Blind</li></ul>	<ul style="list-style-type: none"><li>• College graduate AND,</li><li>• 2 years paid or volunteer experience performing duties of Rehab Teacher for the Blind</li></ul>	<ul style="list-style-type: none"><li>• Masters degree in Rehabilitation or related field, AND</li><li>• 2 years paid or volunteer experience performing duties of Rehab Teacher for the Blind</li></ul>



Rehabilitation Administrative Manual  
INDIVIDUAL SERVICE PROVIDERS (ISPs)

**600 PERSONAL SUPPORT SERVICE PROVIDERS**

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**Description** Personal Support Service Providers (PSSP) supply a range of services designed to assist individuals with disabilities to perform daily living activities, on or off the job, and to increase the individual's independence.

The PSSP also serves in a resource/research capacity and provides other support services as required.

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**Preferred Attributes** PSSPs should display or portray the following attributes:

- The ability to relate well with the consumer, his/her representative, or other state agencies and communities;
- The ability to read/write English at the level required by the consumer for successful job performance, and communicate adequately in the language of the person; and
- Personal characteristics of meeting responsibilities and schedules and a willingness to follow directions.

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**Payment Policy for Multiple Services** If a PSSP supplies a consumer with more than one service simultaneously, the PSSP will be paid at the highest approved rate.

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INDIVIDUAL SERVICE PROVIDERS (ISPs)

**610 Readers (12/15)**

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**Introduction** Readers assist individuals with disabilities by reading or recording selected textbooks or other materials related to the individual's course of study in a school system. Readers may also perform services such as checking out course-related books from the library.

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- Approval Policy for Family Members**
- The consumer shall have the option of selecting a reader who best meets his/her needs.
  - Use of family members as readers requires DA approval.
- 

**Authorization Policy** For this service provider category, the Rehabilitation Counselor must obtain the required documentation prior to authorizing services.

If obtaining these documents causes a lengthy delay or hardship to the consumer's IPE progress, the Rehabilitation Counselor may provide a 30-day emergency authorization.

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- Documentation**
- Completed and signed documents from ISP application process
  - Documentation supporting level of qualification
- 

**Qualification Standards** These levels describe experience needed for corresponding pay scales.

<b>Level I</b>
<ul style="list-style-type: none"><li>• Ability to read aloud clearly and intelligibly, and</li><li>• Pronounce words at the level necessary to satisfy the consumer</li></ul>

Rehabilitation Administrative Manual  
INDIVIDUAL SERVICE PROVIDERS (ISPs)

**620 Notetakers (12/15)**

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**Introduction** Notetakers assist individuals with disabilities by taking notes during a class or transcribing material from a text-book, computer, or other source, when that service is not provided by the school system.

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**Approval Policy for Family Members**

- The consumer shall have the option of selecting a notetaker who best meets his / her needs.
- Use of family members as notetakers requires DA approval.

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**Authorization Policy** For this service provider category, the Rehabilitation Counselor must obtain the required documentation prior to authorizing services.

If obtaining these documents causes a lengthy delay or hardship to the consumer's IPE progress, the Rehabilitation Counselor may provide a 30-day emergency authorization.

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**Documentation**

- Completed and signed documents from ISP application process
- Documentation supporting level of qualification

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**Qualification Standards** These levels describe experience needed for corresponding pay scales.

<b>Level I</b>
<ul style="list-style-type: none"><li>• Readable handwriting, or ability to use a laptop, and</li><li>• Ability to organize notes, and</li><li>• Ability to clearly describe class lectures and discussions</li></ul>

Rehabilitation Administrative Manual  
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**630 Drivers**

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**Introduction** Drivers assist individuals with disabilities by providing driving services, using their own or the individual's vehicle.

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**Mileage Policy**

- Drivers using their own vehicle will be paid mileage at the state employee rates.
- Mileage begins at the point of departure after picking up the consumer and ends at the point of consumer return.
- For drivers commuting long distances to transport consumers, supervisors shall ensure the case record contains documentation verifying no other form of local transportation is available for the consumer.

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**Documentation**

- Completed and signed documents from ISP application process
- Documentation supporting level of qualification

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**Qualification Standards** These levels describe experience needed for corresponding pay scales.

<b>Level I</b>
<ul style="list-style-type: none"><li>• Ability to meet the basic requirements for driving and provide safe, reliable transportation</li><li>• Ability to read maps, follow directions and operate wheelchair lift/equipment</li></ul>

Rehabilitation Administrative Manual  
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640 **Attendants (12/15)**

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**Introduction** Attendants assist individuals with disabilities by providing personal, individualized assistant services such as:

- Toileting
- Dressing
- Personal grooming
- Hygiene
- Meals
- Mobility
- Managing a schedule
- Accompanying the individual to places where services are not available
- Setting up special equipment

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**Approval Policy for Family Members**

- The consumer shall have the option of selecting an attendant who best meets his/her needs.
- Use of family members as attendants requires DA approval.

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**Authorization Policy** For this service provider category, the Rehabilitation Counselor must obtain the required documentation prior to authorizing services.

If obtaining these documents causes a lengthy delay or hardship to the consumer's IPE progress, the Rehabilitation Counselor may provide a 30-day emergency authorization.

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**Documentation**

- Completed and signed documents from ISP application process
- Certificates of completion in CPR or First Aid are preferred
- Documentation supporting level of qualification

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Rehabilitation Administrative Manual  
INDIVIDUAL SERVICE PROVIDERS (ISPs)

**Qualification Standards**    These levels describe experience needed for corresponding pay scales.

Level I	Level II
<ul style="list-style-type: none"> <li>• Ability to communicate with the consumer regardless of disability</li> <li>• Establish positive support-based relationship with consumer</li> <li>• Solve problems and handle crisis situations effectively</li> <li>• Physically assist the consumer with transferring from place to place</li> <li>• Perform personal care duties</li> <li>• Perform duties in punctual, reliable manner</li> <li>• OR Home health aide or certified nursing assistant certificate, and</li> <li>• Ability to perform attendant care that is moderately complex, such as changing colostomy bags</li> </ul>	<ul style="list-style-type: none"> <li>• Licensed vocational nurse proficient in caring for consumers with serious disabling conditions:               <ul style="list-style-type: none"> <li>○ Uncontrolled seizure or</li> <li>○ Serious respiratory disorders, and</li> </ul> </li> <li>• Ability to perform attendant care at high skill level:               <ul style="list-style-type: none"> <li>○ Administer medications, or</li> <li>○ Nasogastric tubes.</li> </ul> </li> </ul>

Rehabilitation Administrative Manual  
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**700 BUSINESS CONSULTATION PROVIDERS**

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**Description** Business Consultations Providers assist individuals with disabilities in developing business plans and providing technical support in self-employment business situations.

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Rehabilitation Administrative Manual  
INDIVIDUAL SERVICE PROVIDERS (ISPs)

**710 Business / Self-Employment Consultants / Trainers**

**Introduction** Business / Self-Employment Consultants / Trainers assist individuals with disabilities in developing business plans and providing technical support in self-employment plans. The business plan must be written by the individual.

Assistance may include, but is not limited to:

- Guidance and technical support setting up or maintaining marketing plans and accounting systems

**Documentation**

- Completed and signed documents from ISP application process
- Documentation supporting level of qualification

**Qualification Standards** These levels describe experience needed for corresponding pay scales.

Level I	Level II	Level III	Level IV
<ul style="list-style-type: none"> <li>• 3 references for creating business plans and providing technical support, or</li> <li>• 1 year of successful business operation, or</li> <li>• Expertise in teaching or consulting in business-related area</li> </ul>	<ul style="list-style-type: none"> <li>• AS/AA degree in business or related field, and</li> <li>• Proficiency in creating business plans and providing technical support, or</li> <li>• 1 year of successful business operation, or</li> <li>• Expertise in teaching or consulting in business-related area</li> </ul>	<ul style="list-style-type: none"> <li>• BA/BS degree in business or related field, and</li> <li>• Proficiency in creating business plans and providing technical support, or</li> <li>• 1 year of successful business operation, or</li> <li>• Expertise in teaching or consulting in business-related area</li> </ul>	<ul style="list-style-type: none"> <li>• MA/MS degree in business or related field, and</li> <li>• Proficiency in creating business plans and providing technical support, or</li> <li>• 1 year of successful business operation, or</li> <li>• Expertise in teaching or consulting in business-related area</li> </ul>



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**720 Business / Self-Employment Plan Analysts**

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**Introduction** Business / Self-Employment Plan Analysts assist DOR in the evaluation of a proposed business or self-employment plan.

Assistance may include, but is not limited to:

- Discussion of components of the business plan
  - Evaluation of the proposed marketing/financing strategies
  - Direct consultation with the consumer and DOR staff
- 

**Documentation**

- Completed and signed documents from ISP application process
- Documentation supporting level of qualification

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**Qualification Standards** These levels describe experience needed for corresponding pay scales.

<b>Level I</b>	<b>Level II</b>
<ul style="list-style-type: none"> <li>• BA/BS degree in business or related field, and</li> <li>• 3-5 years as paid business consultant, and</li> <li>• 3-5 years experience with:                             <ul style="list-style-type: none"> <li>○ business ownership, or</li> <li>○ 2+ private sector positions in management, fiscal/finance, or marketing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• MA/MS degree in business or related field, and</li> <li>• 5+ years as paid business consultant, and</li> <li>• 5+ years experience with:                             <ul style="list-style-type: none"> <li>○ business ownership, or</li> <li>○ 2+ private sector positions in management, fiscal/finance, or marketing</li> </ul> </li> </ul>

## 800 DRIVER ASSESSMENT / INSTRUCTION PROVIDERS

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**Introduction** Driver Assessment / Instruction Providers assist individuals with disabilities to become safe and independent drivers.

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**Provider Categories**

- Occupational Therapists perform an assessment and provide information about the functional capabilities of the individual with a disability, which would impact the driving task.
- Driving Instructor provides driver training to prepare individuals with disabilities to become safe drivers and successfully pass the DMV licensing exam.

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**Evaluation Policy**

- A driving evaluation through a DOR-certified Driving Evaluation Program is required when detailed recommendations about the vehicle and vehicle modifications are necessary.
- When the mobility evaluator recommends adaptive driving equipment, the Rehabilitation Counselor should verify if the ISP can provide adequate instruction in the use of the adaptive driving equipment recommended by the evaluator.
- Rehabilitation Counselors should contact the DOR Rehabilitation Administrator at (562) 906-4972 for guidance in this area.

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**Documentation**

- Completed and signed documents from ISP application process
- Documentation supporting level of qualification
- Copy of DMV Individual Instructor License (Independent Driving Instructors only)

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Rehabilitation Administrative Manual  
INDIVIDUAL SERVICE PROVIDERS (ISPs)

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**Qualification  
Standards for Oc-  
cupational Thera-  
pists**

This level describes experience needed for corre-  
sponding pay scales.

<b>Level I</b>
<ul style="list-style-type: none"><li>• Registration with the National Registry of the American Occupational Therapy Association or eligibility for such registration.</li><li>• Two years experience with a broad range of physical disabilities, including interpreting visual/perceptual tests and functional assessments to apply to driving tasks.</li></ul>