

The sixth edition of *Foundations of the Vocational Rehabilitation Process* is the culmination of a 30-year joint effort to learn and teach about the vocational rehabilitation process. Since the first edition in the mid-1970s, our text has gradually grown to span over 3 decades of advances in our field. We have learned a great deal; we hope our readers will have the same experience.

Like its predecessors, the sixth edition of *Foundations of the Vocational Rehabilitation Process* provides the historical, philosophical, legislative, and sociological foundations for the habilitation/rehabilitation of persons with disabilities. These foundations are found primarily in Chapters 1 through 6, 14, and 15. In Chapters 7 through 13 and 16, we provide a comprehensive overview of the workings of rehabilitation. Our understanding of these foundations and procedures has evolved through teaching the introductory rehabilitation course to graduate students in rehabilitation education and through active research in rehabilitation. As our experience has grown, so too has the scope and depth of *Foundations*.

This edition addresses mandates presented in the major pieces of disability legislation influencing the practice of rehabilitation. This legislation emphasizes not only vocational, independent living, social, and educational rehabilitation services, but also the removal of environmental barriers and the civil rights of people with disabilities. Only through this dual focus on individual and environment can rehabilitation maximize participation of people with disabilities in mainstream American society. As in the previous edition, the right to this accessibility is the essential message of this edition. Throughout the 16 chapters of the book, the reader encounters this groundswell movement, initiated and nurtured by people with disabilities and their advocates for equal access to public services, transportation, accommodations, and telecommunications, as well as to economic and educational opportunities. Any environmental barriers to such freedom and responsibility, whether physical or attitudinal, are unacceptable. We believe that disability often places people with disabilities in our society in negative situations and that these situational factors are often far more limiting than are any medical, intellectual, or emotional conditions.

Current legislation calls for (a) greater involvement of individuals with severe disabilities, (b) alternative approaches to vocational placement, (c) provision of independent living services, (d) expansion of rehabilitation/habilitation services for individuals with developmental disabilities, and (e) protection of the civil rights of people with disabilities. The many implications of recent legislation are still in the process of being fully understood and acted upon by the field. Hence, the reader will find that this book

provides both theoretical and practical information to help rehabilitation professionals translate legislative mandates into practice.

The reader will find many changes in the sixth edition. More than 1,200 references are incorporated into the text, over 350 of which are new references. We have updated and moved the fifth-edition chapter titled “Overcoming Environmental Barriers to Employment Through Reasonable Accommodation in the Workplace” to the fourth edition of *Case Management and Rehabilitation Counseling* (Roessler & Rubin, 2006) because we believe that students in case management will be better prepared to apply information about job accommodation. We have added a new chapter, Chapter 14, on women with disabilities. By including this chapter, we stress the importance of rehabilitation counselor awareness of the unique challenges faced by many women with disabilities in regard to employment inequality, health needs, sexuality and intimacy, motherhood, and abuse. We are very appreciative of Dr. Walter Chung’s major efforts as the senior author of Chapter 14.

Chapter 2, “Current Rehabilitation History,” is expanded and updated. We provide a new section on the Ticket to Work and Work Incentives Improvement Act of 1999. The chapter discusses governmental and legislative efforts to reduce disincentives to employment for people with disabilities who are receiving benefits from programs such as Social Security. As in the past, Chapter 2 traces the history of post-1970 legislation pertaining to accessibility of public transportation by persons with disabilities. Civil rights implications of Title V (Sections 501–504) of the Rehabilitation Act of 1973 are discussed, as are perspectives comparing the treatment of persons with disabilities with that of other minority groups. Chapter 2 describes the critical differences between the minority group model and the functional limitations model.

Chapter 3, “The Americans with Disabilities Act” (ADA), provides an updated discussion of how the ADA prohibits discrimination on the basis of disability in employment, public accommodations, public services, and telecommunications. We wish to thank Jenny Rubin for her capable assistance in helping us find many of the law library resources necessary for developing the content of Chapter 3.

Chapter 4 continues to discuss timeless issues related to the philosophical underpinnings of rehabilitation, incorporating disability rights topics as well as the traditional arguments for rehabilitation services. We have added three new brief sections to Chapter 4 (e.g., “The Effect of Advances in the Science of Molecular Genetics on the Right to Equal Access to Employment for Those with Disabilities”). Many interesting class debates can be planned using the issues presented in Chapter 4, including the right to medical treatment, the meaning and relevance of “quality of life” as a consideration in the service provision determination process, and viable arguments for independent living and vocational rehabilitation services. Over the years students have conducted many heated arguments over the pros and cons of

the economic, moral/ethical, and human rights arguments in support of rehabilitation.

Chapter 5, “Sociological Aspects of Disability,” addresses the attitudinal and environmental features of handicapism in society. It analyzes the history of society’s responses to persons with disabilities to illuminate the major determinants of such treatment. In so doing, Chapter 5 explains the roots of attitudinal barriers that block full integration of persons with disabilities into society.

Chapter 6 discusses how certain basic values of rehabilitation professionals and of others in American society can be expected to be compatible since both groups are products of the same socialization process. These values, such as perception of physical attractiveness, can limit what rehabilitation professionals see as possible and logical goals for persons with disabilities, as well as limit the opportunities of persons with disabilities to participate fully in everyday life. Chapter 6 also discusses how the ethical principles of beneficence, autonomy, and justice shape rehabilitation professionals’ philosophy of helping by influencing their interpretation of the scope of their moral responsibility to their clients.

New information and updated references were added on the four disability types—physical disabilities, emotional disorders, mental retardation, and learning disabilities—previously discussed in Chapter 7, “Rehabilitation Clients and Their Needs.” As always, we thank Nancy Rubin and Joseph Ashley for their excellent contributions to the learning disabilities section. We also draw the reader’s attention to the new section added to Chapter 7 on visual impairments and blindness. Much of the information on all five areas of disability contained in Chapter 7 should be of great value to rehabilitation counselors as they communicate to employers the many benefits of hiring people with disabilities.

Although containing many new references and much new information in Chapters 8 through 13 and Chapter 16, the sixth edition retains the strengths of previous editions in coverage of the role of the rehabilitation counselor and the four-stage rehabilitation process—evaluation, planning, treatment, and placement. Chapter 13, which was added to the textbook in 1987, has been updated with some new references and additional information on assistive technology. Recognizing the fact that information of that sort is constantly changing, we remind readers of their continuing responsibility to stay abreast of technological advances.

At the same time, Chapter 13 introduces readers to a procedure that never goes out of date, namely the application of the problem-solving process in the use of technology. To help people with disabilities take advantage of technology, counselors must first and foremost be good problem solvers. They must also be well informed and creative as they apply these problem-solving steps to enhancing an individual’s productivity and independence through assistive technology. In closing, Chapter 13 presents a review of social attitudes and governmental policies that influence the development

of assistive technology. The instructor is encouraged to devote at least one class session to exploring technology-related issues and new technological devices. Much of what is referred to as the “handicapping condition” can be removed by creative applications of assistive technology.

The many opportunities available in private sector rehabilitation continue to require a chapter on private sector rehabilitation. An experienced rehabilitation educator, Dr. Martin Brodwin has an extensive work history in private sector rehabilitation. In Chapter 16, he discusses the functions of the private provider in worker’s compensation, insurance rehabilitation, disability management, forensic, and life planning roles. He compares and contrasts the skills needed to perform in these jobs with those required in the public sector. Dr. Brodwin’s chapter is an excellent introduction to the private sector for students, helping them decide whether and in what ways they might wish to work in that dynamic part of rehabilitation.

In closing, we call the reader’s attention to the outdated sexist and disability language in several of the quotes used in the sixth edition (e.g., “disabled persons”). Because these quotes were taken from “another time and place,” they do not reflect an editorial sensitivity to appropriate language. Rather than paraphrase these quotes, we include them as originally written, but we do point out here the problem associated with them.

*Foundations of the Vocational Rehabilitation Process* is designed for the introductory course at the master’s level or a senior-level course in an undergraduate program on vocational or independent living rehabilitation. Like the fifth edition, the sixth edition provides the groundwork for further study of the rehabilitation counseling process as described in the fourth edition of our textbook *Case Management and Rehabilitation Counseling* (Roessler & Rubin, 2006). When combined in a yearlong study of the rehabilitation process, this two-volume set covers (a) the history and philosophy of rehabilitation, (b) sociological aspects of disability, (c) the characteristics of clients with disabilities, (d) rehabilitation counseling, (e) case management, (f) the rehabilitation process, and (g) descriptions of rehabilitation services.

In terms of in-service applications, *Foundations* offers valuable information to practicing counselors who are dedicated to staying abreast of developments in the field. *Foundations* is also a valuable resource for those newly entering the profession who are preparing to become Certified Rehabilitation Counselors (CRCs). Finally, we hope that the sixth edition will assist in-service training directors in their efforts to develop informative training programs for their staff members.

As always, many people have made it possible for the new edition to be written. Although we have dedicated this volume to our families, we again offer it in the hope that it will contribute to the efforts of rehabilitation professionals to meet the pressing needs of individuals with severe disabilities. We also wish to recognize the individuals who have contributed to this book. Special thanks go to Charles Maria V. Arokiasamy, Martin Brodwin, Walter Chung, and Eugenie Gatens-Robinson for their contributions. We owe a great deal to Linda Patrick and her staff (Ashley Charvat, Melissa

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