

Job Skills Training Workshop

June 7, 2023

Presented by:
UNT WISE

Workplace Inclusion & Sustainable Employment

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Today's Presenters



Amber Brasher
(she / her)

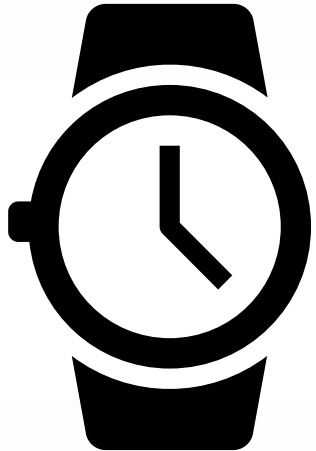


Kellie Nix
(she / her)



Paula Fuller
(she / her)

Today's Agenda



Time	Topic
9:00am – 9:30am	Welcome, Recap, & Agenda Overview
9:30am – 10:00am	Skills Training
10:00am – 10:50am	Fading & Natural Supports
10:50am – 11:00am	Break
11:00am – 12:00am	Employer Engagement (w/D'Anna Trevino from Market Place Frisco)
12:00pm	Lunch
1:00 pm – 2:00pm	Employer Perspective (w/Anne Hudson from Southwest Airlines)
2:00pm – 2:50pm	Case Notes and Case Management
2:50pm – 3:00pm	Break
3:00pm – 3:55pm	TWC-VR Connection
3:50pm – 4:00pm	Question & Answer Survey Completion



Skills Training

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What is a Job Coach?

A person who uses structured techniques to assist individuals with disabilities to learn and accurately carry out job duties

Provide on-the-job training and support

“Beginning with the End in Mind” (Covey)



Potential Job / Employer Match Activity

Within your group, determine which employers or types of businesses in your area that would be a good match for your job seeker.

Student Profile: Considering the details about this student, what would be a good place for this student to volunteer, job shadow, intern, or work?

Alex



Interests: Enjoys being with friends and loves animals

Experience: Job shadowed at local pet shop and has volunteered at her neighborhood library

Skills: Always punctual, friendly, & team-oriented

Other considerations: Can be very reserved and shy. Has difficulty with heavy amount of social interactions

Student Profile: Considering the details about this student, what would be a good place for this student to volunteer, job shadow, intern, or work?

Parker



Interests: Anime and Manga graphic novels, shopping, beauty & cosmetics

Experience: No work or volunteer experience but has always been interested in working with people

Skills: Social, dependable and very creative

Other considerations: Can sometimes get overwhelmed and shut down when given too many tasks

Student Profile: Considering the details about this student, what would be a good place for this student to volunteer, job shadow, intern, or work?

Jesse



Interests: Loves playing video games on Twitch and Discord, enjoys science, computers and all things STEM

Experience: Worked at Kroger for a few months and didn't really enjoy it

Skills: Very tech savvy, positive disposition, uses sign language

Other considerations: Uses text to speech assistive technology

Student Profile: Considering the details about this student, what would be a good place for this student to volunteer, job shadow, intern, or work?

Taylor



Interests: Loves choir, showtunes and musicals, enjoys the outdoors

Experience: Peer mentor with Best Buddies and previous volunteer experience at a summer band camp for young adults with disabilities

Skills: Has great memory, Goal oriented

Other considerations: Has a service animal, uses a mobility cane, uses public transportation

Student Profile: Considering the details about this student, what would be a good place for this student to volunteer, job shadow, intern, or work?

Reese



Interests: Likes dinosaurs, enjoys working with his hands, desires comradery

Experience: Volunteered at church and has job shadowed at a local retail warehouse

Skills: Very organized, does not mind taking on a "leadership" role

Other considerations: Can be easily distracted, can sometimes lose track of time

The Role of a Job Coach



A Job Coach Is:

- ✓ Planner
- ✓ Consultant
- ✓ Mentor
- ✓ Community Resource
- ✓ Trainer
- ✓ Accommodations Specialist

A Job Coach Will:

- Use structured intervention techniques to implement the most effective and least intrusive method
- Help the student learn essential soft and hard skills of the job
- Assist with learning to use transportation to and from the worksite
- Establish supports and accommodations necessary to ensure success
- Observe the student to identify and solve potential problems
- Monitor the student's performance
- Fade assistance as the student becomes better adjusted and more independent

Universal Design for Learning

- Principle 1: Provide Multiple Means of Representation
- Principle 2: Provide Multiple Means of Action and Expression
- Principle 3: Provide Multiple Means of Engagement

Recommended to adhere to the principles of Universal Design for Learning
(<http://udlguidelines.cast.org/>)

Learning Styles

Auditory



Discussions, oral presentations, lectures, verbal instructions

Visual



Video and PowerPoint Presentations, live demonstrations, drawing or using pictures

Kinesthetic/Tactile



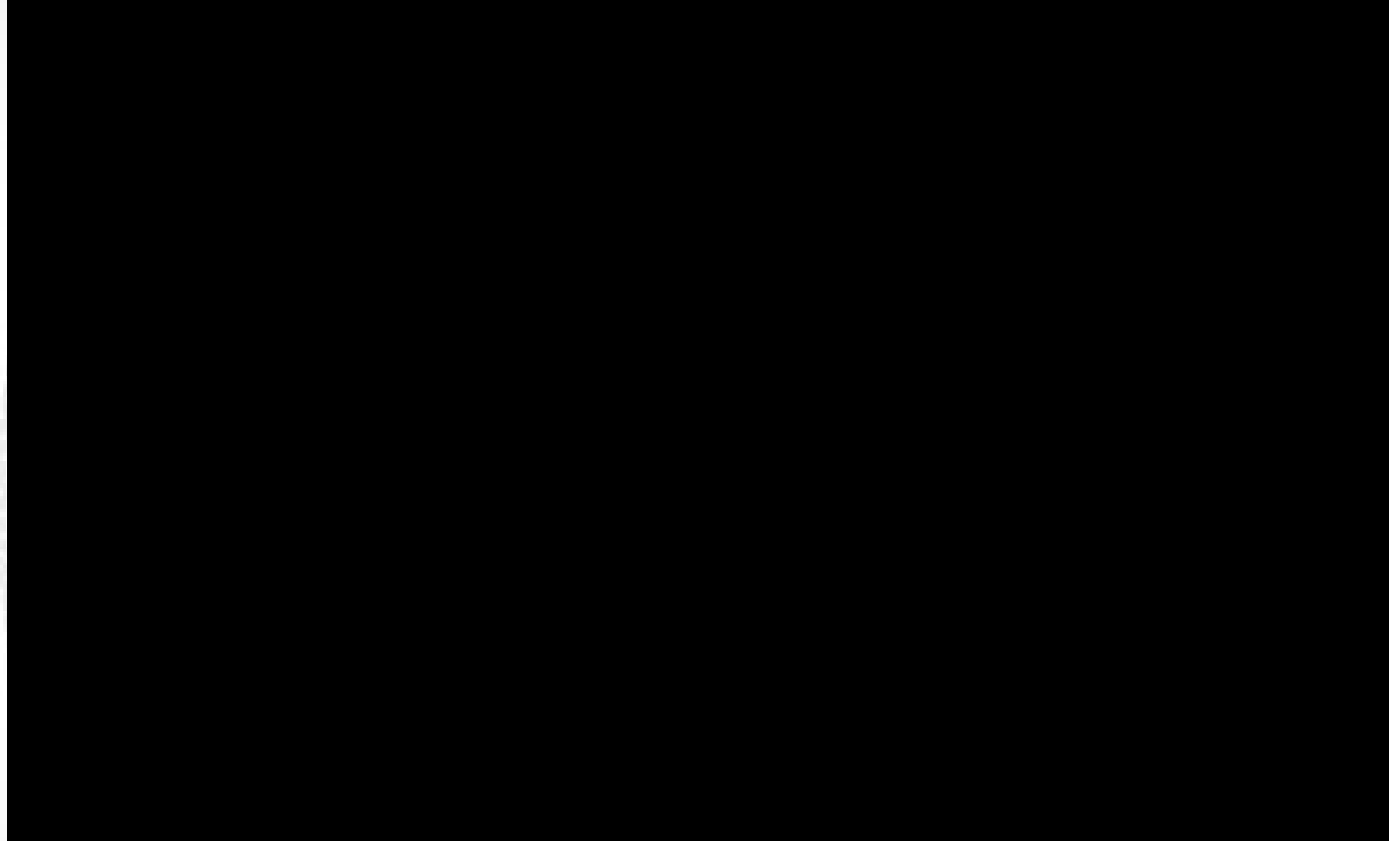
Hands-on Experiences, Role play, interactive exercises including computer-based applications

- <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
- <http://vark-learn.com/the-vark-questionnaire/>

What Job Coaching Looks Like



Job Coaching Video Example



Source: https://www.youtube.com/watch?v=1nU91RemByw&list=RDLVhEa4dfEISmQ&start_radio=1&rv=hEa4dfEISmQ

Systematic Instruction

There are three parts of the teaching process that Job Coaches must accomplish when teaching a task:

The task must be clearly understood

The student must be given sufficient information so they can complete the task correctly.

The student's performance is reinforced in order to increase correct repetition of the task.

Here are some of the training strategies that can be used to teach students tasks they must master:

- **Natural Cues**
- **Prompts Modeling** (direct, indirect, and non-verbal instructions)
- **Physical Assistance**
- **Self-instruction techniques**
- **Reinforcement**

Natural Cues

Natural cues are features within the work environment that signal the employee what to do next. Natural cues are seen throughout the workplace for all employees and they are prompts or reminders for everyone

Example: in school the bell rang to signal the beginning and end of recess. Natural cues can be seen, heard, felt or smelled.

Examples:

• Buzzer/alarm



• On/off switch



• Calendar with reminders



• Dirty dishes in the sink



• Announcements posted



Prompts Modeling

Gestures – movements of the hands to bring attention to an action step. Facial expressions and other body positioning may also bring attention to the needed task:

Cue: Point to time clock

Meaning: Punch in or out

Cue: Touch safety glasses or point to eyes

Meaning: Put on safety glasses

Cue: Tap wrist watch

Meaning: Stay on time, break time or finish up

Cue: Point to object & shake head “no”

Meaning: Not this one, leave this alone



Indirect Verbal Instructions – verbal cues which provide input, but require the employee to think through the response. Indirect verbal cues can also re-direct or stop an incorrect action. The verbal cue is typically short, such as:

Cue: “Again”/“Repeat”

Meaning: Repeat the same action

Cue: “Time”

Meaning: Check your time; are you on schedule?

Cue: “Next”

Meaning: What’s next in the sequence or move on to next one.



Prompts Modeling (cont.)

Direct Verbal Instructions – can be helpful at the beginning of the learning phase of a job task. The Job Coach’s instructions should be clear and concise:

Example: “Stock the cart.”

Example: “Fill the water pitcher.”

Example: “Get your timecard.”



Model Prompt – the demonstration of an activity or action. The modeling may show all or part of the activity and is intended to show how something is done. This is especially helpful when learning new tasks or making changes to how a task was done in the past.

Example: Demonstrating how towels are folded

Example: Loading paper in the copier correctly

Example: Using the dustpan to sweep



Your Turn to Practice

1. Each table has a prompt modeling card.
2. Separate members in your group (job skills trainer, customer, observer, etc.)
3. Look at a picture of the completed item.
4. The job coach will teach the customer how to fold the shirt to look like the final product using the style of prompt on the prompt card.
5. Trade partners and repeat the project
6. Reflect with your group.
 - a) Did you notice changing prompts throughout the process based on the needs of your customer?



Physical Assistance

Partial Physical Assistance – may be necessary when learning a new task or when a stronger reminder is needed. Physical assistance is a much stronger sense of direction.

- ❖ Some individuals may not respond well to touch prompts, or be startled if caught off guard by them.
- ❖ Get to know your student and learn how they respond to physical reminders.

Example: Tap on student's elbow to reach for tool.

Example: Guide student's elbow to push the correct button.

Example: Place hand on back to move forward.

Example: Place hand on shoulder to stop or change directions.

Full Physical Assistance - provides the strongest of the prompts or cues.

- ❖ A student with an intellectual disability may need hand-over-hand to learn and recall the task.
- ❖ Student's with a visual impairment may need hand-over-hand demonstrations to 'see' with their hands first.
- ❖ When working with any student, tell them first if you are about to do a touch cue or demonstration.

Example: Guide student's hand to pick up an object.

Example: Guide student's hand to fold the box and close tabs.

Self-Instruction Techniques

Self-instruction – the process that we use when we need to perform a task and teach ourselves to do it step-by-step. Teaching a person self-instruction techniques has proven to be a successful tool for some people with disabilities. People with poor impulse control and/or learning disabilities experience increased self-esteem after learning how to self-instruct.

Self-instruction training sequence:

1. The trainer models a task while the learner observes.
2. The learner performs the task while the trainer verbalizes the task.
3. The learner again performs the task but verbalizes the instructions himself/herself.
4. The learner performs the task while whispering the self-instructions.
5. The learner performs the task and self-instructs performing the task.

Be clear that you are teaching the learner to understand how to self-instruct. If you use each of these steps while teaching a job task, then you are also teaching a learning process.

Reinforcement

Everyone learns and performs better when they are "rewarded" for acceptable performance. That is, the reward reinforces the behavior and prompts the person to repeat the behavior.

As powerful as reinforcement is in teaching and training, it does have limitations. Pay attention to the following when implementing the training program:

After repeated use, a reinforcer will lose value. If someone popped an M&M in your mouth every time you did "X". At first, it would be great, but repeated over time, the candy loses its appeal.

A reinforcer is highly individualized. We have to find out what motivates the student to continue to perform. Get feedback from the student's inner circle to identify positive reinforcers that have worked in the past with the student.

To be effective, use the reinforcement every so often. Rewarding a behavior every time becomes monotonous.

Different reinforcers can be used for the same behavior. If the customer likes both candy and verbal praise, either will work.

Once the task is learned, rewards are needed less often.



For most humans, social rewards are the most powerful and the most widely used. Usually is it a smile, a nod or a word of praise. Students respond well to social rewards or recognition, just like everyone else.

Fading

It is to the student's advantage that the Job Coach is present for the **shortest time possible**.

This requires the Job Coach to efficiently and effectively **develop an exit plan**.

We refer to this physical withdrawal as **“fading”**.

Begin to **decrease your physical presence** once the student learns a skill and no longer needs assistance with that task, or can perform the task with support from the natural environment.

Over time, as the student's competencies, relationships and independence on the job increases, the **trainer fades from elements in the job** and eventually fades from the workplace.

At this point, your relationship with the student and the employer changes to a **consulting or facilitation role**.

You provide support, guidance, problem solving and remain a **resource**.

Keep in mind, day-to-day, your role as a Job Coach has **transitioned away from the workplace**.

Off-site consultation may continue depending on the needs of the student.

Extended Supports

Extended supports are ongoing supports provided throughout the life of a job and sometimes referred to as long-term support. Services may involve on-site or off-site monitoring or delivery of services necessary for the person to maintain long-term employment. The goal is to identify a problem/issue/challenge when it begins and fix it, so that employment is maintained.

Some of the services may include:

Consulting with the supervisor about problem areas or training needs such as:

- direct skills training,
- monitoring work performance, and
- implementing supports or strategies to improve work performance.

Identifying and getting help from natural supports on and off the worksite;

Reporting earned income to the Social Security Administration;

Mentoring;

Accommodations;

Transportation; and

Providing any other needed services such as medication management, hygiene, dress, and social needs at worksite(s).

The frequency of extended services and supports can be daily, weekly, monthly, or occur as identified as a need.

Extended Supports(cont.)

As long as they are needed, some services will be the life of the job

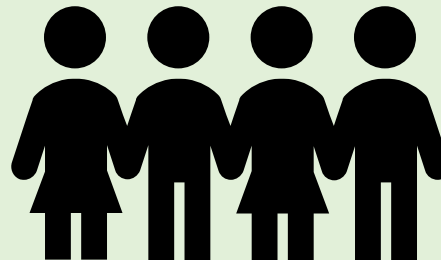
Workplace

- Peer mentors
- Natural supports*

* Because you cannot stay on the job forever, natural supports are some of the most important and prove to be some of the most effective. Identifying key personnel is key to long-term success.

Family & Friends

- Transportation
- Advocacy



Community Supports

- Transportation
- Social security
- MHMR
- Day Hab
- Medical Professionals
- Church
- Non-profits
- Medicaid Waiver Services

The Importance of Teaching Self-Advocacy & Disclosure

- ✓ Important because you won't be with the student forever
- ✓ Promotes independence and confidence
- ✓ Helps students understand their rights and responsibilities under the law
- ✓ Start discussing self-advocacy and disclosure before they
- ✓ are even on a job site



- ✓ Disclosure is a personal decision, takes thought and practice.
- ✓ Disclosure should:
 - Provide information about how the disability affects capacity to learn and perform effectively
 - Provide information about the environment, supports and services needed to access, participate in and excel in job/school/community

Rights & Responsibilities Related to Disclosure & Self Advocacy

Entitled to:

- Have information about the disability treated confidentially and respectfully;
- Seek information about hiring practices from any organization;
- Choose to disclose disability at any time during the employment process;
- Receive reasonable accommodations for an interview;

Job seekers have the responsibility to:

- Disclose the need for any work-related reasonable accommodations;
- Bring skills and merits to the table; and
- Be truthful, self-determined, and proactive.

Adopted from: <https://www.dol.gov/odep/pubs/fact/ydw.htm>

Questions?

A green light to greatness.

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10 Minute Break



A green light to greatness.

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Case Notes, Case Management and Review

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Why Case Notes Matter



Case notes

- Document participant strengths, barriers, and progress;
- Capture services provided and support case management;
- Facilitate continuity of information and services; and
- Support program accountability, protecting both the student/customer & service provider/Job Skills Trainer.

Case Note Components



*Consider SOAP Notes and DAP Note Templates

Who

- provided the service or information relevant to the case

Where

- the service or interaction occurred

When

- the event occurred

Why

- The reason for the service or interaction

What

- actions or activities were completed and next steps

How

- Services were provided

Case Note Components Continued...

Case notes must be written:

- In a **timely** manner;
- According to **objective** observation:
 - Based on facts; and
 - Using language that is not biased or judgmental;
- With **clear**, **sufficient**, and **relevant** details;
- With your **audience** in mind; and
- In a way that protects sensitive **PII, SPI and PHI***



*Personally identifiable information (PII), Sensitive Personal Information (SPI), & Protected Health Information (PHI).

Identifying Objective & Relevant Content



Jane was super depressed because two co-workers did not want to visit with her during their lunch break. She almost got hysterical talking to me about trying to make friends because it is hard for her. Although I don't think that she tries too hard to make friends. I told her about some strategies that could work for her.

Revised notes:

Jane informed her job coach of feeling discouraged as she has reported having difficulties developing friendships with her co-workers. She communicated her immediate need to develop friendships while at work and provided examples of how she has tried to interact with her co-workers in the past. The job coach advised Jane to consider strategies like trying to find common interests, creating small talk and being friendly and welcoming to her peers.

Case Notes & Confidentiality



- ❖ Maintaining record confidentiality is everyone's responsibility
- ❖ Protected Personal Identifiable Information (PII) can include home addresses, email addresses, phone numbers, IDs driver's license numbers, birthdays and social security numbers
- ❖ Protected Health Information (PHI) includes medical diagnoses, and private health information covered by HIPAA
- ❖ Other Sensitive Personal Information (SPI) may include credit card information, birthplace, gender, race, ethnicity, other demographic information and etc.

Case Notes



Professional, Legible



Clear and concise



Timely, Chronological



Accurate and complete

*Specific requirements will vary depending on the organization or program

TEXAS WORKFORCE SOLUTIONS *****		SEAL Worksite Monitoring Report
Workforce Development Board Name:		
SEAL Participant Name:	VR Case ID:	
VR Counselor Name:		
Date of Worksite Monitoring:		
Method of Worksite Monitoring:	<input type="checkbox"/> In Person <input type="checkbox"/> Electronic	
Worksite (Employer) Name:		
Monitoring Visit Conducted with (check all that apply):	<input type="checkbox"/> Worksite Supervisor <input type="checkbox"/> SEAL Participant <input type="checkbox"/> Work Experience Trainer	
Worksite Address:		
Assessment of Progress		
What is going well? Check all that apply.	<input type="checkbox"/> Willingness to learn <input type="checkbox"/> Reliability <input type="checkbox"/> Time management <input type="checkbox"/> Job performance <input type="checkbox"/> Teamwork <input type="checkbox"/> Other:	
Is the participant experiencing any challenges? If yes, check any that apply. <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Willingness to learn <input type="checkbox"/> Reliability <input type="checkbox"/> Time management <input type="checkbox"/> Job performance <input type="checkbox"/> Teamwork Other:	
If the participant is experiencing challenges, what action was taken to address?		
Submitted By		
Name of Board or Board contractor staff member:		Date:

Managing a Caseload / Multiple Students



*Case management responsibilities will vary depending on the provider

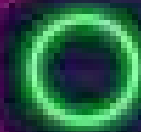
The **KEY** to organization is maintenance!

- ❑ Strategies for success
 - Filing system
 - Dedicated time/place for reporting
 - Schedule/Calendar
 - Color coding

Consider: Managing Caseloads, Multiple Students *and* Confidentiality

Activity time!

Grab your phones
and go to
<https://kahoot.it>
&
Enter Game Pin



Case Notes, Case Management & Review

Questions?

A green light to greatness.

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Employer Engagement Presented by: D'Anna Trevino

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Market Street Employer Engagement

The
United
Family

United
supermarkets

Amigos

Albertsons
Market

Market
STREET

United
EXPRESS

RC Taylor
DISTRIBUTING

USM
MANUFACTURING

LIANO

United
FOOD & BEVERAGE
SERVICES

Who are we? Our Mission...

Since being established in 1916, our company has four primary principles at the core of its philosophy:

- Value to the Guest
- Exceptional Guest Service
- Community Involvement
- Treating Each Other as Family

The
United
Family

United
supermarkets

Amigos

Albertsons
Market

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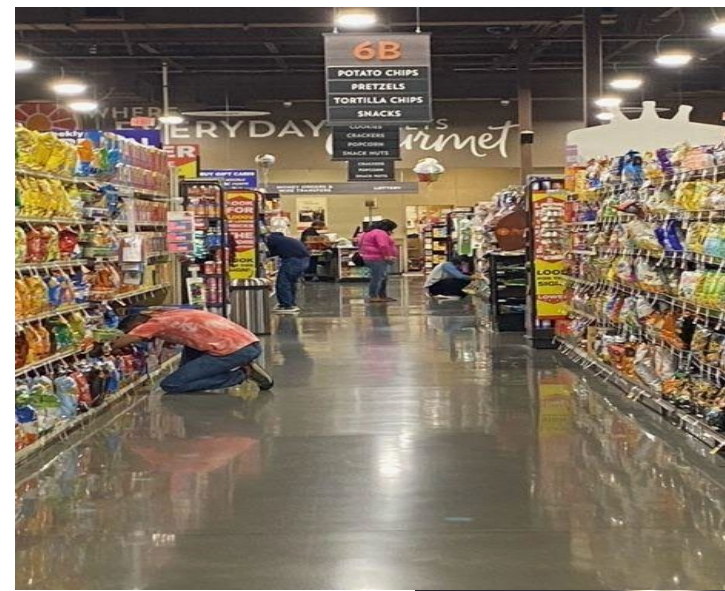
USM
MANUFACTURING

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SERVICES

Benefits for Employers

- Greater diversity at the workplace
- Diverse perspectives
- Improved morale
- Increased productivity
- May be eligible for federal and state tax deductions
- Enhanced reputation





Misconceptions about employees with disabilities

- Limited abilities
- High costs
- Low productivity
- Dependence on others





Strategies for Employer Engagement

- Create an inclusive workplace culture
- Partner-friendly Programs
- Consistent Communication
- Get Partner Buy-in
- Manager Buy-in
- Stay active in the program





Benefits for Job Seekers

- Improved Self-esteem
- Financial stability
- Increased social connections
- Greater skill development
- Improved physical and mental health
- Greater independence





Conclusion

- Greater diversity
- Improved morale
- Community involvement
- Greater skill development and independence
- Increased social connections



Employer Perspective Presented by: Anne Hudson

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Heart One

Southwest

Southwest.com

N8642E

Anne Hudson – Manager, Accommodations



Anne Hudson received her B.A., *cum laude*, from Southern Methodist University. She began her career in recruiting at a Fortune 500 company and later earned her Juris Doctorate degree from the University of Houston. She practiced civil litigation for five years, before returning to her passion of advocating for individuals with disabilities in the non-profit sector. She spent five years with a non-profit agency creating opportunities for adults with intellectual disabilities to obtain meaningful employment.

In 2018, she returned to the corporate world and joined the Accommodations Team at Southwest Airlines, where she supports employee workplace accommodations and advancing corporate disability strategy. She is currently Manager, Absence Management – Accommodations and is a frequent speaker on disability hiring strategies, etiquette and related topics.

Best Practices – Services in the Workplace

- Employee Self Advocacy – Employers can't support what they don't know
- Find a Champion – Leaders, Co-Workers, etc.
- Partner with HR or other compliance department

Types of Accommodations

- Extra time for learning/testing
- Job coaches
- Equipment
- Adjusted Breaks

Questions?



TWS-VR Connection

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TWS-VR Services to Assist with Employment

Vocational counseling and guidance

Referrals for hearing, visual and other examinations

Assistance with medical appointments and treatment

Rehabilitation devices, including hearing aids, wheelchairs, artificial limbs and braces

Therapy to address a disability, including occupational or speech therapy and applied behavioral analysis

Physical restoration services

- ✓ Services are individualized for each customer
- ✓ Services are based on eligibility and individual needs



TWS-VR Services to Assist with Employment Continued...

Medical, psychological and vocational assessments

Assistance with college education or trade certification

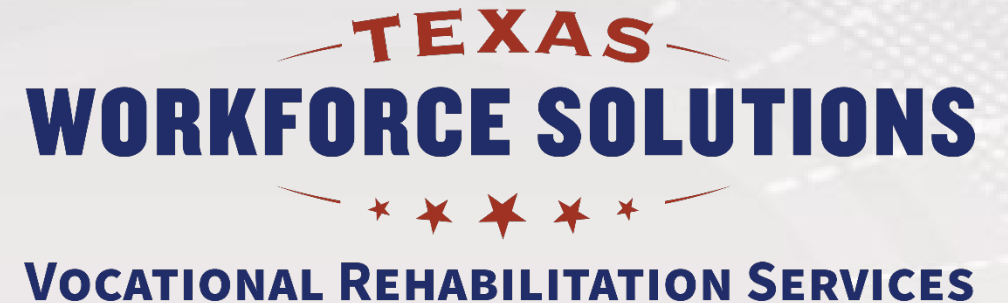
On-the-job training

Training in workplace and employer expectations

Vocational adjustment training

Rehabilitation Teachers Services to help learn Braille, orientation & mobility, and home and health management skills if the customer is blind or has a visual impairment

Supported employment



TWS-VR Job Matching & Placement Services



Transportation assistance to and from the job, including travel vouchers and vehicle modifications

Follow-up and supported employment services to help maintain employment

Referral to:

Business Enterprises of Texas program

Criss Cole Rehabilitation Center

Other state, federal and community agencies & organizations

TWS-VR Pre-Employment & Transition Services (Pre-ETS)

Pre-ETS provided to transitioning individuals who meet the definition of a "student with a disability"



In Texas, the relevant age range is:

14–22 years old

All services must address one of the key categories defined in the Pre-ETS requirements under the Workforce Innovation and Opportunity Act (WIOA).

The five key Pre-ETS required categories are:

- 1) job exploration counseling;
- 2) work-based learning experiences,
- 3) counseling on transition or postsecondary options;
- 4) workplace readiness training to develop social skills and independent living; and
- 5) instruction in self-advocacy, which may include peer mentoring

The Role of the VR Counselor

VRCs have a unique skill set and specialized training to serve individuals with disabilities.

Including extensive knowledge of various aspects of disability and an understanding of the disability-related supports necessary to help VR customers reach their employment goals.

This knowledge is combined with an understanding of the local labor market, business trends, and employment law.


VRCs work closely with job seekers to determine an employment goal, and then identify and arrange for the high-quality services that lead to successful employment.

Employment goals are guided by the principle of informed choice and the services that are provided are consistent with the customers'

- Strengths
- Resources
- Interests
- Capabilities

How to Access VR Services – Self Referral Link

Start My VR Interest Form.



Hello! Welcome to Start My VR! Thank you for your interest in Texas Workforce Solutions-Vocational Rehabilitation (VR) Services.

By completing the online self-referral, you are taking the first step in your Vocational Rehabilitation journey.

- ✓ If you have a physical, mental, or emotional disability that affects your ability to obtain or maintain employment, you may be eligible for our services to help you in finding and retaining meaningful employment.
- ✓ Please complete the form fields so that we may connect you with a counselor who can tell you more about how the VR process works.
- ✓ Once your information has been received, you will be contacted by VR staff to schedule time to discuss your interest in vocational rehabilitation (VR) services. If you would like, a friend or family member may join you in this conversation.

If you do decide to apply for VR services, eligibility for those services is based on these four factors:

1. You have a physical, cognitive, or mental impairment documented by the appropriately qualified professional (doctor, psychologist or other)
2. Your documented impairment causes a substantial barrier to getting or keeping employment
3. You can benefit from vocational rehabilitation services that lead to an employment outcome
4. You require vocational rehabilitation services to prepare for, secure, retain or regain employment

Please note that attachments are not allowed.

* Last Name

* First Name

Middle Name

Preferred Name

* Date of Birth (Format: mm/dd/yyyy)

[Start My VR - TWS-VR Self Referral Link](#)

How to Access VR Services – VR Office Locator

[TWS-VR Office Locator](https://webp.twc.state.tx.us/services/VRLookup/)

<https://webp.twc.state.tx.us/services/VRLookup/>

Call the designated office and ask to speak with the
“Counselor of the Day”

Then request to setup an appointment to complete an
application for services

Workplace Inclusion & Sustainable Employment

TEXAS WORKFORCE SOLUTIONS
VOCATIONAL REHABILITATION SERVICES

¿Habla español?
Ver esta página en español.

VR Office Locator

Texas Workforce Solutions-Vocational Rehabilitation Services (TWS-VRS) is a partner within the Texas Workforce System to support job seekers with disabilities as they prepare for, obtain, maintain, or advance in competitive integrated employment.

Vocational Rehabilitation (VR) services are available to eligible individuals with disabilities across Texas and VR staff are co-located within many Workforce Solutions Offices.

The Texas Workforce System is intended to support everyone who wants to work, with supports and services to help them get a job or keep a job or advance in a career. This includes identification and referral of workforce customers who may be eligible for VR Services.

To locate the Texas Workforce Solutions - Vocational Rehabilitation Services office nearest you that provides services for people with **Visual, Physical, or Auditory Disabilities** search by ZIP Code, County, Workforce Board Area, Program, and/or Specialized Service.

For **Unemployment Insurance (UI)** assistance, please call the tele-center at 1-800-939-6631. You can also request a UI contact through Larry the Virtual Assistant by clicking on the Chat with Us box at the bottom of the TWC home page. Type "contact me" in the question field and fill out the contact information. UI staff are researching those requests and performing outbound contacts.

For assistance in locating a VR office for vocational rehabilitation services, please email vr.office.locator@twc.texas.gov or call (512) 936-6400 to be connected to VR staff.

For best results, please enter only the zip code or a county or the Workforce Board Area.

To help find the most appropriate office for the services you need, as the program, please select:

- **VR** if you have a physical, or mental impairment, or if you have blindness or a visual impairment, deafness, or a hearing impairment, or a brain injury that affects your ability to find, keep, or advance in meaningful employment.
- **OIB** if you are 55 or older and have a significant visual impairment that substantially limits your ability to function independently in the home, family, and/or community and you are not interested in employment.

Program

Zip Code

County

Workforce Board Area

Specialized Service

Summer Earn & Learn

The Summer Earn & Learn (SEAL) program provides students with disabilities ages 14-22 with work readiness training and paid work experience.

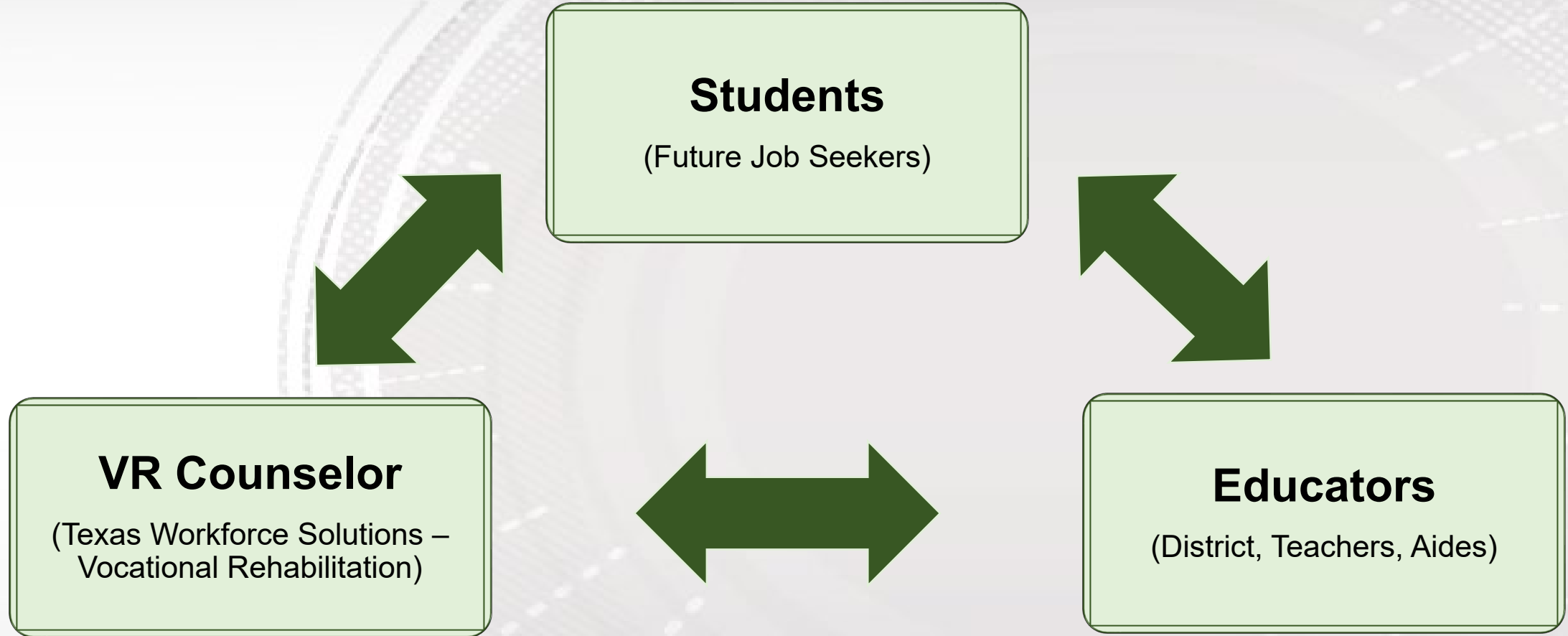
SEAL is a statewide strategy hosted by TWS-VR.

After completion of this training AND the online course you will earn the **Jobs Skills Training Credential** that will allow you to provide this service for SEAL.

You will need to get connected with a VR Provider that is participating in SEAL. You can look up local provider through the [VR Provider Locator](#) or you can contact your local VR Office to ask about local providers that are participating in SEAL.



Putting it Together



Questions?

A green light to greatness.

UNT[®]

Job Coaching Academy

Presented by:
Amy Reeves

Workplace Inclusion & Sustainable Employment

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Job Coaching Academy

Amy Reeves



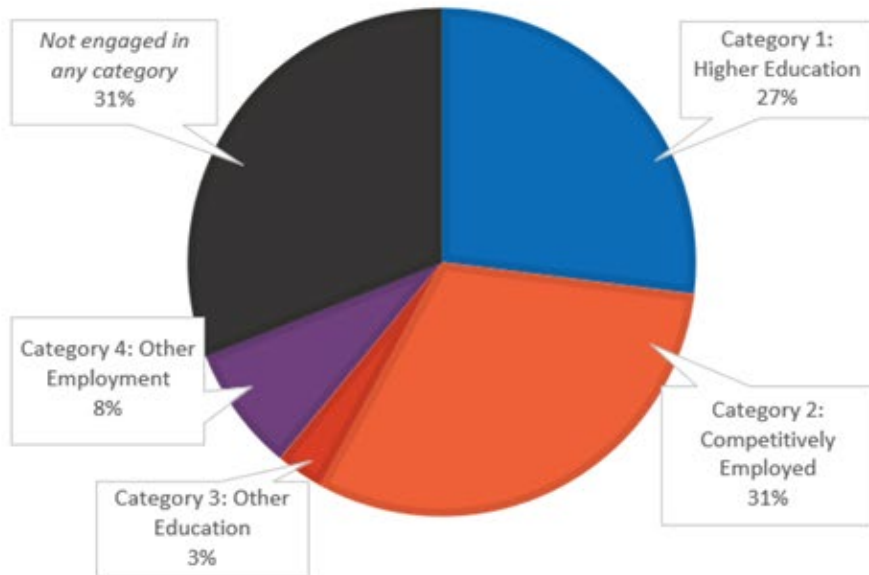
State Performance Plan Indicator 14 Results



SPPI 14: Highlighted Results

[DOL Report](#)

PERCENTAGE OF RESPONDENTS



- 34,796 students invited to complete the survey
- 8,300 completed surveys
- 23.9% response rate

Department of Labor



Employment Relationships FOH 64c08(c) are presumed not to exist when each of these 3 components do not exceed the limits: (For students, limitations are for 1 school year)

Vocational Exploration: 5 hours per job experienced

Vocational Assessment: 90 hours per job experienced

Vocational Training: 120 hours per job experienced

[Link to the full document](#)



Documentation



Student					Grading Period/Dates:	
District/Campus			Teacher		On-site Facilitator (i.e. job coach)	
Career Cluster/Endorsement			Training Site			
Date	Time/Hrs.	Purpose	Format	Support	Assigned tasks	Notes

Purpose:

- E – Exploration
- A – Assessment
- T – Training

Level of Support

- D** – Direct: School staff provides prompts and hands-on help
- I** – Indirect: School staff provides cues and prompts as needed
- P** – Periodic: Student is allowed to work independently for short periods of time with regular checks by school staff
- N** – Natural Supports: Support is provided environmentally and by employees of the business:

Format:

- I** – Individual: One student working on a singular task
- SR** – Shared Responsibilities: Two students working together on the same task
- SG** – Small Group: Three or more students working in the same area on similar tasks

[Link to the full training document](#)



Universal Design for Learning



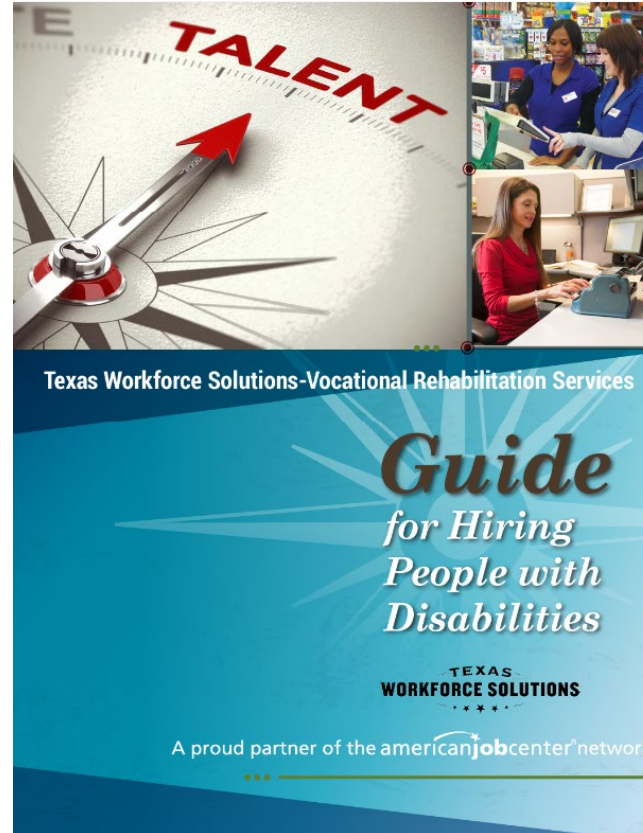
UDL Classroom Implementation Rubric

Progression/UDL Knowledge Statement			
Beginner <i>Options</i>	Emerging <i>Anticipate variability and reduce barriers</i>	Proficient <i>Student voice and choice</i>	Leader <i>Model</i>
3. Goal: Engagement. The relevance of the goal is highlighted for the learners.			
<p>Beginning educators are beginning to highlight the relevance of the goal to learners. For example, educators:</p> <ul style="list-style-type: none"> attempt to connect the goal to something meaningful, authentic, or relatable to the learners (E) provide some choice in how students can make the goal meaningful or relevant (E) <p>_____ Score +1 where you see options for how the relevance of the goal is highlighted for learners. You could gain evidence from what students are saying, doing, and producing.</p>	<p>Emerging educators regularly anticipate variability and reduce barriers in how the goals are highlighted and made relevant to learners. For example, educators:</p> <ul style="list-style-type: none"> look for ways to recruit student interest in the learning goals (E) provide flexibility for how students can relate to and make meaningful connections to the learning goals (E, S) use the goal to inform the design of flexible, authentic learning opportunities that are meaningful or relevant to learners (E, S) <p>Score +1 where you see options for how there is proactive planning to highlight the relevance of the goal to learners in ways that anticipate learner variability and reduce barriers.</p>	<p>Proficient educators support students in co-constructing and developing their own meaningful connections to and interest in lesson goals. For example, educators:</p> <ul style="list-style-type: none"> encourage students to have an active voice to make meaning of and connect to the goals (A, E, S) regularly design opportunities into the lesson for students to develop their own meaningful goals (E, E) co-design goals that are relevant, authentic, and important to students (E, E, A, E) ensure the rich array of backgrounds and cultures in their classroom have voice and choice (E) <p>_____ Score +1 where you see options for how learners are encouraged to highlight relevance in the learning goals.</p>	<p>Lead educators model how to proactively plan and highlight meaningful connections, points of interest, and relevance in the learning goals across multiple lessons and units. Student-informed goals drive engagement options. For example, educators:</p> <ul style="list-style-type: none"> lead staff development or meetings with options to highlight relevance or meaning (E) <p>Initiate discussions with colleagues about how the goals are meaningful, of interest and relevant to learners (E, A, E, E)</p> <ul style="list-style-type: none"> invite their colleagues to develop connections to their own learning goals and interests in connection with what they are learning (E), develop meaningful, relevant connections to goals that span across lessons, units, and courses (E) <p>Score +1 where you see evidence of how learners make relevant and meaningful connections to the learning goals across multiple units (and perhaps across disciplines and within the community) and modeling for or leading others.</p>
<p><i>Scoring Notes: More options do not necessarily mean stronger application of UDL. Scoring evidence can also include data from what students are saying, doing, and producing.</i></p> <p>LETTER CODE KEY: A = Action and Expression; C = Options for Comprehension; E = Engagement; LS = Options for Language and Symbols; P = Options for Perception; R = Representation</p>			

[UDL Document](#)
[UDL Companion Document](#)



Guide for Hiring People with Disabilities



[Link to the full document](#)
[Department of Labor](#)



Texas Transition



www.texastransition.org



Military Interest



DOD Civilian Careers
[Schedule A](#)



Video Modeling



Video Modeling Implementation Guide for Educators *Ryan Kellems, PhD.*



[Link to the document](#)
[Dr. Ryan Kellems YouTube](#)



Upcoming Training through Region 10



July 16th - 19th

TAVAC Conference

[Flyer](#)

San Antonio

July 19th & 20th

LID Conference

[In Person](#)

July 27th
9:00-12:00

Leaving a Clear Trail

[In Person](#)

August 3rd
9:00-12:00

Job Coaching

[In Person](#)

August 24th
9:00-12:00

New to Transition Cohort
(limited to 45 participants)

[In Person](#)

Who: Transition
Employment Designees,
Transition Specialists,
Transition Coordinators that
are new to their role for the
23-24 school year or were
new during the 22-23 school
year.



Upcoming Training through Region 10



August 24th 1:00-4:00	Monthly Transition Training	<u>In Person</u> <u>Zoom</u>	
September 12th 9:00-4:00	18+ Programming Roundtable (Part 1)	In Person	Registration not open yet, date is pending approval
September 28th 9:00-12:00	Interagency Brown Bag	<u>In Person</u>	
September 28th 1:00-4:00	Monthly Transition Training	<u>In Person</u> Zoom (link coming)	



Interagency Brown Bag Event



When: September 28, 2023

Where: Region 10 ESC, Spring Valley
Location

[Register here](#)

**INTERAGENCY
NETWORKING
BROWN Bag**



A NETWORKING EVENT FOR AGENCIES AND SCHOOL STAFF WITHIN THE REGION 10 AREA WHO SUPPORT STUDENTS WITH DISABILITIES. THIS EVENT IS DESIGNED FOR EACH AGENCY TO BRIEFLY SHARE INFORMATION ABOUT THE SERVICES AND SUPPORTS THEY OFFER.

28
SEPTEMBER

START AT
09 AM



REGION 10 ESC

400 East Spring Valley Road
Richardson, TX 75081

https://txr10.escworks.net/catalog/session.aspx?session_id=2651592





QUESTIONS?

amy.reeves@region10.org





Workshop Recap

Workplace Inclusion & Sustainable Employment

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Key Takeaways

It all starts now. - The foundation that is laid while students are here on campus is instrumental. The knowledge, skills and experiences they have here will, in many cases, be the starting place for their future, potential employment.

What we do and say matters. - Our approach to interacting and engaging with not only our students but others in the community is critical. It is important to remember that we are working with individuals that should be seen for who they are and treated with the respect they deserve.

Success sometime requires creativity and persistence. – There may be instances when we are helping potential employers recognize the skills, strengths and benefits that our students possess. In do so, we may also have to help our students see, learn, and practice the skills needed to perform a job well.

Capturing progress, milestones, setbacks, and challenges are instrumental. – This can be for reporting purposes as well as providing feedback to the job seeker, employer(s), and VR Counselor.



TWS-VR Job Skills Training Credential

This credential is required for anyone who will be providing work experience training or job skills training to TWS-VR customers, and is the prerequisite for all other employment service credentials.

The Job Skills Training credential is designed to provide verification of your skills and knowledge to effectively provide job skills training to VR customers.

As a Job Skills Trainer you would teach skills, reinforce learned skills, and set up accommodations and/or compensatory techniques to increase the customer's independence and ability to meet the employer's expectations.

Session Resources

To gain access to all of the content and resources shared today, scan the QR code included.

<https://wise.unt.edu/content/unt-wise-workshop-training-esc-10>



Workshop Survey



Please scan the QR code
and complete the
Workshop Survey

<https://bit.ly/ESC10WorkshopDay2>

Questions?

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UNT WISE

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