“Tools for the Toolbox”
Employment Coach Instructional Guide for
Successful Community Based Employment Education
September 2015
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INTRODUCTION and ACKNOWLEDGEMENTS

The North Dakota Community of Practice on Transition is a statewide group of key stakeholders who join together to continue to improve transition processes for students receiving special education services through collaboration among agencies. The Employment Subcommittee, who created this guide, realizes that employment education is a critical part of the transition process for students with disabilities and acknowledges that resources are not always available to interested staff.

This is a free training resource designed to provide all school personnel, including school personnel who fill the role of employment coach, and any other entity, with information on how to provide Community Based Employment Education to students with significant disabilities. It is meant to ensure that employment expectations of students are consistent along the continuum from high school all the way to exiting school, where they are then truly prepared to pursue their long term career.

Special thanks to the following individuals and their agencies for the completion of this guide:

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The North Dakota Community of Practice on Transition is a statewide group of key stakeholders who join together to continue to improve collaboration among agencies. The Employment Subcommittee realizes that employment training is a critical part of the transition process for students with disabilities. This guide is designed to assist educational professionals as they work with students during their transition employment planning process.

*The term “Employment Coach” refers to the staff facilitating the community based employment education (other familiar terms include Employment Specialist, Job Coach, Job Facilitator, Employment councilor).
Program Principles
Program Principles

The primary goal of this guide is to give the Employment Specialist the tools needed to provide employment training and to prepare students with disabilities to become productive, valued members of the work force in their community. The information is presented with the assumption that the Employment Specialist, who is supporting the job seeker/student with a disability, is also representing this individual to the business.

Key Points

1. Employment Specialists must be able to assist the jobseeker in identifying personal interests, which lead to a job of choice in their community.

2. Employment Specialists must understand the business community and how individuals with disabilities add value to the workplace.

3. Employment Specialists must identify workplace natural supports and adaptations that assist the individual with a disability in becoming employed and staying employed.

Summary

- Functional community-based assessments, instead of testing or simulations should be used to determine the job seeker’s skills, interests, learning style, social skills, and support needs. This information helps customize desirable and suitable work options.

- Employers are also customers. Employment Specialists must understand how the service benefits business and be prepared to share this when meeting with employers to discuss job opportunities.

- Some job seekers may not qualify for existing jobs. Employment Specialists must encourage business to consider customizing existing job tasks for job seekers with disabilities.

- The Employment Specialist provides or facilitates both on and off the job supports to help increase the odds that the individual with a disability becomes successful at work.

- Performance data is collected and analyzed to assist the Employment Specialist with making decisions regarding work place supports. As needed, supports are modified, or adaptations are developed.
Guiding Principles in Supporting Persons with Disabilities

- Strive to build and support personal relationships.
- Utilize natural supports as much as possible.
- Assist with community involvement of the person’s choice.
- Support active participation, even if partial participation is necessary.
- Use non-intrusive, natural intervention, and avoid artificiality.
- Be sensitive to individual rights, particularly privacy, personal decision making, and personal space.
- Help to maintain natural routines and rhythms.
- Be conscious of age appropriateness.
- Provide and educate to real choices and respect decisions made.
- Help people to realize a full experience of life.
- Be active in respectful partnership with families.
- Utilize the power of modeling in your own behavior and self-presentation.
- Help the person learn functional skills utilizing sound teaching methods.
- Be conscious of subtle images, postures, and language that can devalue persons.
- Promote status, competencies, and personal growth.
- Work in the broad sense as an enhancer of quality in a person’s life.

Modified from “Enhancing the Lives of Adults with Disabilities: An Orientation Guide” – Dale DiLeo
Disability Etiquette
Basic Disability Etiquette Tips

The following tips are things to keep in mind when interacting with your students as well as other people with disabilities. Remember each person is an individual. Never assume you know what a person with a disability wants or needs.

- Treat adults as adults.
- Address people with disabilities by their first name only when extending the same familiarity to all others.
- If offering any assistance, always wait for a response and then follow the individual’s instructions.
- When talking to a person with a disability, talk directly to that individual, not the friend, companion or Sign Language interpreter who may be present. Remember to show your face while talking with someone who is Deaf or hard of hearing.
- Respect all assistive devices (i.e. canes, wheelchairs, crutches, communication boards) as personal property. Unless given permission, do not move, play with or use them.
- Remember that people with disabilities are interested in the same topics of conversations as non-disabled individuals
- Avoid patting a person on the head or touching a person’s wheelchair, scooter or cane. People with disabilities consider their equipment part of their personal space.
- Don’t make decisions for them about participating in any activity. Depending on the situation, it could be a violation of the ADA to exclude people because of a presumption about their limitations.
- When introduced to a person with a disability, it is appropriate to offer to shake hands.
- People with limited hand use or who wear artificial limbs can usually shake hands. (Shaking hands with your left hand is an acceptable greeting.)
- If talking with a person using a wheelchair for any length of time, try to place yourself at their eye level. (This is to avoid stiff necks and “talking down” to the individual.)
- Do not shout or raise your voice unless asked to do so
- Do not pet, or make a service dog the focus of conversation

When working with someone who is blind or visually impaired, be sensitive when questioning them about their blindness. This is personal information and boundaries should be respected, address the person by name so they will know you are speaking to them. Let the person know if you move or need to end the conversation; if you leave them alone, in an unfamiliar area, make sure it is near something they can touch—a wall, table, rail, etc.; give useful directions—phrases, such as "across the street" and "left at the next corner", leave doors all the way open or all the way closed - half-open doors or cupboards are dangerous; don’t rearrange furniture or personal belongings without letting them know; allow the person to negotiate their surroundings, e.g., finding the door handle, locating a chair, etc.

Some of the above information was provided by the Sensory Access Foundation (SAF).
A perspective on the meaning of “Handicapped”

You may hear people talking about people with handicaps. The person does not have a handicap. Handicaps are created by society and environmental obstacles. For example, when a person who uses a wheelchair is not able to get into a building may be because there is no ramp, or the doorway is too narrow to allow their wheelchair to pass through, or there is no accessible door handle, etc. the structure is handicapping the person.

People First Language

Your role as an Employment Coach places you in the public eye. The general public may have little or no exposure to or experience with people with disabilities. What you do and how you interact with the people you provide support for, serves as the model for other people who work within those settings.

It is important that Employment Coaches use people first language to help develop a positive perception of people with disabilities. People first language simply means describing the person before their disability. It also includes the use of currently acceptable terminology. In other words, mention the person first and, if you must include a comment about the disability, say it afterwards. The exception to this are the terms “deaf people” and “deaf community,” which are fine. Two simple examples are “the girl wearing glasses” rather than “the nearsighted girl” or “he has diabetes” instead of “the diabetic”.

The words we use to describe one another can have an enormous impact on the perceptions we and others have, how we treat one another, mutual expectations, and how welcome we make people feel. The following are guidelines for talking with, and about, a person with a disability. While these guidelines can be helpful, keep in mind the following:

If you’re unsure of the proper term or language to use, ask! The best way to refer to someone with a disability is the same way we all like to be referred to: by name.

The difference between the right word and the almost-right word is the difference between lightning and a lightning bug. – Mark Twain

Words Matter. The right choice of a word can show understanding and respect and give dignity to persons with disabilities. The wrong word can further stereotypes, create barriers and be demeaning and hurtful. People First Language puts the person before the disability. People First Language is not political correctness; instead, it demonstrates good manners and respect.
Examples

<table>
<thead>
<tr>
<th>Insensitive Language</th>
<th>“People First” Language</th>
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<tr>
<td>The Down’s kid</td>
<td>The person with Down Syndrome</td>
</tr>
<tr>
<td>She’s a midget</td>
<td>She’s of short stature</td>
</tr>
<tr>
<td>The blind guy</td>
<td>The man with blindness or sight loss</td>
</tr>
<tr>
<td>Retard/she’s retarded</td>
<td>She has an intellectual disability</td>
</tr>
<tr>
<td>Confined to a wheelchair</td>
<td>Uses a wheelchair</td>
</tr>
<tr>
<td>A congenital defect</td>
<td>A congenital disability</td>
</tr>
<tr>
<td>A mongoloid</td>
<td>A person with Down Syndrome</td>
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Remember, emphasize abilities, not limitations. Some tend to forget that we have more in common than what our differences are.

Information about “People First Language was modified from the website Disability is Natural. For more information about “People First Language”, please access the following website: http://www.disabilityisnatural.com/explore/people-first-language

Wheelchair Etiquette

* ALWAYS ASK the person in the wheelchair if he or she would like assistance before you begin providing assistance. It may not be needed or wanted.

* NEVER hang or lean on a person’s wheelchair. Think of the wheelchair as an extension of the person’s body. You wouldn’t hang or lean on another person’s body.

* ALWAYS CARRY on conversations at eye level. If conversation lasts more than a few minutes, consider sitting down or kneeling to get yourself on the same level.

* NEVER pat the person on the head.

* ALWAYS speak directly to the person in the wheelchair. People in wheelchairs can make their own decisions. Do not speak only to someone nearby as if the person in the wheelchair did not exist.

* NEVER move a wheelchair out of reaching distance when a person "transfers" out of the wheelchair to a chair, toilet, car or bed.

* ALWAYS be aware of the person's capabilities.

* NEVER be afraid to use standard language such as, "running late" when speaking to a person who uses a wheelchair. The person probably uses the same type of language.

Adapted from http://www.mobility-advisor.com/wheelchair-etiquette.html
Student Rights & Confidentiality
**Student Rights**

One IMPORTANT basic right of any student is that of confidentiality. Students are guaranteed confidentiality by a law called The Family Educational Rights and Privacy Act (FERPA). This law applies to any school in the United States that receives federal funding and it covers all students. The Individuals with Disabilities Education Improvement Act (IDEA, 2004) reinforces the requirements for the protection of privacy for parents and their children with disabilities. The intent of these laws is to protect the confidentiality of all children and families served in schools, regardless of age. Violating the laws of confidentiality can result in legal action against the person or people who commit the violation [NDAC67.1-03-01-02(7), 34C.F.R.99.30, and 34C.F.R.300.626].

**EXAMPLES OF CONFIDENTIAL INFORMATION**

- Psychological evaluations
- Individualized Employment Plan
- Medical Info

How can you protect yourself against legal action? You can protect yourself by learning your school district and special education departments’ policies on confidentiality! Generally speaking, most policies regarding confidentiality will indicate that in order to share information about a student you need parental consent, and when the student is 18 years of age and are their own legal guardian in their educational matters you need the student’s consent.

Employment in the student’s school district does not entitle any employee to confidential student information.

**Ways of breaking confidentiality**

- Sharing information about a student and/or his family with employees inside of the school district that do not work with the student.
- Sharing information about a student and/or his family with individuals outside of a school district without parental consent.
- Talking about students, by name, to your spouse, friends, or relatives.
- Giving enough detailed information about a student, even when you do not use their name, that your spouse, friends etc. are able to identify the student.
- Leaving student paperwork unattended and exposed to others who are not entitled to the information.
- Conversing about confidential information where unentitled listeners could hear the information.
- Leaving your computer unlocked and unattended.

**Transfer of Rights**

In North Dakota, state law considers a person to be an adult on their 18th birthday. At this age, the person is of "legal age" and assumes the role of an adult. This means the student is no longer under the natural guardianship, or custody of their parents. It also means that a student who is 18 years old is responsible for making his or her own decisions, including those about school.
The guaranteed rights previously afforded to parents to make decisions, review records, and attend meetings become the responsibility of the student unless legal guardianship is obtained in the area of school matters, by parent(s), other family members or a guardianship agency or the student provides consent for them to remain in that role. IDEA states that no later than one year before the age of majority (18), the IEP must include a statement that the student has been informed of the rights that will transfer to him or her upon reaching the age of majority. Having this information provided to the student at age 17 allows the team, especially the student and their families, to discuss the implications of educational guardianship and initiate the process in a timely manner. At the age of 18, the school must notify the parent and student of the transfer of rights. As an employment coach you are responsible for seeking the status of guardianship and what consents you have in regards to sharing student information at your job sites.

Job Related Rights
All students have the right to experience successes and challenges. Along with rights come responsibilities. Students have the “right to fail” in a respectful way.

Examples of Job Related Rights for Students include:

- To make choices
- Be informed
- Explore different jobs
- Work in the community
- Be treated with dignity & respect (maintain student dignity by handling private matters in private settings)
- Express their feelings
- Be unsuccessful
- Speak for themselves
- Be given the same rights as their peers
- Be treated in an age appropriate manner
- Be taught according to their individual learning style
- Experience independence
- Have adequate time to attempt a task before next prompt is given, be taken seriously, not disregarded, and try tasks before ruling any out

If you have consent to share student information with the job site you are still required to respect confidentiality with regards to the student’s dignity, self-worth and personal family matters. Keep in mind that the employees you share information with should be directly involved with the student and the information should enhance the working relationship for the student. Always ask yourself, “Would I want someone saying or knowing this about me or a member of my family?” If the answer is “NO,” then don’t repeat it!!!
Types of information that CAN be discussed when you have consent to share student information with the job site:
- Accomplishments/Interests
- Relevant Medical Information
- Learning Style(s)
- Personal Traits Specific Learning Difficulties that impact job performance
- Abilities
- Method of Communication
- Career Goals/Objectives
- Employment Education history
- Accommodations –Modifications
- Accomplishments/Interests
- Relevant assessment results
- Job Binder contents

Types of information that CAN NOT be discussed EVEN when you have consent to share student information with the job site:
- Problem situations, including difficulties in school that are not pertinent to work
- Private Family Information (i.e. finances, personal problems)
- Sexual Preference
- Any information you know of that the student told his/her therapist or others in confidence
- Medical information that is not pertinent to work
- Anything else that may be demeaning to students or compromise their acceptance
Student Safety in Emergency Situations
Student Safety

When you venture into Community Based Employment Education it is vital that you are knowledgeable of policies, procedures, plans, etc. that you may be taxed with implementing independently in various situations including emergency situations while in the community. This is critical to the well-being of the student and all others involved. It is also important for your legal protection, for the business's confidence and the overall reputation of your community program. Areas of safety concerns involve, but are not limited to, medical issues, behavioral aggression, physical injury or accident, emergency evacuations, severe weather, police or business directed “lock-down”, transporting, and labor/OSHA laws.

If there is an ongoing medical condition, the medical information needs to be quickly available. This information should include the medication(s), name of primary physician, and contact number. The students should learn to carry their emergency information and it is recommended that at least one business contact person has the information at the job site.

Once you are faded out for any length of time the designated business staff must have the emergency information.
If a medical emergency occurs where there is uncontrolled bleeding, loss of consciousness, or a crisis situation, 911 should be called immediately and the student’s parents along with the school should be notified as soon as possible.

The Employment Coach or other school staff must stay with the student until the family arrives or other steps are in place.

If the situation does not require an ambulance, follow your school’s chain of command on who to contact to decide the next step. Remember to document as soon as possible any required paperwork.

The emergency procedure for the business should be requested prior to beginning the work opportunity. The business’s emergency plan should be reviewed by Employment Coach and supervisor to see if modifications need to be made for a particular student. An example would be the evacuation plan for someone in a wheelchair. The written emergency plan should be reviewed periodically with the student. If there is NOT an emergency plan in place for employees of the business, the Employment Coach or their supervisor should develop a simple plan with the business.

Safety procedures in terms of transporting students in wheelchairs:

- Please assist your students to the bus with their wheelchair backrests in an appropriate position (positioned at an angle of 30 degrees or less from vertical). Bus drivers will not adjust wheelchairs.
- Please remove hard trays from the wheelchairs before students are on the bus. Bus personnel will determine where best to store them to minimize the possibility of them becoming projectiles.
• If the student normally uses a headrest with the wheelchair, please make sure the headrest is on the wheelchair when the student goes to the bus.
• We should never carry students. If you are carrying students, you need to stop immediately! Carrying a student puts both the student and the staff member at risk of injury and/or liability. Lifting and transferring students is acceptable.
• A wheelchair that is designed for transport is (typically) identifiable by the four bracket tie-downs on the wheelchair base.
• Students who are in wheelchairs that are on buses that have lap/shoulder belts need to be forward-facing.

**Employment Laws/Legal Awareness**
If a student is under 18 and is asked to perform a task you feel is questionable, let the business know the student’s age and get clarification that it is legal before proceeding. We must follow OSHA procedures, labor laws and federal wage and hour guidelines. For example, a 17 year old may not run a cardboard crusher.

**BEHAVIORAL ISSUES**
• Follow the student’s behavior plan, if there is one in place.
• If the student does not have a behavior plan, the Employment Coach should contact their supervisor to discuss possible intervention strategies.
• If the behavior is causing a dangerous situation, deal with it as quickly and discretely as possible. Know what your schools policy is. Consideration should be given to the disruption of service at the business, and the student’s dignity and confidentiality.
• During times of aggressive or dangerous behaviors it will be important to employ the safety techniques that you have been trained to follow. Physical intervention should only be considered in times of imminent danger and as a last resort, when the risk of the behavior outweighs the risk of the physical intervention. Often times the best intervention is to provide time, space and decrease the amount of communication when the individual is escalated.
• Once the individual desists from dangerous behavior, an emergency no longer exists.
• It is important to document the behaviors and the antecedent. The student’s behavior may be a reaction to a change in the environment, noises, illness, or time of day. The incident should be documented as soon as possible (usually within 24 hours). The sooner this is done the fresher the chain of events will be in your mind. Check with the business to see if they have any reporting requirements of you as well. *A sample Incident Report Form is included in the Job Binder Contents Section.*

**EMERGENCY EVACUATIONS**
In the event the fire alarm sounds or some other event requiring immediate evacuation of the building, all programs are to be stopped with the safe evacuation of the building being the priority.
WEATHER CONCERNS

If weather conditions are threatening, contact the school directly to see if you should stay at the place of business or return to the school.

- Any other significant disturbances (ex. fire, severe weather) should be responded to in the same way the business directs their employees.

- The family should be contacted to make sure they are aware of their child’s location whenever relevant

For more information on assisting individuals with disabilities during emergencies, please see the following website [www.disabilityresources.org/DISASTER.html](http://www.disabilityresources.org/DISASTER.html)
Employment Coach Role
Success in getting and keeping a job is a complex accomplishment for anyone. For those students who have disabilities which present significant barriers to learning and performing functional employment skills, including social skills, employment becomes even a far more complex accomplishment.

This section provides special education staff with important insight into the different perspective or “hat” you must wear as an employment coach. Your job is still to teach and foster independence, however, you’re expected to take a different approach with different techniques in very different social setting.

You cannot assume that the job training you have and the practices/techniques you use are all fully applicable to teaching students actual, competitive employment skills in Community Based Businesses. In order to facilitate the type of training students need for effective and successful employment education, this needs to be understood and embraced.

This can be a bit tricky to explain & it is important to NOTE that this is a generalization of statewide special education support staff training, there are districts that provide some or all of the competencies needed to be an effective employment coach.

- The typical competencies covered by school districts for special education staff training are also TOPICS relevant to the role of employment coaching

- Of the relevant competencies that are covered in special education staff training, some apply to the role of employment coaching as presented (examples include- prompting hierarchy, learning styles, confidentiality, physical assists, IEP’s, student goals)

- Of the relevant competencies covered in special education staff training, some do NOT apply to the role of employment coaching as presented (examples include- community based education, social skills, communication skills, adaptations, facilitating independence). Because training for special education staff is primarily focused on educating students in classrooms and focuses on academics some of the competencies covered need to be presented differently (examples-with additional information, different situational perspectives, additional techniques, different ways of approaching skills).

- There are other relevant competencies not typically covered in special education staff training that need to be covered to equip staff with the other skills needed to be effective, competent employment coaches (examples include- job carving, natural supports, dress code expectations in various businesses, health codes, responsibilities/expectations to have for the student, VR qualification guidelines and services provided)
Employment Coach
Communication Guidelines
(EXAMPLE FOR OTHERS) Whenever issues or questions arise that are not urgent directly contact the student’s CBEE Teacher:

*This is done to ensure consistency for the student, employment coach and job site staff. Please wait until you are no longer at the job site and leave an explanation of the issue if you do not get the CBEE Teacher directly upon first contact.
* If you have a situation you feel is unethical/unhealthy for the student you must tell the student’s Supervisor for the Employment Program, it is their job to resolve the situation for the best interest of the student. The issue is to be kept confidential.

The following events warrant calling the student’s CBEE Teacher and the student’s case manager FROM the job site:

1. When you need immediate help, ex. the student is unmanageable and will not leave the business with you, even when you are following their behavior plan
2. When theft of property has occurred or is suspected
3. When you need confirmation if leaving the site early is justified, for example you’re not sure if student is ill
4. You are needing fast advice on an issue or a drop in requested.
5. If you need help regarding lack of tasks/being asked to leave early

When calls need to be made from the job site, you can ask to use a business phone since you are not required to use your personal cell phone.

Permission to leave the job site early when:
- you or the student becomes too ill to stay
- clothing accident has occurred
- business issue causes the need , like water pipe breaks
- when following a student plan or basic emergency procedures

Communicate the following information to Student’s CBEE Teacher:

- If student left with you following a behavior plan or other urgent issue once it is safe to
- a student is going to be absent from their job site
- an injury takes place that is significant enough to report
- property damage has taken place at the CBCE site
- a student receives, or needs to receive, a verbal or written warning or termination is warranted
- you think it is time to fade out (it is then the CBEE Teacher’s role to discuss the plan with the business contact person)
- you have a sub going in your place (*PLEASE NOTE: Your substitute MUST be another school staff person who has had the job coach training)
- Always leave explanation if you do not get the supervisor directly upon first contact.
**When do you contact parents/guardians?**

- When the Emergency Procedure Sheet or other established guidelines indicate so.
- When a student is in need of immediate assistance and the student’s CBEE Teacher or case manager cannot be reached. Leave them a message.
- When student has not dropped off or picked up from job site as expected (try to give at least a 10 minute wait time).
Employment Coach Basics
Employment Coach Basics

An Employment Coach facilitates independent work situations by working with the business and the student. The goal is to have the student do his/her job independently with no Employment Coach assistance. Facilitating the use of natural supports is the preferred job training method.

When starting in a new business the Employment Coach should do the actual job that the student is to learn. This typically happens the first day or two of the job and can be done along with the student. This will give you insight on how best to train the student. Areas of training you will typically be addressing include: adaptive behavior in the areas of personal independence and social responsibility, development of age-appropriate skills, development of positive self-esteem, physical stamina, social interaction, personal hygiene, motivation, task-oriented behavior, and time management.

You will include students in every possible step of the work experience process and ensure that the student meets the employer's actual job expectations at each site {follow dress codes, call in for unexpected absences or if going to be late, clocking in/out on time, etc.}, and ensure the business disciplinary processes and procedures are followed {verbal or written warnings, probation, termination, etc.} and understand real world consequences are positive learning experiences and are key learning experiences when they happen.

You will use training strategies that include efficiency (how to do each job in the least amount of steps and in the shortest amount of time), and self-monitoring strategies ex., if a task is done incorrectly, teach the student how to check their own quality of work, guide the student to discover the mistake and try to keep it simple.

You will use discretion and role model appropriate behaviors and etiquette for students and business employees. Discuss student issues in a private area to eliminate information being overheard.

Social skills of knowing what is expected and appropriate in the work place, joking back and forth, how to act in the break room or at lunch time, small talk topics, facilitate bringing treats once in a while as this is a great way to be a part of the social climate. Strive to build and support coworker relationships.

Age-appropriate interactions

- Interactions with co-workers may be inhibited when a student has an Employment Coach working beside him/her who is known to be overseeing the work the student is doing. The student may have a tendency to direct questions to his/her Employment Coach rather than his co-workers. The co-workers may also tend to ask the Employment Coach questions that need to be directed to the student. The Employment Coach should encourage students to ask appropriate questions of their co-workers at the job site. This is a way of facilitating natural supports. Guidance and modeling of ways to ask questions should be provided, as needed, but the goal is to fade the assistance provided by the Employment Coach as the student masters
the tasks required. This includes communication. Co-workers and supervisors should be encouraged to direct their communication, including questions, to the student.

**Additional Strategies Employment Coaches will find useful when working with students at job sites include:**

- Teach by role-modeling what TO DO, rather than what NOT TO DO.
- If there are low expectations, there will be less effort by the students. This may lead to an increase in inappropriate behaviors. Provide appropriate, realistic expectations and challenges to keep the student progressing in a successful, positive direction.
- Always be on the lookout for additional job ideas. Parts of other jobs can also be added.
- When you are finding time at the CBCE site when a student does not need your prompting you cannot do personal activities such as balance your checkbook, please ask for a school related activity from your supervisor.
- Creativity is an asset to any Employment Coach! The sky’s the limit on any type of idea or adaptation you create that increases a student’s independence. It can be as simple as a set alarm or recording to enable the student to be more independent doing a task(s).
- Common sense is an asset in this field, don’t make things complicated.
- Whenever possible avoid communicating for the student.
- You will be evaluated on how you conduct yourself with each student. Demonstrate patience, be flexible, adapt to changes, and keep a positive attitude. Always treat students with respect and interact with them at their age level.
- Prompt and guide students in a positive, respectful manner.
- Maintain and strengthen current and future business relationships by demonstrating professionalism in actions and words.
- Understand what truly constitutes independent work performance when recording data.
- Whatever the results of each job site (ex. student gets hired, student is let go due to unacceptable absences) it is a successful educational experience. Activities, experiences & jobs that do not go well are excellent real world educational experiences
- The more creative you are in “thinking outside of the box” to develop adaptations and modifications the more independent the student can become.
- Allow students to learn how to do expected work item correctly and then they need to learn to do it at the speed or productivity rate needed (quality before quantity)
Techniques, Prompting Strategies & Natural Supports
A task analysis is simply breaking a task into smaller steps. This will enable the student to master parts of a task without becoming overwhelmed with a large task. Eventually, the student will put the steps together to complete the entire task. A task analysis may be used for:

- Tasks that you feel will require the most intervention
- When a task is new or unfamiliar
- For data collection
- To see where a student is succeeding and where they need more prompting

The degree to which you break down a task is individualized to the student’s particular needs. Initially, you may complete only the first two or three steps of the task until the student has mastered them. Once they have mastered these tasks, you can then add more steps until the entire task(s) have been completed.

The prompting hierarchy and examples of each are on the reverse side of the Community Based Career Education Task Analysis form. See next page for an example.

**COFFEE MAKING TASK ANALYSIS EXAMPLES:**

**Short Task Analysis**

1. Find the coffee  
2. Locate the coffee maker  
3. Fill coffee pot with water  
4. Get the filter basket  
5. Place filter in filter basket  
6. Measure out the coffee  
7. Put the coffee into the filter  
8. Put filter basket into coffee maker  
9. Add appropriate amount of water to the water fill basin on the coffee maker  
10. Let coffee brew

**Detailed Task Analysis of the first 3 steps from above**

1. Locate cupboard that contains coffee  
2. Open cupboard  
3. Locate coffee  
4. Take coffee out of cupboard  
5. Locate coffee maker  
6. Set coffee next to the coffee maker  
7. Take glass pot off of the coffee maker  
8. Take glass pot over to sink  
9. Set pot in sink
10. Locate knob for cold water
11. Turn on cold water
12. Place pot opening under running water
13. Turn cold water off when at FILL line
14. Take filled pot out of sink
15. Carry pot to coffee maker

**Prompts and Prompt Hierarchy**

The purpose of using prompts is to shape behavior with the end goal of helping students become more independent. When using prompts, the Employment Coach must keep in mind that over time prompts should be faded so that the student completes the behavior independently. Understanding and using a prompt hierarchy is important as there are many different types of prompts and many ways to develop and fade a hierarchy. For example, some students with greater needs may first require a more restrictive prompt (hand-over-hand), which can be faded to a partial physical prompt (hand touch on the elbow), to a verbal prompt (brief, specific instruction on what to do), to a visual prompt (picture on card depicting the behavior). For students with greater needs, the prompt hierarchy will likely be developed in conjunction with the case manager. In contrast, another student may require a verbal prompt (brief, specific verbal instruction), which can be faded to gestural prompt (pointing or other hand signal), and then to no prompt where the student completes the target behavior with complete independence. The type of hierarchy and how quickly students fade to their level of independence ultimately depends on students’ skill level.
Two important considerations when implementing a prompt hierarchy are:

1. The prompts should be done prior to student completing the behavior incorrectly. This is called errorless learning. We want students to practice the appropriate behavior all the time.
   - “Wait time” can be added after several opportunities of providing the prompt and the student conducts the behavior correctly. The amount of wait time for students can vary depending on their needs. You can set a wait time at a constant increment (e.g., 2 or 4 seconds) or you can increase the wait time incrementally (progressive time delay). For example, increase by 1 or 2 seconds). The maximum wait time is typically 8 minutes.

2. Before prompts are faded (move to more independence), the student should be able to carry out that target behavior correctly on multiple occasions, or fluently. Ideally, the student would complete the target behavior before you have the chance to carry out the prompt. When this happens, fade or stop delivering that type of prompt and move to a more restrictive prompt as needed.

You should allow a student to be successful with at a prompt level 3-5 times before moving to a less restrictive prompt level.
Commonly Used Prompts (Most Restrictive to Least Restrictive)

**Physical Prompts**

**Full** - Gentle physical guidance is provided to the student to complete all of the step/task. For example, the student does the task while you hold onto their hand or wrist and do it with them.

**Partial** - Gentle physical guidance is provided to the student to complete part of the step/task. When using partial prompt, the Employment Coach starts to physically prompt the student, but then backs off once the student begins to engage in the task. The student will complete the task/step without requiring full assistance.

**Modeling** - The student does the task after you show them how to by doing the task by yourself. For example, you wipe off the table and then stand aside and to have them do it.

**Gestural Prompt** - A signal that prompts a response from the student. A gesture can be pointing, a motion with your hands, or an exaggerated look towards an object or the student that signals the next step. For example, point to button on the register to signal for them to press the button. Look or nod towards the button on the register that the student is to press.

**Direct Verbal** - A prompt that tells the student exactly what to do. “You need to ….”

**Indirect Verbal** - A verbal prompt that either gives a hint of what to do next or reminds the student what to do next.

**Independence** - No guidance is needed. Student does the task without any level of assistance.

**Natural Supports**

**Natural Supports** are existing practices, relationships and supports that happen naturally for all employees (not just those with disabilities). Natural supports can be used in supported employment to eventually replace or supplement the role of an Employment Coach in the training and integration of a person with a disability at a work site. An example of this would be when the student asks their co-worker or boss what they would like him/her to do next rather than relying on the Employment Coach to direct them.

Natural supports are found in:
- Age-appropriate interactions
- Interactions where the student and co-worker both feel respected
• Interactions that happen in an appropriate manor such as in a normal tone of voice, by using appropriate language, and when both parties are able to communicate (waiting until their co-worker is done with a customer before asking a question)
• Interactions that are about appropriate topics such as tasks that need to be done next rather than personal information

Interactions with co-workers may be inhibited when a student has an Employment Coach working beside him/her who is known to be overseeing the work the student is doing. The student may have a tendency to direct questions to his/her Employment Coach rather than his co-workers. The co-workers may also tend to ask the Employment Coach questions that need to be directed to the student. The Employment Coach should encourage students to ask appropriate questions of their co-workers at the job site. This is a way of facilitating natural supports. Guidance and modeling of ways to ask questions should be provided, as needed, but the goal is to fade the assistance provided by the Employment Coach as the student masters the tasks required. This includes all communication at work. Co-workers and supervisors should be encouraged to direct their communication, including questions, to the student.

Examples of facilitating this communication include:
• Responding to the co-workers question to you with, “What do you think about that, Sarah”
• Responding to the students question with, “I bet Katie, your boss, would know the answer to that. You might want to ask her”.

Other typical times for student(s) to interact with co-workers occur upon arrival, when working side-by-side, during breaks, and when ending their shift. Appropriate social interactions with co-workers are to be encouraged at these times. Some students are very comfortable conversing with other people and it seems to come naturally. However, other students need specific instruction in this area, including prompting, modeling, black and white examples on how to communicate for various purposes, extra encouragement to communicate, scripts, etc. Fade your prompts as the student increases their social interaction skills. Acceptable social skills are a KEY to successful employment. Remember that the students are transitioning to the adult “world of work” and that they need suggestions and encouragement to guide them in this process.

Suggestions on how encourage natural conversations with co-workers include:
• Smiling
• Asking how their day is going
• Greeting co-workers with “hello” and “good-bye” when they arrive and leave for the day
• Shaking hands when you first meet someone
• Looking people in the eye when they speak to you
• Nodding your head to indicate you are following the conversation
• If possible, stop what you are doing and give that person your undivided attention
• If during a break, use appropriate mealtime manners
Ultimately, the student will take cues from you as their Employment Coach. Make sure you model these behaviors yourself when at a job site. Positive communication = positive interactions and experiences.
Learning Styles
Learning Styles

Each person has a preferred way or unique approach to perceive and understand information. This is considered our unique learning style. Learning style is the way individuals begin to concentrate on, process, internalize, and retain new and difficult information. The stronger the preference, the more important it is to provide compatible instructional strategies. (Dunn & Dunn, 1993)

Basic Learning Styles

Visual: Individuals with visual learning style learn better through reading or seeing things.
- Have stronger visual processing skills
- These individuals benefit from pictures/graphics or reading material
- Examples include visual schedules, providing written instructions, providing graphics to list out steps

Auditory: Individuals who prefer auditory learning style learn through listening and talking.
- Individuals find it easier to learn through discussion, oral directions, audio materials
- Those who do not prefer audio learning may find their mind wandering when verbal information is provided to them. They may find oral directions confusing.
- They may benefit from one-step directions or directions that are supported by visual information (cues) to support understanding or retention.

Kinesthetic: Individuals who prefer kinesthetic learning learn best by acting out material to be learned or move around while learning.
- They enjoy being physically involved with learning.
- For example, in the work environment, they will prefer acting out (or practicing) the steps to a procedure in contrast to listening to someone explain it.

More often than not, you may find that what works best for your student is a blended approach to learning where you may incorporate all three of these basic forms of learning styles to maximize student learning on the jobsite. You may also learn what does not work for your student, which will result in you and the student problem-solving ways to adjust the learning approach while meeting the needs of both the student and the jobsite. In these types of situations, it will be best to collaborate with the student’s case manager.

Individuals with disabilities may have a stronger preference to one learning style than to another due to their impairments in communication, auditory, verbal, and sensory areas. They may be forced to adopt one learning style preference over another. It is important to recognize their strengths and adapt the environment around their needs to maximize their performance in the work environment. All people have existing strengths, capabilities, and can become more capable and competent. Failure to show competence is a failure of the society to create opportunities to display or acquire competence.
Below are some examples of questions to ask when considering whether environmental factors can be adapted to student needs.

**Time of day:** When is the student most alert (e.g., early morning, at lunchtime, in the afternoon)?

**Schedule:** Does the student need a visual schedule of tasks? Does the student thrive better in more structured environments? Is there a way to increase structure in the work environment through a visual schedule?

**Sound:** What level of noise can the student tolerate (complete quiet, murmur, distant sound, high levels of conversation)?

**Type of Sound:** Are there sounds that might elicit negative responses from the student (e.g., alarms, bells, high voice volume)?

**Type of Work Group:** How does the student currently work best? For example, does the student work best in small groups, large groups, pairs, alone with minimal check-in, or independently?

**Amount of Pressure:** What kind of pressure (if any) does the student need? Does a high pressure environment elicit negative responses from the student? Does the student need slight or moderate pressure (i.e., challenging tasks) in order to stay motivated or engaged? Are there precipitating behaviors that you can identify that can “clue you in” that the pressure has reached a tipping point for the student?

**Motivation:** What helps to motivate the student? Is the student better motivated intrinsically, or do they need external motivators (e.g., recognition of achievement/rewards for meeting goals)?

**Physical Environment & Conditions:** Consider the physical space of the environment (e.g., floor, carpet, reclining, sitting, standing for prolonged periods of time, temperature, lighting). Does the student’s disability warrant accommodations or can any of these environmental factors be modified? You may also consider student factors such as clothing (dressing in layers in an environment where the temperature can vary) and hunger (does the student need snack before arriving to the job site). In order to answer these questions, it is best practice for the Employment Coach to collaborate with the student’s case manager. The case manager will be able to utilize information from the student’s IEP, including observations within the classroom and jobsite, to address these needs effectively.

As an Employment Coach, if you are aware of the student’s learning style you will be more effective in facilitating successful experiences at the job site.

Have a positive attitude, it’s contagious!
Additional Resources
Online Employment Training Options

**VCU-RRTC**
Virginia Commonwealth University RRTC (VCU-RRTC) provides resources for professionals, individuals with disabilities, and their representatives. VCU-RRTC has a team of nationally and internationally renowned researchers who are committed to developing and advancing evidence-based practices to increase the hiring and retention for individuals with disabilities. VCU CRP-RCEP: [http://www.crp-rcep.org](http://www.crp-rcep.org)

VCU Rehabilitation Research and Training Center on Workplace Supports and Job Retention: [http://www.worksuppor.com](http://www.worksuppor.com)

**Direct Course**
The College of Employment Services (CES) is a new DirectCourse online curriculum, which provides employment professionals training based on APSE Competencies and gives them skills to assist individuals with disabilities find rewarding employment.

**TRN, Inc.**
TRN, Inc., is a small, independent training company started by international disability consultant, Dale DiLeo. The company specializes in producing and providing materials that support the full inclusion of people with disabilities in community life.

**CTAT**
CTAT, a division of Rocky Mountain Human Services, is a national training and consulting nonprofit organization, which among many online supported training. [http://www.ctat-training.com/online-programs](http://www.ctat-training.com/online-programs)

**APSE**
APSE is the only national organization with an exclusive focus on integrated employment and career advancement opportunities for individuals with disabilities. APSE is a growing national non-profit membership organization, founded in 1988 and is now known as Association of People Supporting Employment First (APSE). APSE offers a national certification for Employment Coach. APSE The Network on Employment: [http://www.apse.org/](http://www.apse.org/)

The CESP™ program is the first in the nation to create national guidelines to validate and support the training currently provided in the field. The certification program falls under the oversight of the Employment Support Professional Certification Council (ESPCC), established by the APSE Board of Directors. Please visit APSE website for more information, [http://www.apse.org/certified-employment-support-professional/](http://www.apse.org/certified-employment-support-professional/)

**Resources:**
The 411 on Disability Disclosure: A Workbook for Youth with Disabilities is designed for youth and adults working with them to learn about disability disclosure. This workbook helps young people make informed decisions about whether or not to disclose their disability and understand how that decision may impact their education,
employment, and social lives. Based on the premise that disclosure is a very personal decision, the Workbook helps young people think about and practice disclosing their disability.

The workbook does not tell a young person what to do. Rather, it helps them make informed decisions about disclosing their disability, decisions that will affect their educational, employment, and social lives.  

http://www.ncwd-youth.info/411-on-disability-disclosure

The National Service Inclusion Project  
www.serviceandinclusion.org   nsip@umb.edu   888-491-0326 (voice/TTY)

Job Accommodation Network (JAN)  
https://askjan.org/  
https://askjan.org/topics/jobcoaching.htm  

Something from Wisconsin site?

Work Experience Guide from the Rural Institute Transition Projects  
How to Create a Work Experience Program at Your School  

Family Voices website at http://fvnd.org/site/disability-etiquette/


Other Training Resources:

Disability Web Training – Training Resource Network  
https://disabilitywebtraining.com

Washington Initiative for Supported Employment  
http://www.gowise.org  
http://www.gowise.org/Wise-Project/highline-college

Career Planning & Adult Development NETWORK  
http://www.careernetwork.org/Training-Certification-2.cfm
Forms & Other Handout's
Appendix A

TERMINOLOGY

Antecedent - what happened right before the behavior (example is John burned his hand on the coffee pot and now refuses to make coffee)

Assistive Technology - specialized equipment to enhance student abilities to be more efficient and successful in accessing the same technology as their peers or coworkers

Case Manager - special education teacher or other certified person responsible for the student’s IEP

Community Based Employment Education - refers to a type of work experience program(s) offered by schools to educate employability skills to students who have barriers to employment

Consequence - what happens after the behavior (example is John won’t be paid for a full day of work if he does not complete his job of making coffee)

Core Routines - repeating cycles of work without interruption (ex., filing a whole stack of papers before a break)

Developmental Disabilities Services - Individuals with mental retardation or individuals with related conditions and similar needs may be eligible for developmental disabilities services which include community services authorized and coordinated through case managers. These services include:
  - Day support programs
  - Family subsidy
  - Family support
  - Group homes
  - Individualized supported living arrangements
  - Infant development/Early intervention services
  - Supported Living
  - Supported employment and extended services

Disability Etiquette - a term used to describe guidelines dealing specifically with how to interact with people with disabilities. (ex., always ask a person with vision loss if they would like assistance before grabbing onto them to help them get from Point A to Point B)
Division of Vocational Rehabilitation (DVR)- Vocational Rehabilitation assists eligible individuals with disabilities to obtain or maintain competitive, integrated employment. Services include:

- **Professional Vocational Rehabilitation Counseling & Guidance** – evaluations of strengths and how your disability may affect your ability to work, a comprehensive assessment of your rehabilitation needs, planning and implementing strategies to overcome barriers and helping you adjust to and live with a disability.

- **Employment** – identification of an employment goal that is consistent with your strengths, resources, abilities, capabilities, priorities, concerns, interests and informed choice.

- **Accommodations** – if needed, adaptive aids, assistive technology, accessibility and work site evaluations to assist you in achieving your employment goal.

- **Training** – tailored to meet your individual rehabilitation needs and attain your employment goal. This may include on-the-job training, internships, job mentoring, Employment Coaching and/or academic training.

- **Job Placement** – develop resume writing skills and interview strategies, job referral, placement and follow-up services.

**Employer**- boss, Employment Education site supervisor, business contact

**Fading**- gradually reducing the strength of a prompt

**Individual Education Program**- (IEP) A written plan devised by a multi-disciplinary school team, including parents, for entitled students with disabilities. The program addresses areas affected by the student’s disability and describes specialized instruction, supported or related services, and/or supplementary aids and services, which are designed to meet the student’s needs. The program is reviewed and revised yearly by the multi-disciplinary team, and the student is reevaluated every 3-years to determine eligibility of services.

**Intellectual Disability**- Disability characterized by significant limitations in both intellectual functioning and adaptive behavior (daily living skills). Disability originates before 18-years-old.

**Individualization**- not treating any two people the same (example is that John prefers to fill the coffee pot with water first and then fill the coffee grounds. Jane prefers to fill the coffee grounds first and then fills the coffee pot using a funnel to make sure all of the water gets in the right spot. Both reach the same end result, but Jane does the task slightly different.)

**Job Binder**- contains the student’s emergency information and employment education history
**Job Carve** - taking pieces of different jobs or job descriptions and creating a new job comprised of those tasks (the tasks carved out are usually easy and repetitive in nature) thus specialized training is not needed. The benefit to the employer is that the Employment Coach with specialized training/skills can perform high skilled labor for which their hourly rate of pay warrants and someone can perform the other duties at a lower rate of pay (ex., John makes the coffee and the staff person pours the coffee into the customer’s cup)

**Employment Coach**- person responsible for facilitating student learning on the job site

**Job Shadow**- when the student goes into a business and observes a job and asks questions about the job, it may also include some actual hands on practice

**Least Restrictive Environment**- performing the activity in the environment it would naturally occur, when this is impossible, doing the activity in the most natural setting possible (ex., making the coffee in the kitchen with the other staff rather than taking the coffee pot into the back room to make it)

**Meaningful Work**- self-employment, competitive employment with or without support, volunteer positions, job carved positions, etc. (ex., making coffee for customers to drink rather than making a pot of coffee just to take up extra time)

**Modeling**- actually demonstrating the exact task being taught to the student (ex., you fill up the coffee pot with water as high as it needs to be before having the student do it)

**Natural Supports**- Existing practices, relationships and supports that happen naturally for all employees (not just those with disabilities) that can be used in supported employment to replace or supplement the role of an Employment Coach in the training and integration of a person with a disability at a work site (ex., have the individual ask co-workers or their boss questions rather than the Employment Coach)

**Partial Participation**- allows person access to work environment activities even though they are unable to perform all parts independently (ex., making the coffee, but having someone else pour the coffee)

**People First**- always speaking in language that mentions the person first, not the disability (ex., I am a person with vision loss not a blind person)

**Prompts**- A cue or a hint meant to induce a person to perform a desired/target behavior.

**Prompt Hierarchy** – Prompts are ranked in order from most intrusive to least intrusive. The student may move gradually through the prompt hierarchy. The desired state is independence or zero prompts.
**Supported Employment Program** - Supported Employment is intended to provide services that lead to employment for people with the most significant disabilities who have traditionally been excluded from consideration for community employment. There is a distinction between the terms “employment” and “meaningful activity”. The intent and focus of Supported Employment is on employment and not on “meaningful activity.”

**Soft Skills** - Personal qualities that enable someone to interact effectively and in connection with other people (ex., looking people in the eye when you are speaking to them or they are speaking to you)

**Systematic Instruction** - a training technique with the instruction always provided in the same sequence and using the same cues/prompts (ex., showing the individual the coffee pot and then touching the faucet to indicate filling the carafe with water)

**Task Analysis** - breaking a task down into several smaller, discrete steps (ex., filling the carafe with water, pouring the water into the coffee maker, returning the coffee pot to the proper place, putting a filter in the basket, filling it with coffee grounds, securing the coffee pot and then turning it on)

**Transition** - a move from one setting to another (ex., moving from high school into the adult world of work)

**Transition Services** - team planning that starts no later than age 16 to prepare the student to succeed in the post-school settings that have been chosen by/for the individual student

**Universal Acceptance** - the total acceptance of every individual as a respected and worthwhile human-being that has the same right to work, play, etc.
Appendix B

Common Acronym Definitions Related to Special Education Transition

504- Section of the Rehabilitation Act of 1973
ADA- Americans with Disabilities Act
ADC- Adult Day Care
ADD- Attention Deficit Disorder
ADHD- Attention Deficit Hyperactivity Disorder
ADL- Activities Of Daily Living
AETS- Adult Educational Transition Service
AFO- Ankle-Foot Orthotics
ALC- Adult Learning Center
Arc- Association for Citizens with Retardation
ASD- Autism Spectrum Disorders
ASL- American Sign Language
AT- Assistive Technology

BS- Blue Cross/Blue Shield
BCHA- Burleigh County Housing Authority
BCSS- Burleigh County Social Services
BPS- Bismarck Public Schools
BS- Behavior Specialist

CBI- Community Based Instruction
CBVE- Community Based Vocational Education
CORES- Community Options for Residential and Employment Services
COTA- Certified Occupational Therapy Assistant

DCIL- Dakota Center For Independent Living
DD- Developmental Disabilities
DDCM- Developmental Disabilities Case Manager
DPI- Department of Public Instruction

ED- Emotional Disturbance
EEC- Enable Employment Center
EXT SERVICES- Extended Services

FAPE- Free and Appropriate Public Education
FSS- Family Support Services

HAP- Housing Assistance Program
HI- Hearing Impairment
HIPAA- Health Information Portability Accountability Act
HIT- Housing, Industry and Training
IA- Instructional Assistant/Aide
ICFMR- Intermediate Care Facility/Mental Retardation
ID – Intellectual Disability
IDEA- Individuals with Disabilities Education Act
IEP- Individualized Education Program
ILP- Individualized Lifestyle Plan
IPAT- Interagency Project for Assistive Technology
IPE- Individual Plan for Employment
IQ- Intelligence Quotient
ISLA- Individualized Supervised Living Arrangement
ISP- Individualized Service Plan

LD- Learning Disability
LEA- Local Education Agency
LRE- Least Restrictive Environment

MA- Medical Assistance / Medicaid
MCSS- Morton County Social Services
MCHA- Morton County Housing Authority
MHAND- Mental Health Association of North Dakota
MI- Mental Illness
MPS- Mandan Public Schools

NCD- Non-Categorical Delay
NCLB-No Child Left Behind
NDAD- North Dakota Association for the Disabled
NDCPD- North Dakota Center for Persons with Disabilities
NOS- Not Otherwise Specified
NPIN- National Parent Information Network (organization)
NPND- National Parent Network on Disabilities (organization)
NPPSIS- National Parent to Parent Support and Information Systems, Inc.

CD- Obsessive-Compulsive Disorder
ODD- Oppositional Defiant Disorder
OHI- Other Health Impairment
OI- Orthopedic Impairment
OJT- On the Job Training
OSP- Outcome Support Plan
OT- Occupational Therapy

P&A- Protection and Advocacy
PAR- Progress Assessment Review
PASS- Plan for Achieving Self-Support
PCA- Personal Care Attendant
PC- Program Coordinator
PCM- Primary Case Manager
PDD- Pervasive Developmental Disorder  
PT- Physical Therapist  

QER- Quality Enhancement Review  
QMRP- Qualified Mental Retardation Professional  
QSP- Qualified Service Provider  

RL- Recipient Liability  
ROI- Release of Information  
SEA- State Education Agency  
SEP- Supported Employment Program  
SL- Speech Language  
SLA- Supported Living Arrangement  
SLD- Specific Learning Disability  
SLP- Speech-Language Pathologist  
SMI- Serious Mental Illness  
SSDI- Social Security Disability Income  
SSI- Supplemental Security Income  

TBI- Traumatic Brain Injury  
TDD- Telecommunication Device for the Deaf  

VI- Visual Impairment  
VR- Vocational Rehabilitation  
VOC DEV- Vocational Development  

WCHSC- West Central Human Service Center  
WIA- Workforce Investment Act  

FYI: There are numerous websites that provide you with acronym definitions, for example, http://www.ericec.org/fact/acronyms.html.
Appendix C

Blind Etiquette

A few tips for interacting with people who are blind and their guide dogs:

- Treat people who are blind or visually impaired as you would anyone else. They do the same things you do, but sometimes use different techniques.
- If you were blind, you would want someone to speak to you in a normal voice. Shouting won't improve a person's vision.
- Talk directly to a person who is blind, not through their companion. Loss of sight is not loss of intellect.
- When entering or leaving a room, identify yourself and be sure to mention when you are leaving. Address the person by name so they will know you are speaking to them.
- Don't worry about using common, everyday words and phrases like "look", "see", or "watching TV" around people who are blind.
- If someone looks like they may need assistance, ask. They will tell you if they do. If they are about to encounter a dangerous situation, voice your concerns in a calm and clear manner.
- Pulling or steering a person is awkward and confusing. Avoid grabbing their arm or their dog's harness.
- Ask "Would you like me to guide you?" Offering your elbow is an effective and dignified way to lead a person who is blind. Do not be afraid to identify yourself as an inexperienced sighted guide and ask the person for tips on how to improve.
- If you leave them alone in an unfamiliar area, make sure it is near something they can touch--a wall, table, rail, etc. Being left out in empty space can be very uncomfortable.
- Be sure to give useful directions. Phrases, such as "across the street" and "left at the next corner" are more helpful than vague descriptions like "over there."
- In a restaurant, give clear directions to available seats. Your offer to read the menu aloud may be appreciated, but you shouldn't assume that they would not want to order their own food.
- When the food arrives, ask if they would like to know what is on their plate. You can describe the location of food items by using clock position: Your coffee is at 3 o'clock; the sugar is at 1 o'clock.
- Be considerate. If you notice a spot or stain on a person's clothing tell them privately (just as you would like to be told).
• Leave doors all the way open or all the way closed; half-open doors or cupboards are dangerous. Don't rearrange furniture or personal belongings without letting them know.

• Be sensitive when questioning people about their blindness. This is personal information and boundaries should be respected.

*The above information was provided by the Sensory Access Foundation (SAF).*

**Guiding Principles in Supporting Persons with Disabilities**

{From “Enhancing the Lives of Adults with Disabilities: An Orientation Guide” – Dale DiLeo}

• Strive to build and support personal relationships.
• Utilize natural supports as much as possible.
• Assist with community involvement of the person’s choice.
• Support active participation, even if partial participation is necessary.
• Use non-intrusive, natural intervention, and avoid artificiality.
• Be sensitive to individual rights, particularly privacy, personal decision making, and personal space.
• Help to maintain natural routines and rhythms.
• Be conscious of age appropriateness.
• Provide and educate to real choices and respect decisions made.
• Help people to realize a full experience of life.
• Be active in respectful partnership with families.
• Utilize the power of modeling in your own behavior and self-presentation.
• Help the person learn functional skills utilizing sound teaching methods.
• Be conscious of subtle images, postures, and language that can devalue persons.
• Promote status, competencies, and personal growth.
• Work in the broad sense as an enhancer of quality in a person’s life.

This is from the American Psychological Association. There is good information on this site; it has an area for school and work.


Innovations in Learning and Teaching
Individualizing Instructional Strategies
By Mindy J. Oppenheim, M.Ed.

(Article Published by TRN InfoLine, May 1999)

Facilitating valued, meaningful employment for people with severe learning challenges was the original intention of supported employment. Although we've made great strides, in many areas people with severe challenges are still excluded from valued employment and community living opportunities. To realize our original intention, supported employment
professionals are challenged to look to other fields of study for ideas, strategies and techniques that will help us in the areas of assessment, job matching and instructional programming, and teaching.

I began my sojourn into supported employment 16 years ago armed and dangerous with a degree in psychology and a thorough understanding of behaviorism. Manipulation and control of behavior was (and still is in many places) the main technique used to teach people behaviors, skills, and attitudes.

Over the years my instructional "bag of tricks" has expanded ten-fold. Innovations from the fields of psychology, instructional design, computer assisted learning, whole-brain research and neurolinguistics has forever changed the way I view intelligence, instructional design and teaching.

As we become better trainers, people with learning challenges will have greater access to valued jobs and community life. Innovations in learning and teaching techniques can provide us with options when we've reached road blocks. Statements such as "this person has gone as far as they can go," or "this person can't learn anything new," begs the questions - "Is there anyone that can teach this person the skill or behavior? I wonder what they would do differently?"

At the foundation for a new way of thinking about teaching and learning is our basic belief about intelligence. In our culture we measure intelligence with an IQ test. The prototype for this test was originally developed by psychologist Alfred Binet in 1904 to predict how French kids would do in French schools. Dr. Binet's wish was that this test would never be used to measure intelligence.

Dr. Howard Gardner, a developmental psychologist at Harvard University, states that the traditional concept of intelligence is defined operationally as the ability to answer linguistic and logical/mathematical items on tests of intelligence. Dr. Gardner contends that students receiving Cs, Ds, and Fs have fallen through the cracks because teachers are using teaching strategies geared for linguistic and mathematical learners.

In our culture we use the term retardation for people having problems primarily with linguistic and logical problem solving (a result of doing poorly on the IQ test). A person's IQ is likely to have significant effect upon their future. IQ has an influence on teacher expectations and in determining eligibility and certain privileges.

Can you envision a culture where people are evaluated for their musical or painting skills? Tone-deaf or color-blind people would be considered retarded in those settings.

As societies change, so do evaluations of skills. Before books were widely available, would we value massive feats of rote linguistic memory? Perhaps, if computers assume (or consume) most of our linguistic and mathematical operations, our own society may evolve into one where artistic skills are the most highly valued!
In 1983, Dr. Gardner introduced the Theory of Multiple Intelligence (MI). MI theory changes the way we look at intelligence. In his landmark book Frames of Mind, Gardner defines intelligence as the ability to solve problems or to create products that are valued and of consequence in a particular cultural setting or community. He views intelligence as raw biological potential and believes that individuals may differ in the intelligence profiles with which they are born, and consequently, that they end up with.

Gardener identifies seven types of intelligence, five more than our current system accommodates. The seven intelligence's include:

Linguistic Intelligence (Word Smart): The capacity to use words effectively, whether orally or in writing; includes the ability to manipulate the syntax or structure of language, the phonology or sounds of language, the semantics or meanings, and the pragmatic dimensions or practical uses of language. Poetry is a very high form of linguistic intelligence.

Logical-Mathematical Intelligence (Logic/Number smart): The capacity to use numbers effectively and reason well; includes sensitivity to logical patterns and relationships, statements and propositions (if-then, cause-effect) functions, and other related abstractions.

Spatial Intelligence (Picture Smart): The ability to perceive the visual-spatial world accurately and to perform transformations upon those perceptions; involves sensitivity to color, line, shape, form, space and the relationships that exist between these elements.

Musical Intelligence (Music Smart): Capacity to perceive, discriminate, transform and express musical forms; includes sensitivity to the rhythm, pitch or melody. One can have a global, intuitive understanding of music or a formal or analytic/technical understanding.

Bodily-Kinesthetic Intelligence (Body Smart): Expertise in using one’s whole body to express ideas and feelings and facility in using one’s hands to produce or transform things; includes specific physical skills such as coordination, balance, dexterity, strength, flexibility, and speed.

Interpersonal Intelligence (People Smart): The ability to perceive and make distinctions in the moods, intentions, motivations, and feelings of other people. It may include sensitivity to facial expressions, voice, and gestures; the capacity for discriminating among many different kinds of interpersonal cues; and the ability to respond effectively to those cues in some pragmatic way.

Intrapersonal Intelligence (Self Smart): Self-knowledge and the ability to act adaptively on the basis of that knowledge. This intelligence includes having an accurate picture of oneself (one’s strengths and limitations); awareness of inner moods, intentions, motivations, temperaments, and desires; and the capacity for self-discipline, self-understanding, and self-esteem.
# Appendix D

## Employment Progress Summary – Bismarck Public Schools Example

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Recorder</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employer/Business</td>
<td>Date Hired</td>
</tr>
<tr>
<td></td>
<td>Position</td>
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<tr>
<td></td>
<td>Hours Worked</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Coaching Hours</th>
<th>Direct</th>
<th>Indirect</th>
<th>Percentage</th>
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</thead>
</table>

**Intervention Strategies**

**Reasonable Accommodations**

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<tr>
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<tbody>
<tr>
<td>Refusal to complete tasks/jobs assigned</td>
<td>Fails to meet minimum requirements</td>
<td>Performance is below acceptable levels</td>
<td>Meets basic position requirements</td>
<td>Performance exceeding position requirements</td>
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</tbody>
</table>

**Work Skills:**

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</table>

**Attendance/Punctuality**

- **Understands the concept of clocking in on time**
- **Understands the concept of clocking out on time**
- **Calls in when absent or late**
- **Absence(s) are acceptable**
<table>
<thead>
<tr>
<th>Relation to co-workers/public</th>
<th>1</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td><strong>Greets co-workers/hello/good bye</strong></td>
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<tr>
<td><strong>Cooperates with co-workers</strong></td>
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<tr>
<td><strong>Interacts in a positive manner with co-workers</strong></td>
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<tr>
<td><strong>Uses good social skills-manners and greetings</strong></td>
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<tr>
<td><strong>Responds to others</strong></td>
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<tr>
<td><strong>Maintains topic when conversing</strong></td>
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**Work Skills:**

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</thead>
<tbody>
<tr>
<td><strong>Interruption others appropriately</strong></td>
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**Follows Instruction**

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<tbody>
<tr>
<td><strong>Follows work rules/policy</strong></td>
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**Ability to work independently**

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<tr>
<td><strong>Follows through on duties without direct supervision</strong></td>
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<tr>
<td><strong>Begins work within 5 minutes</strong></td>
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<tr>
<td><strong>Stays on task with less than 1 prompt</strong></td>
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<tr>
<td><strong>Performs task correctly</strong></td>
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<tr>
<td><strong>Was not easily distracted from task</strong></td>
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<tr>
<td><strong>Continue working after an interruption</strong></td>
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**Knowledge of work**

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<tr>
<td><strong>Demonstrates safety precautions/practice</strong></td>
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<tr>
<td><strong>Efficient gathering needed items</strong></td>
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<tr>
<td><strong>Checked work for accuracy and corrected mistakes if needed</strong></td>
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<tr>
<td><strong>Accepts changes in</strong></td>
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<tr>
<td>work environment/tasks</td>
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<tr>
<td><strong>Demonstrates problem solving skills</strong></td>
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<tr>
<td><strong>Acceptance of criticism</strong></td>
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<tr>
<td><strong>Welcomes suggestions/corrections</strong></td>
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<tr>
<td><strong>Uses suggestions/corrections to improve task</strong></td>
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<tr>
<td><strong>Attitude</strong></td>
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<tr>
<td><strong>Honest and trustworthy</strong></td>
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<tr>
<td><strong>Tolerates frustration of task-controls emotions</strong></td>
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<tr>
<td><strong>Work Skills:</strong></td>
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<tr>
<td><strong>Appropriate mannerisms/verbal comments</strong></td>
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<tr>
<td><strong>Cooperates with job coach</strong></td>
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<tr>
<td><strong>Work habits</strong></td>
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<tr>
<td><strong>Asks for extra work when needed</strong></td>
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<tr>
<td><strong>Made good use of time</strong></td>
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<tr>
<td><strong>Asks for help when needed</strong></td>
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<tr>
<td><strong>Quality of work</strong></td>
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<td><strong>Task completed correctly</strong></td>
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<td><strong>Quantity of work</strong></td>
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<tr>
<td><strong>Attentive to task at hand</strong></td>
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<tr>
<td><strong>Task completed at expected job position productivity levels</strong></td>
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<td><strong>Maintained good pace</strong></td>
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<tr>
<td><strong>Exhibited expected stamina for position</strong></td>
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<tr>
<td>Appearance</td>
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<tr>
<td><strong>Followed dress code-name tag, apparel, etc.</strong></td>
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<tr>
<td><strong>Brought items if needed</strong></td>
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Describe/List areas that continue to require training and/or showing improvement

Describe/List areas of strength on the job.

Recommendations/Comments

Employment Coach Signature

Date
Appendix E

North Dakota Vision Services/School for the Blind

Amy Osvold  
Vision Rehabilitation Specialist  
1015 South Broadway Ste. 38  
Minot, ND 58703  
701.857.7634  
abrunner@nd.gov  
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Vision Rehabilitation Specialist  
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Grand Forks, ND 58203  
701.795.2719  
phaus@nd.gov  
Covering regions 3 and 4

Jesse Shirek  
Vision Rehabilitation Specialist  
1321 23rd Street South Suite A  
Fargo ND 58103  
701.739.0946  
lishirek@nd.gov  
Covering regions 5 and 6

North Dakota School for the Deaf/Resource Center for the Deaf and Hard of Hearing

Pam Smith  
Adult Services Coordinator  
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Devils Lake, ND 58301  
701-665-4401  
pam.smith@k12.nd.us

Renae Bitner  
Adult Hearing Outreach Specialist  
418 East Broadway Ave #15  
Bismarck, ND 58501  
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Kristen Vetter  
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500 Sanford Road  
Suite 259  
Grand Forks, ND 58203  
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kristen.vetter@k12.nd.us