



COLLABORATE, NOW?

How?

Practical Tips to Facilitate Overcoming
Barriers to Employment



OBJECTIVE

- Recognize alternative employment options and the need to discuss accommodations vs modifications in class today and for work tomorrow
- Utilize built-in accessibility features and AT
- Facilitate connections to industry standard options to use within IEP plans today (askJAN.org)
- Recognize your role in the transition planning process and helping students advocate on the job
- Provide Edmodo account information to support CTE and ESS with employment resources



What accommodations do *you* use in your everyday life ?



“

For people without disabilities, technology makes things easier. For people with disabilities, technology makes things possible.

ibm training manual 1991



THE UNITED STATES DEPARTMENT OF LABOR

May 2018

Total % of people 16 and older who have a disability:

Employed: **18.7%**

Unemployment Rate: 7%

Total % of people 16 and older who do not have a disability:

Employed: **66.2%**

Unemployment Rate: 3.4%



AZ EMPLOYMENT FIRST J★B S

Job Opportunities Build Success



Governor Ducey Signed the Arizona Executive Order!
Employment First puts the focus on integrated and competitive employment as the primary daily activity for adults with disabilities of working age.



COMPETITIVE INTEGRATED EMPLOYMENT:

WHAT DOES THAT MEAN?



JOB CARVING & CUSTOMIZED EMPLOYMENT



Entrepreneurship:

How it applies to people with disabilities



Subminimum Wage:

Group and Individual
Supported Employment



Did you know that DDD has Employment Services and Supports?
Contact DDD Customer Services Center to learn more: 1-844-770-9500

LET'S TALK ABOUT...

MODIFICATIONS VS. ACCOMMODATIONS



AND WHEN THEY ARE APPROPRIATE.....

DISCLAIMER:

- The Arizona Department of Education/Exceptional Student Services (ADE/ESS) does not prescribe, endorse, or provide advertising space for textbooks, software, devices or curriculum materials. The ADE/ESS does not evaluate textbooks, software, devices or curriculum materials for compliance with meeting the state minimum curriculum standards and does not recommend any specific textbooks, software, devices or curriculum materials. Each Public Education Agency (PEA) is responsible for selecting curriculum materials that will meet the minimum state curriculum standards. PEAs may also establish their own policies for textbook, software and curriculum materials selection and adoption.
- The Exceptional Student Services Secondary Transition team (ESS-ST) does frequently review software, devices and curriculum support items to determine if they may be used to assist students with disabilities in accessing and benefiting from the general education curriculum. These supports may be considered Assistive Technology, as defined in the Individuals with Disabilities Education Act (IDEA). The ESS-ST Team may procure, demonstrate and provide training on a wide range of assistive technology items, and may compare and contrast the features of these items, but are precluded from making any recommendations of one product over another.



DID YOU KNOW...

*Universal Test Administration Conditions and Accommodations Guide,
CTE Technical Skills Assessments (Issued Feb 2018)*

- ❑ **Extra time**
- ❑ **Test in multiple sessions**
- ❑ **Preview test features**
- ❑ **Read test to the student (consider Chrome Extensions)**
- ❑ **(IEP documentation of appropriateness is needed)**
- ❑ **Retake test**
- ❑ **Use notes**

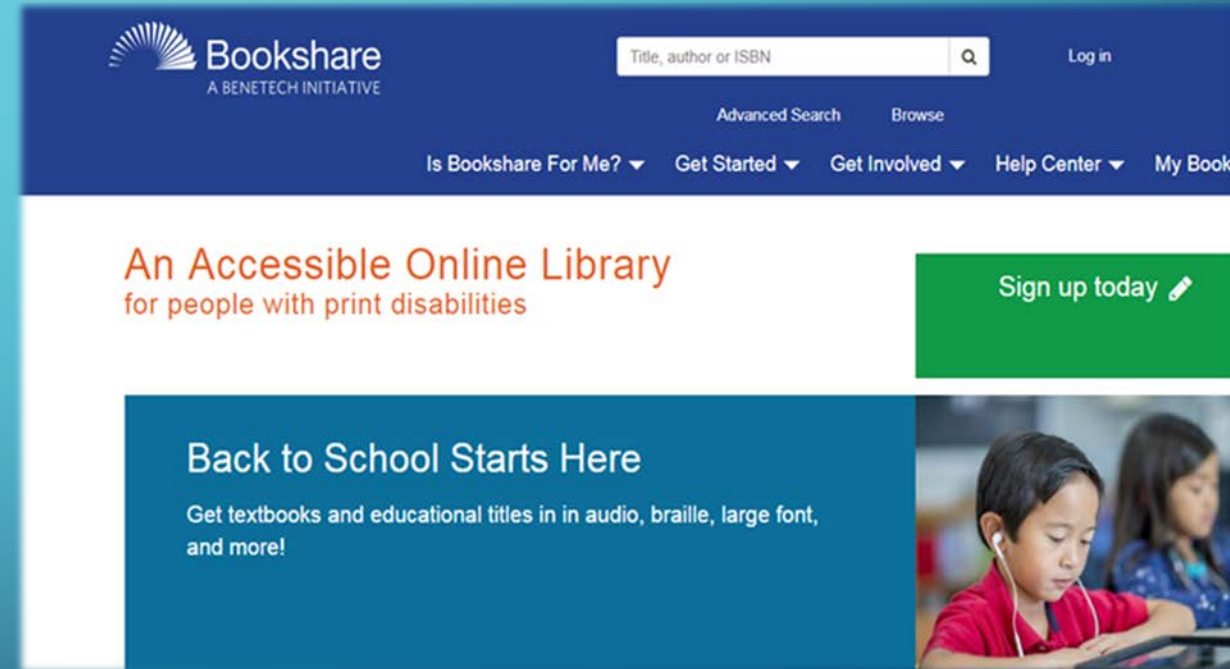


ACCESSIBLE TEXT?

Free resource:

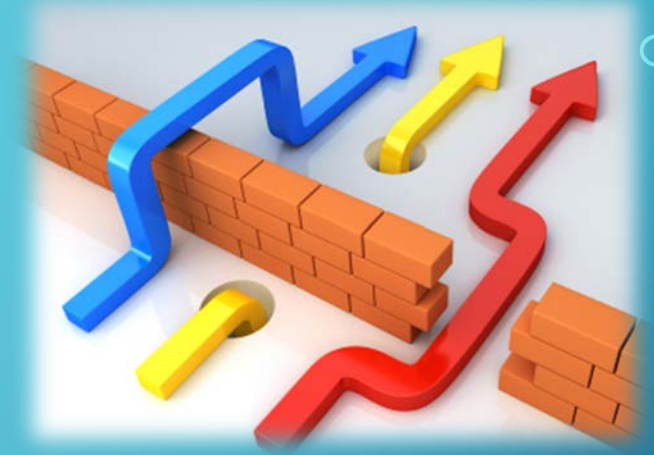
<https://www.bookshare.org/cms/>

- New textbooks come with online & built-in universal design features.
- Who do you need to speak to, to get online access to textbooks for your students?



The screenshot shows the Bookshare website homepage. At the top, there is a dark blue navigation bar with the Bookshare logo (a fan-like icon) and the text "Bookshare A BENETECH INITIATIVE". To the right of the logo is a search bar with the placeholder text "Title, author or ISBN" and a magnifying glass icon. Further right are links for "Log in", "Advanced Search", and "Browse". Below the navigation bar, there are several menu items: "Is Bookshare For Me?", "Get Started", "Get Involved", "Help Center", and "My Book". The main content area features a white background with a green button that says "Sign up today" with a pencil icon. Below this, there is a blue box with the text "Back to School Starts Here" and "Get textbooks and educational titles in in audio, braille, large font, and more!". To the right of this box is a photograph of two children, a boy and a girl, looking at a tablet device.

BUILT-IN FEATURES AND APPS?



	<u>Windows Accessibility</u>	<ul style="list-style-type: none">• <u>Supplier toolkit resources</u>• <u>Inclusive Hiring</u>• <u>Introduction to Disability and Accessibility (11:10)</u>
	<u>Apple Accessibility</u>	<ul style="list-style-type: none">• <u>Today at Apple</u>• <u>Stories</u>
	<u>Test Prep Review</u>	
	<u>College & Career Competency Framework</u>	

HAVE YOU TRIED CHROME EXTENSIONS?

<u>Select and Speak (SpeakIt!)</u>	My Homework Reminder
Read&Write for Google Chrome	<u>Extensions Manager (aka Switcher)</u>
ClaroRead Chrome	Grammar and Spelling Checker by Ginger
Read Aloud: A Text to Speech Voice Reader	Google Keep
BeeLine Reader	<u>EquatIO-Math made digital</u>
Text Summarizer	<u>Dark Reader</u>
ATbar	<u>Grammarly for Chrome</u>



NEED HELP WITH IDEAS FOR AT?



- [ADE Assistive Technology: Resources](#)
- ADE/ESS AT Short-Term Loan Library for all Arizona PEA's
- AzTAP Loan Library for all Arizona residents
- Assistive Technology Internet Modules (OCALI)



HOW DO WE KNOW WHAT TO TRY?

S.E.T.T. Framework (Zabala, 1995)



Student	Environment	Task	Tools
S	E	T	T
<ul style="list-style-type: none">•What are the student's current abilities?•What are the student's special needs?•What are the functional areas of concern?	<ul style="list-style-type: none">•What activities take place in the environment?•What activities do other students do that this student cannot currently participate in?•What assistive technology does the student have access to or currently use?	<ul style="list-style-type: none">•What specific tasks occur in the environment?•What activities is the student expected to do?•What does success look like?	<ul style="list-style-type: none">•Are the tools being considered on a continuum from no/low to high-tech?•Are the tools student centered and task oriented and reflect the student's current needs?•What are the training requirements for the student, family and staff?

The Job Accommodation Network (JAN)



The screenshot shows the JAN website homepage with a dark blue header and a light blue main content area. The header includes navigation links: ADA LIBRARY, PUBLICATIONS AND RESOURCES, SEARCH ACCOMMODATIONS DATABASE, A-Z OF DISABILITIES AND ACCOMMODATIONS, and NEWS. The JAN logo is prominently displayed on the left. Below the logo is a search bar and a search button. To the right of the search bar are links for Hot Topics, How to Use this Site, JAN en Español, Print this Page, and Text Size. The main content area features a large image of a smiling man in a yellow shirt and black apron, identified as Antavon. To his right is the 'ASK JAN' section, which provides information about workplace accommodations and the Americans with Disabilities Act. Below this is a 'Connect with JAN' section with contact information and social media links. Further down are sections for 'FOR EMPLOYERS', 'FOR INDIVIDUALS', and 'FOR OTHERS', each with a list of relevant topics. At the bottom of the page, there are navigation links for 'About JAN', 'Frequently Asked Questions', and 'Training'. The footer contains the ODEP logo, a service of the Office of Disability Employment Policy, U.S. Department of Labor, and the 'What can YOU do?' campaign logo. Social media icons for Facebook, YouTube, Twitter, LinkedIn, and Email are also present, along with links for Accessibility, Copyright, Disclaimer, Privacy Statement, and Site Map.

IT'S NOT ABOUT A LABEL....








HOW CAREER AND TECHNICAL EDUCATION PARTICIPATES IN THE TRANSITION IEP PROCESS NATURALLY!

What SPED teachers would tell you, if they knew how...



THE SECRET FOR CTE TEACHERS... TO PARTICIPATE IN THE IEP MEANINGFULLY!

Understand the vocabulary of the Transition Planning Process so that you have an informed voice in the process and can add input in these areas:

	<p>Age Appropriate Transition Assessment Data Interest: I like it Preference: I am taking time & effort to show it Strength: I have demonstrated skills in this area</p> <p>=</p> 
	<p>Measurable Post Secondary Goals MPG's Think: Employment, Education/Training and Independent Living</p>
	<p>Transition Activities What one-and-done task(s) can they do to prepare to work as a... Consider LRE-least restrictive environment on activities: Classroom, Campus, Community</p>
	<p>Annual IEP Goals Based on real barriers to MPG's... Ask yourself, what skill would impede them in the workforce and require specialized instruction over time to work as a...?</p>

TIPS FOR EQUAL PARTNERSHIPS & COLLABORATION

ALL STUDENTS WHO HAVE AN IEP AND WHO ARE 16 YEARS OLD OR OLDER, *MUST* HAVE MEASURABLE POSTSECONDARY GOALS BASED ON...

Age Appropriate Transition Assessments



Specific CTE Teacher observations on:

- Student's ability to complete the task(s) of the job without assistance
- Student's current real barriers to employment
- CTSO Competition results
- Test data or individual skill attainment data
- Results from 'preference' activities
- Observations on Professional Skills

What you have is the data we need to make good decisions...

Let's work together to make decisions based on all three—Interests, Preferences, Skills!

TIPS FOR EQUAL PARTNERSHIPS & COLLABORATION



CTE Teachers can come to the table with JAN recommendations that are industry and need-based specific.

- **These are actual barriers that have been identified in the student, not random, “Just-in-Case” accommodations and modifications**
- **Call “askJAN.org” together. Then provide input on accommodations for CTE based on the call.**

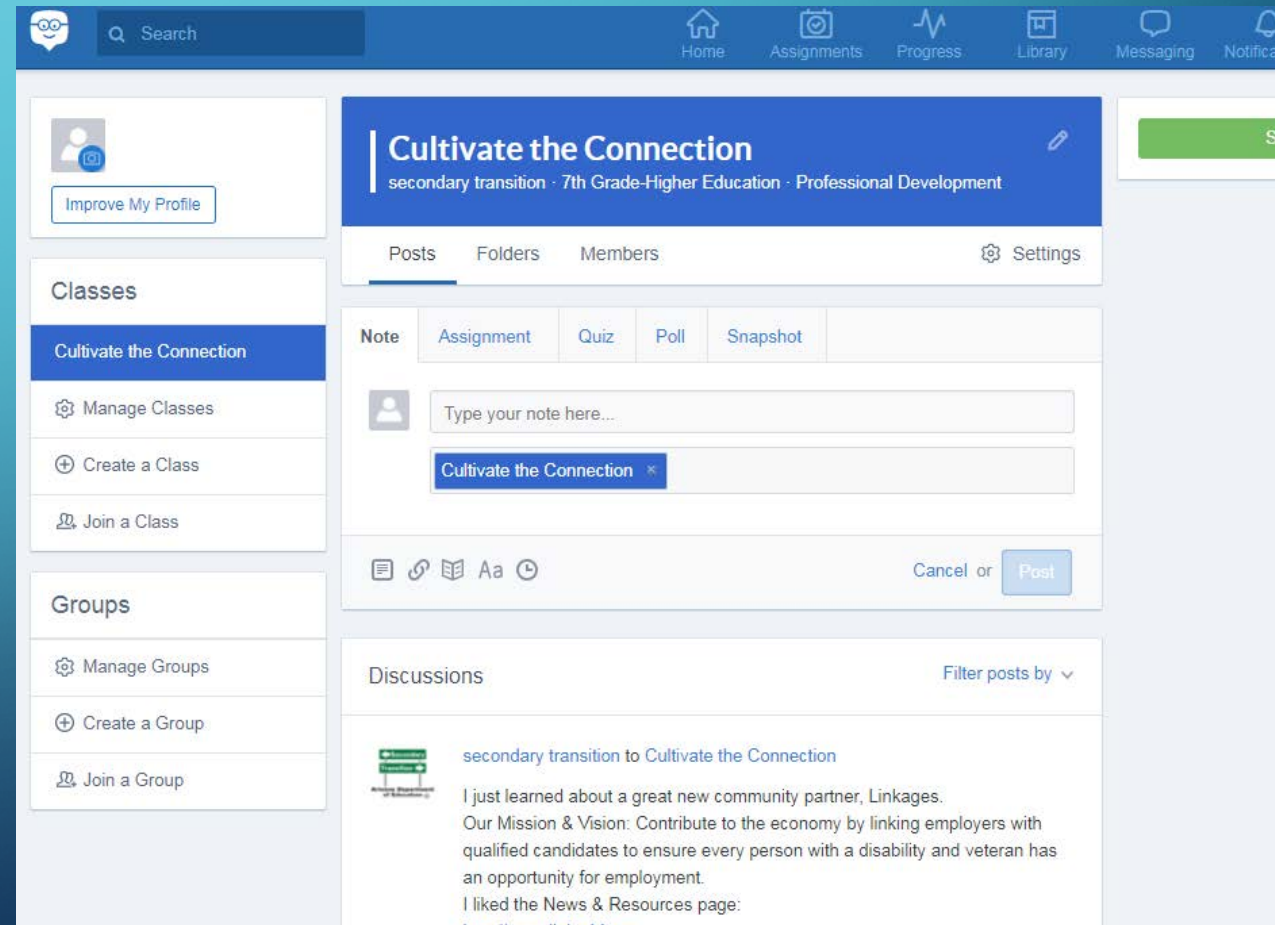


When appropriate give ideas on alternative pathways which have different skill levels and requirements and room for using supports.

DOES YOUR (CTE) PROGRAM PATHWAY... INCLUDE ADA RESOURCES TO EQUIP YOUR STUDENTS FOR A DIVERSE WORKFORCE?

We can help!

- Join our Edmodo group for free!
- Resources, links, and videos!
- Ideas to support your teachers now!
- Need more help? We can [come](#) to you!



The screenshot shows the Edmodo interface for a group named "Cultivate the Connection". The group is categorized as "secondary transition · 7th Grade-Higher Education · Professional Development". The interface includes a search bar, navigation icons for Home, Assignments, Progress, Library, Messaging, and Notifications. On the left sidebar, there are sections for "Classes" (with options to Manage, Create, or Join a Class) and "Groups" (with options to Manage, Create, or Join a Group). The main content area shows a "Note" input field with a placeholder "Type your note here..." and a "Post" button. Below the note field, there are icons for text, link, image, font size, and a clock. A "Discussions" section is visible at the bottom, featuring a post from "secondary transition to Cultivate the Connection" with the text: "I just learned about a great new community partner, Linkages. Our Mission & Vision: Contribute to the economy by linking employers with qualified candidates to ensure every person with a disability and veteran has an opportunity for employment. I liked the News & Resources page:".

WHAT CAN YOU DO?

“Failing fast, failing early, and learning big from your mistakes”

Joey Chemis

Getting Hired

AtWork! 2017 Employer of the Year, Davis Wright Tremaine, LLP

AtWork! 2013 Supporter of the Year, Genie



CONTACT US:

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