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A Helping Paw

Radar is an 8-year-old black standard poodle enjoying his time at the Alaska Job Corps Center. He is a service dog that assists student Summer Horton who has been enrolled at the center since June 2010. Summer has completed the Human Service trade and is currently enrolled in the college program. Leah Holman, the Health and Wellness Manager and Disability Coordinator, stated, “This has been such a positive experience we would love to work with more students who have a service dog.”

Radar and Summer first met 8 years ago through a pilot program called Assistance Dogs of North America. Summer has a seizure disorder and Radar helps to alert her if she is going to have a seizure. Heather sometimes has trouble processing information, which can affect her when crossing the street or navigating large crowds; Radar helps get her to a safe place.

Before Summer began Job Corps she was nervous how the other students would react to her and Radar. What she found was the students are very respectful and welcoming and Job Corps has been a very positive experience for her. She stated, “The Job Corps staff really helped me feel at ease and took extra steps to make sure I was comfortable before entering the program.”

Allowing a student with a disability to enroll with a service dog can be considered a reasonable accommodation and several Job Corps centers have enrolled students with service animals. When asked how the center conducted the reasonable accommodation process, Ms. Holman stated, “We followed the same process we follow for all students with a disability, except we had to consider how to accommodate Radar as well.” Summer and Radar attended a meeting with the reasonable accommodation committee prior to enrolling and her accommodation plan was in place when she began the program. Summer is a non-resident student so accommodations had to be considered only for the training day. Considerations of the reasonable accommodation committee included:



Summer and her service dog, Radar

- How would the center help care for Radar during the day?
- Where would Radar go to the bathroom?
- Did any students on center have allergies to dogs?
- How would transportation on the center van be provided for Summer and Radar?

Before Summer and Radar arrived, the center conducted etiquette training for staff and students on the role of a service dog and how to interact with one.

How does someone with a seizure disorder benefit from a service dog? Trained seizure dogs can sense when a seizure is about to occur and smell the chemical changes in the body several minutes before a seizure occurs. Seizure dogs are able to warn the person of the oncoming seizure enabling them to get to lie down if standing or move to a safe location to prevent injury. These dogs are taught to stay with a person throughout the seizure and help orient to his/her surroundings. When a dog can be trained to replace a continuous presence of a caregiver, the individual with a seizure disorder can be more independent (Delta Society, 1995).

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Release of PRH Chapter 1

PRH Change Notice 11-04, released August 11, 2011, included many changes to PRH Chapter 1 which covers the outreach and admissions process. New policies outlined in this change notice will go into effect October 10, 2011. Four National Office training sessions on the changes have been provided, and additional National Office training will be provided via webinars.

One change of particular importance to center staff is that specific requirements for the applicant file review process at the center level are now defined in this chapter. Since these changes impact how health/disability staff will process applicant files, specific webinars for these staff will be conducted. This 2-part webinar will be presented as follows:



- Part 1: October 11, 2011/11 a.m., EST—This session will review the specific changes and updates applicable to the administrative components of the center file review process.
- Part 2: October 12, 2011/11 a.m., EST—This session will review changes and additions related to conducting both a health care needs assessment and a direct threat assessment as a part of the center file review process.

These webinars will be repeated on a regular basis for the next few months.

A Helping Paw (cont'd)

With Radar's assistance, Summer has been very successful at Job Corps. She won the Advanced Career Training Student of the Month Award for March and April and is very proud of this honor. Once she completes the college program, she plans to continue her college education and hopes to become a speech pathologist. When asked about her overall Job Corps experience, Summer states, "Job Corps has been really supportive of Radar and my seizure disorder. It has been a really long time since I have had this much support to help me reach my goals and it has been really huge for me. They have respect for me and who I am and it has been a really big deal that Job Corps has been willing to accommodate me."

For more information on service dogs and accommodations contact Delta Society (<http://www.deltasociety.org/>) and Job Accommodation Network (JAN) (<http://www.askjan.org>). Additional resources are provided on page 6, Disability Resources.

Reference:

Delta Society (1995), Service Dogs for People with Seizure Disorders. Retrieved June 30, 2011, from <http://www.deltasociety.org/Document.Doc?id=227>

SEIZURE FIRST AID

What to Do If Someone Has a Convulsive Seizure (Characterized by stiffening, falling, jerking)

1. Stay calm.
2. Time the seizure.
3. Protect the person from injury. If necessary, ease the person to the floor. Move hard or sharp objects out of the way. Place something soft under the person's head.
4. Loosen anything tight around the neck. Check for medical identification.
5. DO NOT restrain the person.
6. DO NOT put anything in the mouth. The person will not swallow his/her tongue.
7. Gently roll the person onto his/her side as the seizure subsides to allow saliva or other fluids to drain away and keep the airway clear.
8. After the seizure, talk to the person reassuringly. Do not leave until the person is re-oriented. The person may need to rest or sleep.

What to Do If Someone Has a Non-Convulsive Seizure (Characterized by staring blankly, confused, not responding, movements are purposeless)

1. Stay with the person. Let the seizure take its course. Speak calmly and explain to others what is happening.
2. Move dangerous objects out of the way.
3. DO NOT restrain the person.
4. Gently guide the person away from danger or block access to hazards.
5. After the seizure, talk to the person reassuringly. Stay with the person until complete awareness returns.

JC Disability Program Partnerships

All centers are required to develop and maintain partnerships with outside agencies and programs that will assist the center in serving students with disabilities (PRH 6.11, R7 (d)). Since students have varying needs, and the disability program is committed to identifying additional resources to meet those needs, it is necessary to develop partnerships and local collaborative agreements. Partnerships can offer assessment services, staff and student training, career development assistance, and career transition services.

How do you get started? Partnerships begin by reaching out to agencies and organizations within the community that provide services to people with disabilities. Center staff who work with the local community (e.g., Career Transition Coordinator, Business Community Liaison, Center Community Relation Council members) should assume a primary role in establishing these partnerships.



Below are two potential partners—Vocational Rehabilitation Services and Centers for Independent Living:

Vocational Rehabilitation Services (VRS): VRS provides services to individuals with developmental disabilities, mental health disabilities, physical disabilities, and other types of disabilities. VRS can provide job counseling, job development assistance and, assist individuals to prepare for, obtain, and maintain competitive employment.

Each center should attempt to establish a relationship with their state and or local vocational rehabilitation office. For a list of vocational rehabilitation providers near your center, visit <https://secure.ssa.gov/apps10/oesp/providers.nsf/bystate>

Centers for Independent Living (CILs): CILs are community-based nonresidential, private, nonprofit agencies that provide independent living services to individuals with all types of disabilities. The purpose of these programs is to maximize the leadership, empowerment independence, and productivity of individuals with disabilities and to integrate these individuals into the mainstream of American society. CILs also provide information and referral, independent living skills training, peer counseling, and advocacy. There is at least one CIL in every state, and the District of Columbia. To locate a CIL near your center, visit <http://www.ilru.org/html/publications/directory/index.html>.

When you contact a CIL clearly state the “What, Why, How, Who and Where” points to encourage them to partner with your center.

- **What:** Explain the mission of program Job Corps, and what the program offers students.
- **Why:** Explain why an organization should collaborate with your center. Describe the importance of assisting students, specifically those with disabilities in becoming productive, independent employed individuals after they complete the program.
- **How:** Describe to the potential partner the ways in which the center and organization can collaborate to achieve a common goal.
- **Who:** Of course you want to make sure that any potential partner knows who you are, and your role on the center and in the disability program.
- **Where:** Establish where services will take place, when and where meetings will be held.

For more suggestions on partnership opportunities, visit the Disability Coordinator Orientation section on the Job Corps Disability website.

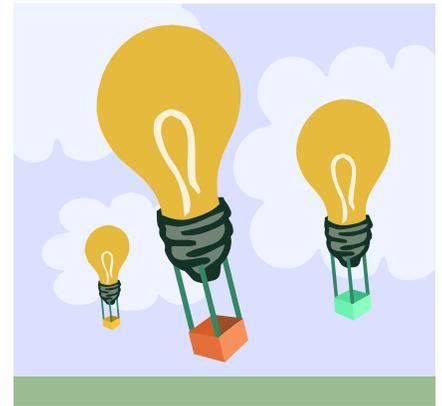
To guide you in creating, maintain and documenting potential partnerships, a partnership tool has been created that provides information about disability organizations that exist in most communities. You can find this partnership tool on the Job Corps Disability website under frequently requested documents.

Promising Practices

Clearfield JCC: The Clearfield JCC has established a very dynamic relationship with the local vocational rehabilitation agency. There is a voc rehab counselor who has an office on center. Their representative has been instrumental in providing accommodations, evaluations, skills assessments, and assistive technology, when appropriate.

Flatwoods JCC: During the initial week of orientation, the co-Disability Coordinator meets with every new student to explain the accommodation process and determine if the student would like to make a request.

Wolf Creek JCC: The special education teacher/disability coordinator conducts a week-long class for all students as they enter academics. The class covers the following topics: learning opportunities and strategies, thinking skills, and learning disability awareness. Students also complete a learning styles inventory, and watch the video “Fat City,” a training video on understanding learning disabilities.



Assistive Technology for Welding

Do you have a student with a disability in need of reasonable accommodations who is pursuing a hard trade? This article looks at some possible accommodation ideas for students with disabilities enrolled in the welding trade.

Scenario: A student with reduced vision is constantly removing his glasses before he puts on his welding helmet. He complains that his glasses get in the way under his helmet. Removing his glasses interferes with his ability to perform accurate and precise welds.

Possible Accommodation: A welding magnifier/cheater lens (shown at right) could be considered in this situation.

Benefit: The magnifier (cheater lens) allows the student to remove his/her glasses while wearing a helmet, thus providing a more comfortable fit.



**Welding Magnifier/
Cheater Lens**

Scenario: A student with sensitivity to light experiences eye fatigue while welding. The student takes frequent breaks, but is finding that he is becoming more overwhelmed due to this sensitivity.

Possible Accommodations: Two possible accommodations (shown below) could be considered in this situation:



Auto-Darkening Welding Helmet



Multi-Lens Cheaters for Light Conditions

Benefit: Both the auto-darkening welding helmet and the multi-lens cheaters can assist with decreasing the amount of visible light during the welding process. The bright light that is exposed during welding can be particularly overwhelming to the eye.

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Assistive Technology for Welding (cont'd)

Scenario: A student with moderate hearing loss is experiencing difficulty when people are trying to contact her. The noisy environment makes it difficult to know when someone is attempting to alert or warn her in hazardous situations.

Possible Accommodation: A wireless pager (shown at right) that vibrates to alert the student when his/her attention is needed.



Wireless Pager

Benefit: Wireless pagers can alert students to let them know that their attention is being requested or to warn the student of potential hazards in the work area.

Suggestions on Where to Purchase Assistive Technology Aids

- Welding Magnifier/Cheater Lens, http://www.safetysaves.com/safety_wear/Welding-Magnifying-Lenses-and-Plates-c-119.html
- Auto-Darkening Welding Helmet, Airgas: http://www.airgas.com/browse/product_list.aspx?catID=422
- Multi-Lens Cheaters, <http://www.duluthtrading.com/store/product/multi-lens-cheater-kit-69158.aspx?src=T11WFSHP1>
- Wireless Pager, http://www.harriscomm.com/catalog/default.php?cPath=40_1043

Check out the Job Corps Disability website for suggestions on how assistive technology devices can be used in other career technical training areas.

National Disability Employment Awareness Month

October is National Disability Employment Awareness Month (NDEAM). The theme for this year is *Profit by Investing in Workers with Disabilities*. The theme recognizes the contributions of workers with disabilities and serves to inform the public that they represent a highly skilled talent pool that can help employers compete in today's global economy.

Kathleen Martinez, Assistant Secretary of Labor for Disability Employment Policy states: "Workers with disabilities represent all skill sets and are ready to get the job done. This year's theme focuses on improving employment opportunities that lead to good jobs and a secure economic future for people with disabilities and the nation as a whole." In her role as Assistant Secretary of Labor for Disability Employment Policy, Ms. Martinez, who was born blind, advises the Secretary of Labor and works with all DOL agencies to lead a comprehensive and coordinated national policy regarding the employment of people with disabilities.



NDEAM posters (shown above right) are available for free on the Office of Disability Employment Policy website, <http://www.dol.gov/odep/pubs/ndeam2011poster.htm>.

See the Presidential proclamation for National Disability Employment Awareness Month at <http://www.whitehouse.gov/the-press-office/2011/10/03/presidential-proclamation-national-disability-employment-awareness-month>.

E-mail your comments or suggestions to
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Disability Mentoring Day: October 19



Disability Mentoring Day (DMD) is a program of the American Association of People with Disabilities. This year Disability Mentoring Day will be held on October 19th.

Disability Mentoring Day is a national job shadowing and career exploration program that matches people with disabilities (mentees) to employers with an interest in hiring people with disabilities.

Possible center DMD activities to consider:

- **Pledge Drive**—Have students/staff take a pledge to support creating an inclusive environment on center.
- **Employment/Disability Fairs**—Bring employers on center that would offer students the opportunity to build relationships and educate employers on disability.
- **Guest Speaker**—Invite an individual with a disability and/or representatives from disability organizations to visit/tour the center and meet the students.

For more information regarding DMD programs in your area, contact your local DMD coordinator at: www.disabilitymentor.net.

Disability Resources

More about Service Dogs

http://www.ada.gov/service_animals_2010.htm—Provides an overview of ADA rules and requirements pertaining to service dogs.

<http://www.assistancedogsinternational.org/membersstatecountry.php#US>—Lists the states that provide assistance/service dogs for people with various disabilities.

<http://www.servicedoghouse.com/ServiceDogResources.html>—Offers specialty equipment and products for working service dogs.

<http://medicalservicedogs.com/>—Guardian Angels Medical Service Dogs, Inc. is a non-profit public charity that raises, trains, and donates medical service/assistance dogs.

Upcoming Job Corps Webinars

- A Review of PRH Chapter 1 Changes
- Mental Health Disability Accommodation & Supports
- Disability Coordinator Orientation
- TABE/GED Accommodations
- Asperger's Syndrome
- Disability Website – Review of Tools
- The Partnership Tool

Center Disability Coordinators will receive email alerts of upcoming webinars.

Check out JAN's 2011-2012 trainings at <http://prod.askjan.org/webcast/registration.cfm>.

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