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Student Makes Sparks Fly at Centennial JCC

Dustin’s application arrived in March of 2009 at the Centennial Job Corps Center and the reasonable accommodation committee (RAC) was overwhelmed with uncertainty. *How could the center possibly meet the needs of a student who was deaf? How would other students react to him? How would he communicate with staff and students? What accommodations would be necessary? Could he be successful in the welding trade? How could his safety in the trade be ensured?* These were all the questions the center considered after receiving an application from an individual who was deaf.

Dustin, who was born deaf, has used an interpreter to assist him with his communication needs. Equipped with his high school diploma, and previous experience in welding from the Idaho School of the Deaf, Dustin wanted to continue his welding training at the Centennial JCC. Dustin came for a center tour and met with center’s Disability Coordinator, Connie Schreiber.

Before Dustin enrolled at Centennial, there were several accommodation concerns that needed to be addressed to make this a reality. The main obstacle was acquiring additional funding to provide accommodations for Dustin. After much research and consultation with experts on what would be needed to support Dustin; the center submitted a funding request to the National Office for a sign language interpreter, videophone for off-center communication (Sorenson), emergency lights in the welding booth and dormitory room, communication system for instructors in the education and career technical training classrooms (UbiDuo), and a special alarm clock and bed shaker for the dormitory. The center was also going to provide a buddy in the dormitory and the welding shop. There were numerous rewrites and fine-tuning of the funding request, but once it was approved, the center had the funding support necessary to provide the accommodations. In the end, Dustin decided not to be a residential student so some of the accommodations were not needed.



Dustin in the Centennial JCC Welding Shop

Once all the accommodations were in place, Dustin received a start date. The center arranged for the Idaho Education Services for the Deaf and Blind to provide awareness training for staff and students. The center also held several meetings with Dustin to assist him in his transition to Job Corps including a meeting to provide instruction on the UbiDuo. A week before Dustin was to arrive on center Dustin’s interpreter, Susan Tate, started on center to acclimate herself to the center and the welding shop. Dustin arrived on center and participated in the career preparation period (CPP) phase for 2 weeks with his input group. After CPP, he was placed in the welding program. The RAC met with Dustin on a regular basis throughout his first few months on center to make sure his accommodations were working, and to make certain that everyone was comfortable with how the process was going; the center believes these meetings were crucial to Dustin’s success.

When the center first explored the possibility of having a deaf student on center, there was a lot of apprehension; mainly concerning safety issues and potentials risks in the welding shop. Numerous resources were utilized including the Idaho Educational Services for the Deaf and Blind, Idaho Vocational Rehabilitation agency, and the Idaho Department of Labor. The welding instructor from the College Southern Idaho, who has taught several deaf students, was also used as a resource.

Read more about Dustin on page 2

Sparks Fly at Centennial JCC (con't.)

After being on center for 6 months, Dustin transitioned smoothly to center life. He excelled in welding, everyone embraced him and after some hesitancy to venture outside the welding program, Dustin and his interpreter offered sign language classes to students and instructors following the training day. Welding instructor, Sam Garner, admits he was a bit apprehensive and unsure of the unknown. Dustin has also been instrumental in encouraging other students who are deaf to apply to the welding program at Centennial.

Dustin is scheduled to graduate from the program in early 2012 and already has a welding job lined up with Gem State Manufacturing. Centennial instructors are confident that Dustin is ready and able to handle a new position in welding based upon the training and support he received while in Job Corps.

If you have further questions regarding how the center prepared for Dustin's arrival and how they have worked with him this past year, please do not hesitate to contact Carl Powell, the Business Community Liaison, (208) 442-4568 or Connie Schreiber, the Health and Wellness Manager/Disability Coordinator, (208) 442-4532.

**Resources mentioned in article are in the Disability Resources section.*

The Buzz about Dustin

"Dustin is a talented welder, and I would like more students like him."

Sam Garner, Welding Instructor

"Accepting Dustin and accommodating all his unique challenges at this center has not been easy. It has taken effort and time by many individuals and has been an extremely lengthy process from securing funding, to obtaining an interpreter contract, to putting accommodations in place. Overall, all the hard work was worth it. The center's preparation and Dustin being an outstanding young man, was a great combination for his success in the program."

Michelle Woods, Center Director

The National Health and Wellness Conference

The National Health and Wellness Conference was held November 2-4, 2011 in Baltimore. The conference theme was "Live Healthy!" The conference offered a variety of workshops and opportunities for participants to network. In addition to an orientation for disability coordinators, the following disability-related workshops were offered:

- **Disability Is Natural** by Kathy Snow: This workshop focused on thinking of disability as one of many natural characteristics of being human, just like gender, ethnicity, and other traits. The presenter encouraged participants to use people-first language and focus on people's strengths and abilities.
- **Reasonable Accommodation Process** by Michelle Day, MPS, and Kim Jones, MEd: Using an interactive approach, this workshop discussed the required legal components of the reasonable accommodation process. Tools/forms, tips, and resources to support the process was discussed.
- **Understanding and Accommodating Students who have Mental Health Disabilities That Include a Behavioral Component** by Kellie Miller, LCSS, and Diane Fairchild, MS: This presentation provided an overview of mental health disabilities, associated behavioral indicators and functional limitations. Participants were provided with possible accommodations, interventions and best practices, including the use of success management plans.
- **Creating Successful Outcomes for Students with Learning Disabilities** by Patricia Gill, JD, and Debbie Jones: Individuals with learning disabilities are often unable to articulate specific information about their disability or discuss the types of accommodations they may need in the workplace. They are generally led to believe that accommodations are only needed in the academic or learning environment and find themselves ill prepared to make choices about disclosure of their disability and requesting accommodations. This workshop provided participants with general information about analyzing accessibility considerations, using strategies and accommodations to improve independence and developing self-advocacy skills.

All of these presentations and the disability coordinator orientation are available on the Job Corps Health and Wellness website.

Centers Participate in NDEAM Activities

October was National Disability Employment Awareness Month (NDEAM), and this year's theme was *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.

How centers observed NDEAM:

Carville JCC: The center invited guest speaker Anthony Clifton (shown at right) to speak to the students and staff. At the age of 17, Mr. Clifton was diagnosed with a congenital eye disease that caused his eyesight to deteriorate and would leave him completely blind within 20 years. Though the diagnosis devastated Mr. Clifton, he did not allow it to obstruct the goals he aspired to accomplish. Mr. Clifton worked for over 34 years as a social worker with the Juvenile Division of the Department of Corrections. After sharing his life challenges, educational training and career choices, he encouraged students that life is full of challenges, and to never give up on their dreams.



Mr. Clifton addresses students at the Carville JCC

Muhlenberg JCC: Student wellness advocates sponsored a student assembly where the Executive Director of the Muhlenberg County Opportunity Center accompanied by an employee of the center spoke to Job Corps students about the difficulties adults with disabilities have obtaining employment. The opportunity center is a non-profit organization that provides vocational evaluation and training to adults with disabilities. The center's main objective is to train and prepare individuals with disabilities for competitive employment as well as employ adults with disabilities. The opportunity center employee who has worked at the center in the recycling area for over 11 years, shared details about his job, and told students his job at the center gives him a feeling of success and fulfillment.

Finch-Henry JCC: Students with learning disabilities participated in Disability Mentoring Day, which takes place the third Wednesday in October. Students shadowed the drug and alcohol specialist at a local school for the day.

Westover JCC: The DC and CMHC conducted a presentation on disability awareness and bullying prevention. The health and wellness student committee made posters about disabilities awareness. The center designated the color blue to represent "disability awareness" and the cafeteria served cupcakes with blue icing. The center also held a disability awareness movie night, showing the movie "Radio" followed by a discussion about the treatment of people with disabilities.

Flint Hills JCC: Students from the local university visited the center to talk to students about being in college with a disability and the services they can receive at the university. After the discussion, the university students challenged the Job Corps students to a few friendly games during recreation.

Los Angeles JCC: Students went to City Hall to watch the proclamation of Disability Awareness Month by the city.

Bamberg JCC: The center collaborated with the Bamberg Special Needs Board to deliver a presentation. Individuals with various disabilities presented to staff and students providing background information about their disabilities and ways to interact with individuals with disabilities.

E-mail your comments or suggestions to Carol Abnathy, National Health and Wellness Manager, abnathy.carol@dol.gov. We have designed these tools with you in mind and we are always open to making a good thing better.

Assistive Technology for Culinary

Do you have a student with a low vision who is interested in the Culinary? Are you unsure of how to accommodate this student? Keep reading to learn about examples of accommodations that can assist a student with low vision who is interested in culinary.

Possible Accommodations:



Talking Thermometer



Talking Microwave



Talking Kitchen Scale

Benefits: The accommodations presented above provide audio output for individuals that have low-vision or for individuals that are blind. These types of accommodations allow individuals to become more independent in navigating around a kitchen/culinary environment.



Large Print Timer



Bright Handled Measuring Cups



Vibrating Liquid Level Indicator

Benefits: The accommodations mentioned above can aid an individual with low vision in preparing food in a kitchen/culinary environment. The large print black/white timer with large numbers makes it easier for the individual to read. The bright handled measuring cups with color contrast makes it easy to identify which measurement they need. The vibrating liquid level indicator vibrates and/or buzzes to alert an individual that the glass is nearly full.

Interested in purchasing these products, visit:

- Vision Dynamics, http://www.visiondynamics.com/products/Talking_Cooking_Thermometer.htm
- Learning, Sight, and Sound, <http://www.lssproducts.com/category/cooking-helps>
- Independent Living, <http://www.independentliving.com>

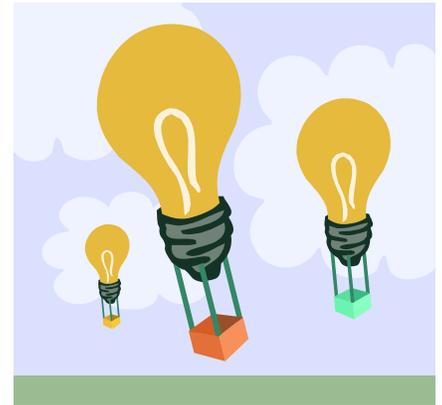
Check out the Job Corps Disability website for suggestions on how assistive technology devices can be used in other career technical training areas.

Promising Practices

Golconda JCC: The career technical department has purchased tape measures that display all fractions and DVDs that demonstrate the skills taught in the trade. These items will benefit all students, including those with disabilities.

Phoenix JCC:

- The center has a membership with Bookshare (www.bookshare.org), a program that provides accessible books for individuals with print disabilities. This membership has allowed the DC to secure free, digitized versions of some of the career technical trade textbooks. This allows students who prefer to work on the computer rather than read the book another option for learning. Several students and staff reported how the digitized textbooks have enhanced the learning experience. The DC and an A+ student are working on making MP3 versions of the textbooks.
- The center has three resources (local vocational rehabilitation agency; mental health interns; and SIATech, the onsite charter school) that can update existing evaluations or provide a new evaluation for students suspected of having cognitive or mental health disabilities. This information can then be used to provide appropriate accommodations in Job Corps and to obtain accommodations for GED testing or certification examinations.



Disability Resources

Resources for Individuals who are Hearing Impaired or Deaf

<https://askjan.org/media/deaf.htm> - Offers information about hearing loss and related accommodations.

<http://www.sorensonvrs.com/> - Has a variety of assistive communication devices for those who are deaf or hard of hearing including the videophone.

<http://www.scomm.com/ubiduo> - Offers information about the UbiDuo including information on how it works, who uses it, and where you can use it.

Upcoming Job Corps Webinars

- A Review of PRH Chapter 1 Changes Related to the Applicant File Review Process
- Assistive Technology for Students with Learning Disabilities
- Bookshare

Center Disability Coordinators will receive email alerts of upcoming webinars.

Regional Disability Coordinators

Boston region

Lisa Kosh
Regional Disability Coordinator
301-608-3290 ext. 602
lisa.kosh@humanitas.com

Philadelphia and Atlanta regions

Nikki Jackson
Regional Disability Coordinator
301-608-3290 ext. 603
nikki.Jackson@humanitas.com

Dallas region

Laura Kuhn
Regional Disability Coordinator
602-403-9998
laura.kuhn@humanitas.com

Chicago and San Francisco regions

Kimberly Jones
Regional Disability Coordinator
301-608-3290 ext. 607
kim.jones@humanitas.com