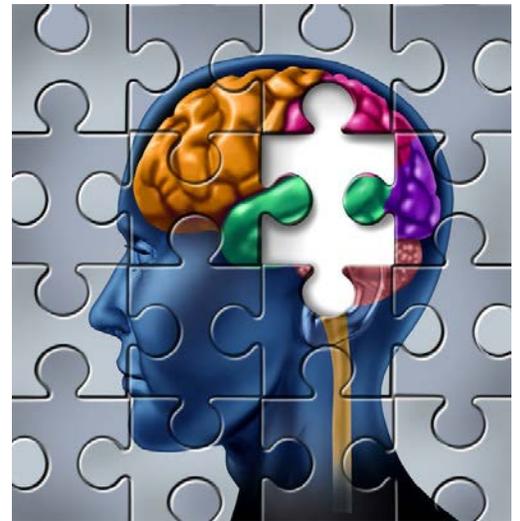


- ▶ EBD1
- ▶ NDEAM4
- ▶ APPLICANT FILE REVIEW REMINDERS..... 5
- ▶ SPOTLIGHT ON ASSISTIVE TECHNOLOGY6
- ▶ DISABILITY RESOURCES7

Supporting Students with Emotional or Behavioral Disorder

Emotional or Behavioral Disorder (EBD) refers to a condition in which behavioral or emotional responses of an individual are so different from his/her generally accepted, age appropriate, ethnic or cultural norms that they adversely affect performance in such areas as self care, social relationships, personal adjustment, academic progress, classroom behavior, or work adjustment. Many students with EBD also have expressive and receptive language disorders that impact their ability to communicate with peers and adults.



Each student with EBD will have characteristics that are unique to that individual. These students may have specific emotional characteristics/conditions such as anxiety disorder, mood disorder, oppositional defiant disorder, conduct disorder, and schizophrenia. Regardless of the diagnosis or label, it is important to recognize the functional limitations of these individuals, so we can provide positive interventions.

Impact on Learning and Working

Students with EBD can be found at every level of cognitive functioning. They often have above average level intelligence and are very creative. Their strengths may go undetected, because others may be put off by their fluctuating emotions or behaviors and not tap into their skills and abilities. Students that exhibit externalizing behaviors are at the greatest risk for continued deficits in academic and workplace functioning. So to effectively manage students with EBD in a Job Corps setting will require staff to provide emotional and behavioral supports that leverage their strengths and foster the replacement of problem behaviors with more appropriate behaviors and choices.



Supporting Students with Emotional or Behavioral Disorder (cont'd)

Shifting From Deficits to Strengths

Shifting from a deficit model that focuses on multiple risk factors and moving toward a focus on strengths is a difficult, yet necessary, step to foster resilience, enhance competence, and facilitate successful academic and career technical experiences for Job Corps students with EBD. Generally, academic achievement and problem behaviors often go hand-in-hand for students with EBD. Supporting the academic performance of these students will have the added benefit of decreasing externalizing and internalizing behaviors. Utilizing the expertise of the Reasonable Accommodation Committee (RAC)—creates a natural support system with an overall goal to devise a plan that will capitalize on the strengths and interests of the student. When developing an Accommodation Plan for students with EBD, the RAC will want to consider emotional and behavioral supports that will support the student in all areas of the program.

Functional Limitations and Accommodations

The follow table outlines some common functional limitations and possible accommodations to support students with EBD.

<p><u>Functional Limitation</u></p> <p>Difficulty with Change</p>  <p><u>Accommodations</u></p> <ul style="list-style-type: none">➤ Maintain open channels of communication between the student and the new instructors in order to ensure an effective transition➤ Provide weekly or monthly meetings with the student to discuss classroom, workplace, or center issues and production levels—avoid surprising them with negative feedback➤ Use timers/reminders to prepare students for upcoming transitions	<p><u>Functional Limitation</u></p> <p>Inappropriate Behaviors</p>  <p><u>Accommodations</u></p> <ul style="list-style-type: none">➤ Teach replacement behaviors and reinforce with praise, privileges, tangibles➤ Provide opportunities to take small breaks as needed when stress levels rise➤ Provide peer mentors or role models➤ Provide video examples of appropriate behaviors (e.g., YouTube)➤ Teach acceptable behaviors in different contexts (academics, career technical, residential)➤ Allow the student a pass to access supportive adult (counselor, mentor, Center Mental Health Consultant (CMHC), another instructor...) when behavior is escalating
---	---

Supporting Students with Emotional or Behavioral Disorder (cont'd)

Functional Limitation

Difficulty with Authority
(instructors, employers...)



Accommodations

- Provide positive praise and reinforcement
- Provide written job instructions
- Develop written work agreements that include the agreed upon accommodations, clear expectations of responsibilities, and the consequences of not meeting performance standards
- Allow for open communication to instructors, managers, and supervisors
- Establish written long-term and short-term goals
- Develop strategies to deal with problems before they arise
- Build in opportunities for choices

Functional Limitation

Maintaining Concentration



Accommodations

- Reduce distractions in the work area
- Provide space enclosures or a private area to work
- Allow for use of white noise or environmental sound machines
- Allow the student to play soothing music using a headset
- Increase natural lighting or provide full spectrum lighting
- Plan for uninterrupted work time
- Allow for frequent breaks
- Divide large assignments into smaller tasks and goals
- Restructure assignments and job to include only essential functions

Functional Limitation

Handling Stress and Emotions



Accommodations

- Provide praise and positive reinforcement
- Allow the appropriate use of stress relief techniques or tools
- Allow flexible schedule or built in breaks
- Reduce stressors in physical environment

Functional Limitation

Issues Maintaining Stamina



Accommodations

- Allow flexible schedule or built in breaks
- Allow longer or more frequent breaks
- Modify assignments or projects

See the *Disability Resources* section for resources to support students with EBD.

National Disability Employment Awareness Month

Each year in October the contributions of workers with disabilities in our workforce are highlighted during National Disability Employment Awareness Month (NDEAM). Several Job Corps centers shared how they celebrated NDEAM. Thanks to all centers who participated in NDEAM and a special thanks to the centers featured in this article for sharing their information.

Treasure Island Job Corps Center

Treasure Island Job Corps Center celebrated with activities involving staff and students. Disability Coordinator (DC), Elizabeth Carter, invited community partners to participate in NDEAM day on center. Community partners included Department of Rehabilitation, Bridges, and Jewish Vocational Services. These partners offered students information about their services including career assessment, career exploration, interview skill training, job training, job placement, and job retention. The center had a great turnout with over 100 students participating!



Staff, students, and community partners at Treasure Island's NDEAM event

Denison Job Corps Center

Denison Job Corps Center celebrated NDEAM by organizing several hands-on and engaging disability awareness activities for staff and students. The purpose of the activities was to promote awareness among staff and students about how attitudes of individuals towards students with disabilities can serve as barriers to achievement and well-being. Center staff created four stations throughout center that represented a specific disability. Students participated in a wide array of activities such as wheelchair obstacle courses and a station where students were challenged to use one arm to tie a shoe or open a mason jar.

Fred G. Acosta Job Corps Center

Fred G. Acosta Job Corps Center celebrated NDEAM with a variety of activities to engage their students and promote disability awareness. Staff and students were challenged to take on a disability and reflect on their own experiences of having a disability for a day. For instance, one student navigated around center using a wheelchair. The DC, Elaine Rodriguez, also sent out daily emails for the entire month of October that included inspirational disability quotes and encouraged students to read the quotes and send a personal reflection back to her capturing what the disability quote meant to them. The center also had an essay contest centered on the theme "What Could I Do to Make a Difference to Those with a Disability". The students greatly enjoyed practicing empathy and interpersonal skills as well as developing disability awareness and sensitivity.



Fred G. Acosta students participate in NDEAM activities

NDEAM (cont'd)

Loring Job Corps Center

The Loring Job Corps Center celebrated NDEAM with a disability poster contest to encourage students to reflect on disability awareness and sensitivity. The students created posters that focused on a specific disabilities and included disability awareness quotes, famous celebrities with disabilities, interesting facts, etc. After the contest, the disability posters were displayed throughout the center to create disability awareness center-wide. According to the center's DCs, the contest was well received by staff and students.

Miami Job Corps Center

Miami Job Corps Center held a variety of activities to celebrate NDEAM. The academic instructors used an activity workbook to introduce students to various disabilities each week of the month. On October 23rd, the center held its very first NDEAM event. The event featured presentations by students who researched specific disabilities and taught other students about disability awareness topics such as the history of disabilities in the workplace. Students were provided with an opportunity to participate in experiential and hands-on activities to heighten their awareness of what it is like living and working with a disability. The center's wellness department also hosted presentations on various mental health conditions in the workplace.

The center also partnered with Special Olympics of South Florida and Miami Lighthouse for the Blind. The two partners gave presentations on their services and experiences with employing people with disabilities. Two guest speakers with disabilities shared their life stories. The NDEAM event day closed with performances from a few students and a special guest, "Sons of Mystro", two violinists with learning disabilities. Students greatly enjoyed the event and learned a lot!

"We look forward to continuing to educate our students and develop partnerships."

- Dr. Dashia Andrews, Miami Disability Coordinator

Applicant File Review Reminders

- If you are a new Health and Wellness Manager, other members of the clinical File Review Team are new, or your center has not submitted files on a routine basis, please contact your Regional Disability Coordinator to review the administrative components of the Applicant File Review (AFR) process before completing and submitting files to the Regional Office as recommendations of denial. This often prevents the need for files to be returned to the center for correction and/or completion of the AFR process.
- Print out the "admissions" documentation with each file (i.e., 652, EARs certification, etc.) as this is required for the processing of the recommendation of denial. See Program Instruction 13-25 for more information.

Spotlight on Assistive Technology: EBD Resources

Evernote

Evernote is a cloud-based app designed to help individuals organize their thoughts, create to-do lists, jot down ideas, and create reminders. It is an effective tool in assisting Job Corps students in organization and planning skills as well as promoting employability. iPhone link - <https://itunes.apple.com/us/app/evernote/id281796108?mt=8>, Android link - <https://play.google.com/store/apps/details?id=com.evernote&hl=en>



Stop, Breathe & Think

Stop, Breathe, & Think is an app designed to teach students mindfulness practices and increase self-regulation care skills. Specifically, Stop, Breathe, & Think teaches practical and short meditations that can be used during breaks throughout a student's day on the Job Corps center. <http://stopbreathethink.org/>



Dragon Dictation

Dragon Dictation uses an individual's voice to dictate a text message or email, take notes, and/or create personal reminders. Dragon Dictation can especially assist students who may feel particularly overwhelmed in the classroom or trade while simultaneously dealing with difficult emotions or moods. <http://www.nuance.com/dragon/index.htm>



Anger Thermometer

The Anger Thermometer app teaches individuals how to identify, understand, and control their feelings and emotions. Using the Anger Thermometer can help students to identify how they are feeling, understand the signs of becoming angry, and/or use coping strategies to reduce their anger and move to a calmer mood to learn and/or interact with others. <https://itunes.apple.com/us/app/anger-thermometer/id520193672?mt=8>



Timers

From wristwatches to hourglass times, these inexpensive devices may a student who has difficulty transitioning or managing time. Using a timer can help the student mentally prepare to make the switch or plan ahead.



Disability Resources

Center on Positive Behavioral Interventions and Supports

The U.S. Department of Education's Office of Special Education Programs-funded National Technical Assistance Center on Positive Behavior and Intervention Supports was established to address the behavioral and discipline systems needed for successful learning and social development of students. www.pbis.org

National Alliance for the Mentally Ill

The National Alliance on Mental Illness (NAMI), is the nation's largest grassroots organization for people with mental illness and their families. NAMI is dedicated to the eradication of mental illnesses and to the improvement of the quality of life for persons of all ages who are affected by mental illnesses. www.nami.org

Job Accommodation Network

The Job Accommodation Network (JAN) is a free consulting service funded by the U.S. Department of Labor's Office of Disability Employment Policy. JAN provides information on accommodations – the tools and techniques that help people with disabilities get and keep jobs – and the Americans with Disabilities Act and related laws. JAN Consultants have extensive training and experience in accommodations for motor/physical impairments, sensory impairments, and cognitive/neurological impairments. JAN provides information on an individual basis for a specific person in a specific job or educational setting. www.jan.org

Upcoming Job Corps Disability Webinars	
Webinar	Dates/Times *All Times are Eastern
Disability Coordinator Orientation	December 15, 2015 @ 11 AM and December 16, 2015 @ 3 PM
Learning Disabilities 200	January 2015, date(s) and times TBD
Reasonable Accommodation Committee Guide	January 2016, date(s) and times TBD
Learning Disabilities 300	February 2016, date(s) and times TBD

*Please check the JC Community Web site's Event Registration Page after 12/1/15 for webinar dates.

Regional Disability Coordinators by Region			
Boston & Philadelphia	Atlanta & Chicago	Dallas	San Francisco
Kristen Philbrook 301-218-4323 kristen.philbrook@humanitas.com	Sharon Hong 301-358-0190 sharon.hong@humanitas.com	Laura Kuhn 602-403-9998 laura.kuhn@humanitas.com	Kimberly Knodel 949-201-9201 kimberly.knodel@humanitas.com

E-mail your comments or suggestions to:
Johnetta Davis, Acting National Health and Wellness Manager
davis.johnetta@dol.gov