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National Disability Employment Awareness Month

October was National Disability Employment Awareness Month (NDEAM). A few of the NDEAM 2021 activities held by Job Corps centers are summarized below.

➤ **Earle C. Clements:** The center featured an NDEAM article in their Wellness Newsletter that included the history of NDEAM, a description of the 2021 theme, website ideas on how to celebrate the event, and information about the center’s Disability Coordinators and the Disability Program. In addition, the Disability Coordinators hosted a poster contest (all supplies were provided) with the theme “What does Disability Inclusion Mean to You?” The winning poster will be transformed into a t-shirt design and distributed to all students on center.



Earle C. Clements JCC NDEAM Newsletter Article

➤ **Harpers Ferry:** Throughout October, the center provided an NDEAM-themed newsletter to all staff and students describing the importance of recognizing, supporting, preparing, and celebrating people with disabilities in the workforce. It included employment statistics, benefits of employing people with disabilities, common myths related to employing individuals with disabilities, specific ways to celebrate NDEAM, and resources such as Job Accommodation Network, Division of Rehabilitation, and American Foundation for the Blind.

➤ **New Orleans:** The center staff and students participated in the NDEAM celebration throughout the month of October with a variety of activities to include displaying information and visuals of employing individuals with disabilities, their rights in the workplace, and how important it is for them to be included/valued in society. The center also held an “NDEAM Trivia Quiz, Questions, Celebrity Recognition” activity with prizes awarded to both staff and students for highest participation.



New Orleans JCC NDEAM Activities

Supporting Social and Emotional Learning Needs

Social and Emotional Learning

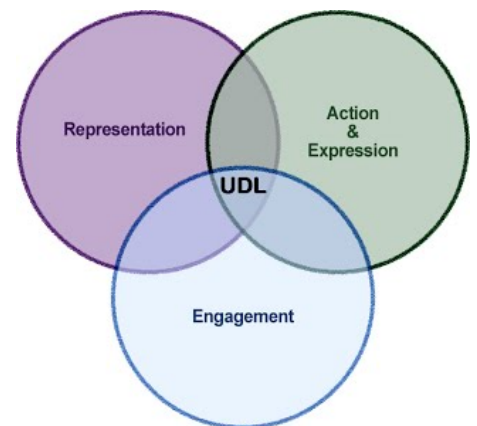
The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines Social and Emotional Learning (SEL) as an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions, achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. SEL can help address forms of inequity, improve inclusion, and provide students with disabilities with tools and strategies for thriving in education and the workplace.



Although SEL research continues to evolve, [anecdotal studies](#) report increases in self-awareness, academic achievement, and positive behaviors both in and out of the classroom. “In the long run, greater social and emotional competence can increase the likelihood of high school graduation, readiness for postsecondary education, career success, positive family and work relationships, better mental health, reduced criminal behavior, and engaged citizenship” (Hawkins, J.D., Kosterman, R., Catalano, R.F., Hill, K.G., & Abbott, R.D. 2008. "Effects of social development intervention in childhood 15 years later."). While all students could benefit from SEL, there are some who need a little more attention. Some signs that a student may need more support for social and emotional learning skills include difficulty with following directions, trouble with self-regulation/self-control, difficulty making decisions, and social skills challenges.

Universal Design for Learning (UDL) and Social and Emotional Learning

The Center for Applied Special Technology ([CAST](#)) defines Universal Design for Learning (UDL) as a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn, and includes three main guidelines or principles: Engagement, Representation, and Expression. Like SEL, the UDL principle of [Engagement](#) focuses on student motivation and includes skill development in self-regulation, self-reflection, and coping skills.







Both UDL and SEL approaches to teaching and learning can help to remove barriers for students with disabilities that may have difficulty with SEL-related functional limitations such as following directions, self-regulation/self-control, decision-making, and social skill challenges. Some ideas on how to include UDL/SEL strategies and accommodations to support these difficulties can be located on this quick reference guide, [Social Emotional Engagement-Knowledge & Skills](#). General UDL and SEL-related accommodations that can be provided in a variety of teaching and learning settings include scheduling regular “check-ins,” allow time for stress reduction, and teach organization, planning and self-regulation strategies.

Supporting Social and Emotional Learning Needs (cont'd)

Functional Limitations and Accommodations

The following table outlines some common functional limitations and possible accommodations to support students with social and emotional needs.

<p><u>Functional Limitation</u></p> <p>Difficulty making decisions</p>  <p><u>Accommodations</u></p> <ul style="list-style-type: none">➤ Provide pro and con lists➤ Provide advance notice of choices/decisions to be made for “think” time➤ Provide extended time on assignments, responses, tasks, tests➤ Reinforce independent decision-making	<p><u>Functional Limitation</u></p> <p>Difficulty with social skills</p>  <p><u>Accommodations</u></p> <ul style="list-style-type: none">➤ Provide specific positive feedback when student demonstrates appropriate social skill behaviors➤ Provide video examples of appropriate social skills and behaviors (e.g., YouTube)➤ Teach acceptable social behaviors and replacement behaviors in different contexts (academics, career technical, residential, online/distance learning)
<p><u>Functional Limitation</u></p> <p>Difficulty following directions</p>  <p><u>Accommodations</u></p> <ul style="list-style-type: none">➤ Provide visual aids or visual schedules with step-by-step instructions➤ Provide extra time to comprehend and complete tasks, assignments, tests, etc.➤ Provide hands-on demonstration or modeling➤ Provide explanation of vocabulary terms needed to understand directions➤ Teach routines and common directions➤ Provide mentor/buddy for assistance and modeling with following directions➤ Allow the use of assistive technology such as apps for remembering directions	<p><u>Functional Limitation</u></p> <p>Self-management, self-regulation, or frustration</p>  <p><u>Accommodations</u></p> <ul style="list-style-type: none">➤ Teach replacement behaviors and reinforce with praise, privileges, tangibles➤ Provide specific, positive feedback when student demonstrates appropriate coping strategies➤ Provide peer mentors or role models➤ Provide structure, predictability, and a calm work/learning environment➤ Allow the use of breaks for regrouping, calming➤ Allow the student to access supportive adult (counselor, mentor, Center Mental Health Consultant, another instructor...) when behavior is escalating

Submitting Applicant Recommendations of Denial

The center applicant file review process can be complex and a quality process requires practice and participation in training opportunities to master due to the specific regulatory and legal requirements. However, the process for submitting recommendations of denial was streamlined as a result of the pandemic. In April 2020, electronic and email file submissions of recommendations of denial were approved for use by the National Office of Job Corps.

The Health and Wellness Director (HWD) must first ensure that all applicant documents are uploaded to the respective Health and Disability E-Folders in CIS including either the health care needs or direct threat assessment documents. Then submitting an applicant file as recommendations of denial for “new” information, direct threat, health care needs, or disability status requires a **TWO**-step process.

Step 1: The HWD **MUST** select the “Flag for Regional Review” button in the Health E-Folder within CIS (except for Boston centers who must instead email the Boston Regional Office).

Step 2: The HWD must inform Records that a file is being submitted for Regional Review. Then records staff must change the status from “Pending Center Review” to “Regional Review” in OASIS Pending Arrivals.

BOTH steps **MUST** be completed. If only Step 2 is completed, then the Regional Office will **NOT** be notified that an applicant file is ready for review. Within the next 48 hours, the HWD should receive an email confirming their submission (whether submitted electronically or via email).

	Document Name	Count
Select	Authorization for Use and Disclosure of Your Health Information Form (HIPAA)	1
Select	Care Management and Leave Plan	0
Select	Chronic Care Management Plans provider questionnaires	1
Select	Consent for Pre-enrollment Interview	1
Select	Dental records	0
Select	Direct Threat Assessment (and clinician notes)	0
Select	ETA 6-53 Job Corps Health Questionnaire	2
Select	Health Care Needs Assessment (and clinician notes)	0
Select	Health Insurance Card (front and back)	0
Select	Hospital and Emergency Department Records	0

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“Flag for Regional Review” button in the Health E-Folder within CIS

Spotlight on Assistive Technology

Social and Emotional Learning (SEL) Apps

Emotionary

[Emotionary](#) app is designed for both teachers and students. It allows the user to check in multiple times a day to get in touch with one's feelings. It even asks the user to rate the intensity of those feelings so it can lead to mindful resources and activities that are specific to the user's needs. Other features of this SEL app include a sleep log and a journaling feature that students can use to write about the emotions they are experiencing.



Quandary

[Quandary](#) is an SEL app for students that promotes ethical decision-making through problem-solving. The gamified app is presented like a sci-fi comic and uses interactive video stories with multiple-choice questions to teach decision making. It encourages students to separate fact from fiction, understand different viewpoints and make ethical decisions. Added benefits include increased student engagement, empathy, and positive perceptions of the classroom environment.



SuperBetter

[SuperBetter](#) is a motivational and SEL app comprised of a series of games and challenges designed to build on the user's strengths and help to overcome weaknesses. The app has categories such as "power ups" (sparks positive emotions), "quests" (enables the user to track daily and weekly goals), "bad guys" (involves battling bad habits and mindsets), "allies" (strong social relationships), and "future boosts" (things the user looks forward to).



SmilingMind

[SmilingMind](#) is an SEL-related app designed by psychologists and educators to help bring balance to the user's life. The app assists students in dealing with stress and the challenges of daily life, offers ways to improve concentration and productivity, teaches ways to relax and regulate emotions, and helps to develop a sense of empathy and connectedness. SmilingMind offers over 300 free meditation/mindfulness activities.



Regional Disability Coordinators

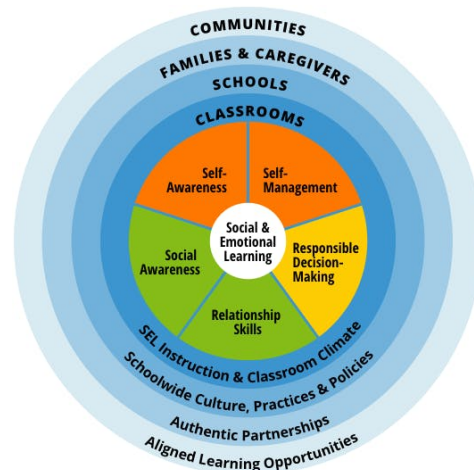
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Disability Resources

Collaborative for Academic, Social, and Emotional Learning

[CASEL](#) offers SEL resources and support for people to become self-aware, caring, responsible, engaged lifelong learners. CASEL's mission is to help make evidence-based SEL an integral part of education.

A one-page digital resource, [Designing Interactive Learning with SEL and UDL](#), provides examples of simple, portable, and customizable activities and strategies to build learner engagement and inclusion. Another SEL resource developed by CASEL, [SEL 3 Signature Practices Playbook](#), provides practical ways to introduce the use of SEL practices in classrooms, schools, and workplaces.



Understood.org and Social Emotional Learning

[Understood.org and SEL](#) is a web page specifically designed to provide staff and students with information about SEL and includes ways to support some of the related challenges/functional limitations such as building positive relationships, making informed decisions, coping with feelings, and resolving conflicts. Links on the webpage include defining five types of social-emotional learning skills, how social-emotional learning helps students thrive, and examples of social-emotional activities. A brief video, [What is Social Emotional Learning](#), can be utilized for staff training.

Partners on Inclusive Apprenticeship

[Partners on Inclusive Apprenticeship \(PIA\)](#) collaborates with employers and apprenticeship intermediaries to design inclusive apprenticeship programs that meet employer talent needs and enable people with disabilities to gain credentials and skills to succeed in growing industries. PIA provides a [Designing Inclusive Apprenticeships Guide](#) for recruiting and training apprentices with disabilities. The guide provides details on recruiting talent with disabilities, creating inclusive classroom instruction, and designing inclusive on-the-job training.

The Diversity Movement Guide to Disability Inclusion

[The Diversity Movement](#) supports NDEAM and overall workplace inclusion by providing online disability inclusion and etiquette training, as well as a free downloadable resource guide to disability inclusion. The guide offers steps and best practices to help employers adopt a disability inclusion program.

Upcoming Webinars

- [Disability Coordinator Orientation Part 2](#)
- [Disability Data Auditing](#)

To register:

- [Go to WebEx](#)