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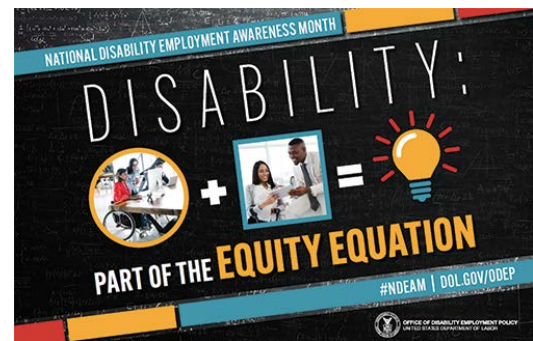


Fall 2022

## National Disability Employment Awareness Month

October is National Disability Employment Awareness Month (NDEAM).

Led nationally by the Department of Labor’s Office of Disability Employment Policy (ODEP), NDEAM acknowledges and celebrates the contributions to the nation’s economy made by workers with disabilities, current and past, and educates about the value of a diverse workforce inclusive of their skills and talents. This year’s theme, “**Disability: Part of the Equity Equation,**” recognizes the vital role people with disabilities play in making the nation’s workforce diverse and inclusive.



### What Can Your Center Do To Celebrate NDEAM?

- **31 Days of NDEAM:** Check out ODEP’s suggestions for daily ways to celebrate [31 Days of NDEAM](#).
- **Hold a discussion:** NDEAM presents an opportune time to discuss the topic of disability employment with students; one easy way to do so is to use the [What Can YOU Do Campaign](#) ideas and materials.
- **Create a display:** NDEAM is a great time to freshen up bulletin boards (even online boards). Start by putting up this year's NDEAM [poster](#), which is available in both English and Spanish. Include materials with positive images featuring people with disabilities in various community and employment settings.
- **Organize an event:** Another option is to hold a disability-related event. Such an event might feature local disability service organizations and/or people with disabilities in various professions willing to talk about their jobs, interests, experiences, and activities for students such as a poster contest or disability awareness activities.



Earle C. Clements JCC 2021 NDEAM  
Newsletter Article

# Roles of Non-health/Full-time Disability Coordinator

## Role of Non-health/Full-time Disability Coordinator in Applicant File Review (AFR)

The Non-health Disability Coordinator (DC) or the Full-time DC's role in applicant file review is to identify whether there is information that Wellness staff needs to review in determining the enrollment of an applicant. When there are non-health information documents in the applicant's E-Folder such as Individual Education Programs (IEPs), 504 Plans, Educational Reports/Assessments, Functional Behavior Assessments (FBAs), Behavior Intervention Plans (BIPs), and sometimes Medical Plans attached to IEPs, the Health and Wellness Director (HWD), who is the File Review Coordinator, notifies the Non-health DC that there are documents that require review. The Non-health DC reviews the document(s) and provides written feedback to the HWD. The feedback may include such information as:

- Significant behavioral concerns
- Behavior Intervention Plans (BIPs)
- Special education classification of Emotional Behavioral Disorder (EBD)
- Challenges in completing Activities of Daily Living (ADLs)

**Non-health Disability Coordinator**  
Role in Applicant File Review (AFR)

**What is the Role of the Non-health Disability Coordinator (DC) in AFR?**  
To ID whether there is information that needs to be reviewed by Wellness (as only qualified Wellness licensed health professionals determine enrollment).

**Information Typically Reviewed by DCs in AFR**  
IEPs, 504 plans, Vocational Rehabilitation Assessments, Functional Behavior Assessments (FBAs), Behavior Intervention Plans (BIPs), Educational Assessments, and sometimes Medical Plans attached to IEPs.

**Convening a Reasonable Accommodation Committee (RAC)?**  
Unless a center licensed health professional is recommending denial of enrollment and accommodations need to be considered as part of a Health Care Needs and/or a Direct Threat Assessment, there is no need to convene a RAC until the applicant has been approved for enrollment!

**Examples of Information that Must Be Shared with the Health and Wellness Director (HWD)**

- Significant behavioral concerns
- Presence of FBAs, BIPs, or Medical Plans
- Challenges with completion of Activities of Daily Living (ADLs)
- Special Education classification of Emotional Behavioral Disorder (EBD), Intellectual Disability, Autism Spectrum Disorder, etc.

Graphic outlining the role of the Non-health DC in applicant file review

This review can be critically important as the information may contain significant behavioral concerns, significant needs regarding behavioral needs/supports, performance issues with ADLs, and so forth.

The role of the Non-health DC in AFR, however, is not to be confused with their role in preparing for the arrival a student with a disability. See *Role of the Non-health/Full-time DC in Preparing for Arrival of a Student with a Disability* below.

The [Non-health DC Role in Applicant File Review Graphic](#) is available on the Job Corps Disability Website.

# Roles of Non-health/Full-time Disability Coordinator


## Role of the Non-health/Full-time DC in Preparing for Arrival of a Student with a Disability

Once Wellness staff approve an applicant for enrollment, then a DC (e.g., Non-health DC, Full-time DC, and/or the HWD DC) contacts the student with a disability to discuss the need for accommodations and develop an accommodation plan in preparation for arrival. When preparing for arrival of a student with a disability:


- Discuss requested accommodations (from the applicant, Chronic Care Management Plans, or others on behalf of the applicant)
- Discuss other accommodation needs based upon identified functional limitations
- Ensure the Request for Accommodation Form is completed
- Draft the accommodation plan, if agreed upon, and enter Reasonable Accommodation Committee (RAC) notes into the CIS Accommodation Plan Notes tab

## Disability Coordinator

Role in Preparing for Arrival of a Student with a Disability

 **What is the Role of a Disability Coordinator (DC) in Preparing for Arrival of a Student with a Disability?**





Once **approval for enrollment has been confirmed by Wellness**, then a DC (e.g., non-health DC, full-time DC, and/or the Health and Wellness Director DC) contacts the student with a disability to discuss the need for accommodations and develop an accommodation plan in preparation for arrival.

 **Cautions!**

Only discuss requested accommodations and functional limitations related to conditions and/or documentation disclosed by the incoming student.

**Do not** contact applicants to discuss accommodation needs **BEFORE** they have been approved for enrollment unless the accommodation considerations is a part of a Health Care Needs Assessment (HCNA) or a Direct Threat Assessment (DTA).

**Actions in Preparing for Arrival of a Student with a Disability**

-  Discuss requested accommodations (from applicant, Chronic Care Management Plans, or others on behalf of the applicant)
-  Discuss other accommodation needs based upon identified functional limitations
-  Ensure Request for Accommodation Form is completed.
-  Draft accommodation plan, if agreed upon, and enter Reasonable Accommodation Committee (RAC) notes into CIS Accommodation Plan notes.

Graphic outlining the role of the Non-health DC in preparing for arrival of a student with a disability

**Best Practice!** Involve the Center Mental Health Consultant, as a routine practice, in the review of non-health documentation such as IEPs and 504 plans.

The [DC Role in Preparing for Arrival of a Student with a Disability Graphic](#) is available on the Job Corps Disability Website.

# Spotlight on Assistive Technology

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## Stress is Gone

[Stress is Gone](#) is a complete mobile stress management system that is certified by The American Institute of Stress and helps the user to reduce job stress, financial stress, family stress, emotional stress, and mental stress. The app predicts the user's stress, teaches how to stop stress with one-touch instant relief, and helps resolve the deeper emotional traumas that intensify everyday stress. The app also teaches the user how to shut down the body's fight-or-flight reaction by activating the relaxation response. Connection to a live coach is also available as needed.



## Time Timer

[Time Timer](#) app is designed to help students understand “how much longer,” by reinforcing the concept of elapsed time. The moving red disk of the Time Timer makes the passing of time visual and shows how much time is left. When using the app, students can learn how to use time wisely, track the duration of activities, stick to schedules, assist with start/end-of-the-day routines, and monitor standardized tests.



## Spoken

[Spoken](#) is a text-to-speech app that helps people with aphasia, autism, cerebral palsy, ALS, Parkinson's, and others with speech and language disorders. It is an augmentative and alternative communication that uses predictive technology and artificial intelligence to predict the words the user wants next. Students can build real sentences quickly on their phone or tablet and Spoken speaks to them automatically. The user interface of this app contains understandable gestures and taps to engage in conversations. The primary purpose of the Spoken app is to encourage people with disabilities to engage and build confidence.



### Regional Disability Coordinators

- Boston: Kristen Philbrook ([philbrook.kristen@jobcorps.org](mailto:philbrook.kristen@jobcorps.org))
- Philadelphia: Angela Jenkins ([jenkins.angelak@jobcorps.org](mailto:jenkins.angelak@jobcorps.org))
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- Chicago: Sharon Hong ([hong.sharon@jobcorps.org](mailto:hong.sharon@jobcorps.org))

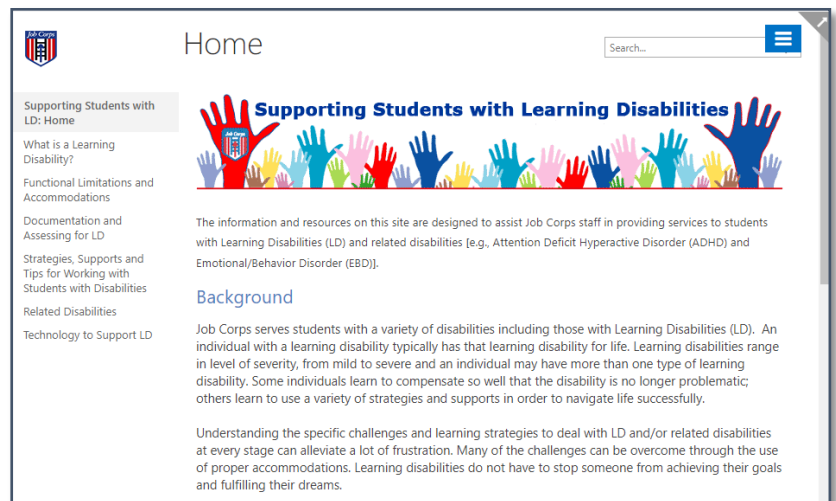
# Disability Resources

## Job Accommodation Network (JAN) Multimedia Training Microsite

[JAN Multimedia Training Microsite](#) provides disability-related training resources. The materials (some for general audiences and some quite specific) may be used in group trainings or by individuals. The webpage includes short (4-10 minute) workplace “Solution Showcase Videos” where viewers can learn more about how various solutions can be implemented as effective job accommodations. A few video topics include Compact Material Handling, Video Remote Interpreting/Video Relay Services, Adjustable Workstations, Hearing Aids, Smartpens, Speech Recognition, Color Coding, and much more. The webpage also features a section, “Just-In-Time Modules,” where users can learn all about JAN, Service Animals, Disability Awareness, Assistive Technology, Ergonomics in the Workplace, Reasonable Accommodations for PTSD, Disclosing a Disability in the Workplace, and several other disability-related training modules.

## Supporting Students with Learning Disabilities Website

The [Supporting Students with Learning Disabilities Website](#) provides information and resources that are designed to assist Job Corps staff in providing services to students with Learning Disabilities (LD) and related disabilities (e.g., Attention Deficit Hyperactivity Disorder (ADHD) and Emotional/Behavior Disorder (EBD)). Although the purpose of this website is to provide assistance in the improvement of service delivery to students with LD and/or related disabilities, the resources and suggested strategies can also be used to improve service delivery to students who have not been diagnosed with a disability but who may be having difficulty succeeding in Job Corps—a universal design approach.



### Upcoming Webinars

- Disability Program Administration: CIS Data Quality Control Strategies
- Disability Coordinator Orientation: Part 2

**To register:**

- Go to [WebEx](#)