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Building Disability Program Resources and Partnerships

Policy Requirement

The Job Corps Policy and Requirements Handbook (PRH) requires centers to develop resources and partnerships with outside agencies and programs that will assist the center in serving students with disabilities. Special focus should be given to developing resources and partnerships that can assist the center in identifying or providing accommodation support that promotes student independence and employability. Centers must document efforts to develop resources and partnerships by completing the [Disability Partnership Tool](#) available on the Job Corps Disability website or their Customized Disability Partnership Tool available from their Regional Disability Coordinator (*PRH: 5.1, R34*).

Disability Partnership Tool

The Disability Partnership Tool and Customized Partnership Tool provide information about disability organizations that are located in most communities (e.g., Vocational Rehabilitation (VR), Centers for Independent Living, State Assistive Tech Act Programs) or are available online (e.g., Bookshare). The only difference between the tools is the Customized Partnership Tool is updated annually by the center’s Regional Disability Coordinator and may provide more specific contact information for resources local to each center. Centers can use either tool to meet the disability partnership requirement. Other local resources and partnerships can be added to the tool, and a new tool does not have to be created annually. The center should use the tool as a working document to detail efforts to develop and maintain disability resources and partnerships. A copy of any Memorandum of Understandings (MOUs) or other formal agreements should be maintained with this document. The tool should be available during Disability Program Compliance Assessments.

The table below is an example of a completed entry in the Disability Partnership Tool.

Name	Purpose	Notes
Vocational Rehabilitation	Vocational Rehabilitation (VR) assists individuals with disabilities in preparing for and engaging in gainful employment. VR services may include counseling, education, training, and job placement. Services for students while on center can include testing, technology assessments, equipment, and other services to assist them in completing their program. Specialized services are also available for persons with sight and hearing disabilities.	6/15/22 – Called local VR rep, Mark Smith, to discuss possible partnership. 7/10/22 – Met with Mark Smith to draft MOU which outlined agreed upon coordination of services between VR and JC. 8/12/22 – Finalized MOU. 8/25/22 – First services (cognitive testing) provided.

Disability Resources and Partnerships (cont'd)

Ways to Build Disability Resources and Partnerships

First, identify areas of support that may be needed by students with disabilities at your center. For example, do students need updated cognitive assessments to qualify for standardized testing accommodations, curriculum access, tool or equipment modifications, employment preparation support, etc.? If so, consider which resources could assist the center in meeting these needs and make those contacts your priority. Do not stop there, however! Strong and active disability resources and partnerships are a vital component to connecting students with disabilities with a variety of needed services while on center and potentially all the way to employment and independent living.

Tips to Building Active Partnerships

- Develop a relationship where both parties can benefit. For example, Workforce Innovation and Opportunity Act partners, such as VR, have partnership requirements of their own.
- Network! Invite potential partners to center to familiarize them with the mission of the Job Corps program. Invite active and potential partners to serve on Community Relations Councils or other relevant center committees.
- Educate local employers about hiring people with disabilities.
- Check with the center's licensed health professionals (e.g., Center Mental Health Consultant, Center Physician) and ask about potential partners they each recommend.

Job Corps Disability Website Resources

- Visit the [Promising Practices](#) section on the Job Corps Disability website for ideas on ways to build partnerships.
- Review partnership-related webinars:
 - [Developing Partnerships](#)
 - [Job Accommodation Network \(JAN\) Overview](#)
 - [Using your Statewide AT Act Program as a Resource](#)
 - Bookshare and Job Corps, Parts [1](#) and [2](#)
- Review the [Job Accommodation Network](#) and [Vocational Rehabilitation](#) brochures for additional information on services and supports offered by these two potential partners.

Center Disability Resources and Partnership Highlights

- **Penobscot Job Corps:** The center co-enrolls students in VR who may have ongoing disability support needs after completing the Job Corps program. VR recently provided a job coach for a student and continued to work with the student in their employment setting after completion of Job Corps.
- **Timber Lake Job Corps:** The Americans with Disabilities Act National Network has provided center staff training and assisted the center with obtaining needed accessible parking signage. The center also has a partnership with Goodwill Industries who assists with job placement.
- **Flint Genesee Job Corps:** The center has an MOU with The Disability Network, a local Center for Independent Living that provides students with a variety of supports including referral services, independent living skills training, peer support, and self-advocacy.

Attention Deficit Hyperactivity Disorder (ADHD)

ADHD Defined and Its Impact on Learning and Behavior

Attention Deficit Hyperactivity Disorder (ADHD) is a neurodevelopmental disorder characterized by impulsivity, hyperactivity, and/or inattentiveness. Findings from neuroscience, brain imaging, and clinical research have dramatically changed the old understanding of ADHD as essentially a behavior disorder and it is now seen as a developmental impairment of the brain's self-management system (executive functions). ADHD, however, does not just cause problems with attention, hyperactivity, and impulsivity, **it is fundamentally a disorder of self-regulation.** Attention and memory are poor in individuals with ADHD because they cannot regulate their cognitive or thinking skills very well.



They are hyperactive because they cannot regulate their motor behavior or physical movements very well. They are impulsive because they lack executive functioning skills. **Understandably, a student who has ADHD may have functional limitations that impact their ability to participate successfully in the Job Corps program, both in and out of the classroom, and may require various accommodations and modifications.**

Universal Design for Learning (UDL) and ADHD

CAST, the organization who founded UDL and its supporting principles, suggests that curriculum be designed to accommodate all kinds of learners from the ONSET. Individualizing accommodations and modifications for each student with a disability is required and essential to ensuring their access to the Job Corps program. The center can, however, also incorporate the core principles of UDL into all environments on a Job Corps center thus improving access not only for students with ADHD but for all students.

Examples of Universal Design

Create videos of step-by-step instructions that show students completing lessons, TAR tasks, residential dormitory duties, etc. Then provide the student access to the video to watch as needed for proficiency in the task or skill. Update the videos as the skill progresses. See also the webinar on [Video Modeling](#).





Resources for ADHD

- [Sample Accommodations for ADHD Handout](#)
- [Deconstructing the Mysteries and Fallacies of ADHD webinar](#)
- [ADHD Strategies and Supports \(Part 2\) – Supporting Behavior, Attention, and Impulsivity Manifestations of ADHD webinar](#)
- [Learning Disability Association Podcast](#)

ADHD (cont'd)

Functional Limitations and Accommodations for ADHD

The following table outlines some common functional limitations and possible accommodations to support students with ADHD in the Job Corps setting.

<p><u>Functional Limitation</u></p> <p>Time Management</p>  <p><u>Accommodations</u></p> <ul style="list-style-type: none">➤ Break larger projects/assignments into smaller sections➤ Provide assignment and daily task checklists➤ Assist the student in developing a color-coded system in a daily planner➤ Allow student to post a wall calendar➤ Use of timer or time management apps	<p><u>Functional Limitation</u></p> <p>Memory</p>  <p><u>Accommodations</u></p> <ul style="list-style-type: none">➤ Read/Repeat directions➤ Provide written directions/instructions➤ Provide verbal or pictorial cues➤ Extended time to complete assignments➤ Graphic organizers➤ Checklists➤ Pocket notebook and/or planner➤ Allow use of organizational support tools (electronic calendar, alert reminders, timers, apps)
<p><u>Functional Limitation</u></p> <p>Concentration</p>  <p><u>Accommodations</u></p> <ul style="list-style-type: none">➤ Small group setting➤ Extended time for assignments and tests➤ Ear plugs or noise canceling headphones➤ Student/staff cues for need of time-out break➤ Redirect often➤ Seat in front of class➤ White-noise machine in dorm➤ Minimize number of roommates	<p><u>Functional Limitation</u></p> <p>Hyperactivity/Impulsivity</p>  <p><u>Accommodations</u></p> <ul style="list-style-type: none">➤ Movement breaks➤ Break larger projects/assignments into smaller sections➤ Teacher notes/key points from board➤ Study guides➤ Extended time➤ Preferential seating near door➤ Timer for 5-minute breaks every hour

Spotlight on Assistive Technology

Job Accommodation Network's Solutions Showcase

The Job Accommodation Network's *Solutions Showcase* is a collection of videos on how various assistive technology tools work and how they can be used in the workplace. For students with ADHD, videos on creating a color-coding system (e.g., for use in a daily planner) or the use of timers can help develop stronger executive functioning skills.



Bookshare – What's New

Bookshare's new and improved reader, [Bookshare Reader](#) is available for web browsers. Like Bookshare's former web reader, users simply select the Read Now button by a book title and the book will open in the browser. Two exciting new improvements are the ability to start reading anywhere on the page and the ability to bookmark your place.

With Bookshare Reader you can:

- Listen to books in high-quality audio
- Follow along with highlighted text
- Adjust reading speed, font size, and colors
- Navigate by page and chapter
- Bookmark your reading spot
- Stop reading and pick up from your last spot



STILL TO COME: Bookshare will release the Bookshare Reader app for iOS and Android mobile devices. These FREE apps will be available through your device's app store. The mobile apps and web reader will synchronize for a seamless reading experience.

To sign up for a Bookshare account, add a new user, or reset a password, contact Lara Rondberg at larar@benetech.org.

Regional Disability Coordinators

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