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Summer 2022

Resources for New Disability Coordinators (DCs)

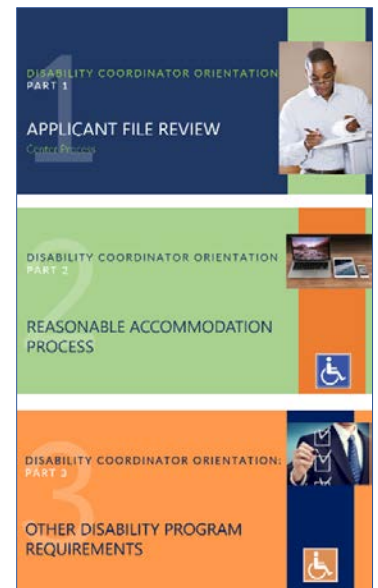
Ten Steps for New Disability Coordinators

Are you a New DC? Not sure where to start? There are many resources and tools specifically designed to guide and support you in building and maintaining a successful, center-wide Disability Program. Below are ten steps you can take to get started in your new role.

Step 1—Contact your Regional Disability Coordinator (RDIC) and get on their email distribution list. [Contact information](#) can be found on the Job Corps Disability Website. Your RDIC can answer disability policy questions, offer accommodation recommendations, and point you to various resources.

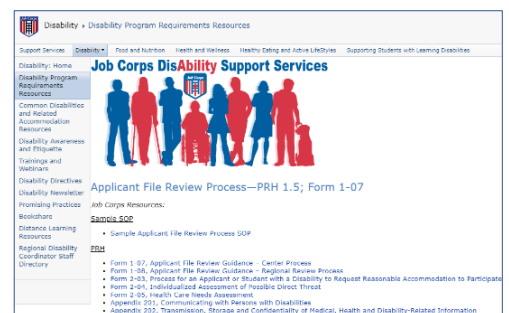
Step 2—Attend the Disability Coordinator Orientation Series Webinars as soon as possible. Each webinar is offered quarterly via [WebEx](#), or you can access the PowerPoint slides on the Job Corps Disability Website anytime.

- [Part 1: Applicant File Review Process](#)
- [Part 2: Reasonable Accommodation Process](#)
- [Part 3: Other Disability Program Requirements](#)



Step 3—Bookmark and review the Job Corps Disability Support Websites. The [Job Corps Disability Website](#) contains all the information and resources Job Corps staff need to support applicants and students with disabilities. Resources include information on how to meet Disability Program requirements, information on common disabilities and related accommodations, trainings and webinars, disability newsletters, distance learning resources, and so much more!

The [Supporting Students with Learning Disabilities Website](#) has comprehensive information to help you learn about various types of learning disabilities, typical functional limitations associated with learning disabilities, related accommodations, strategies, supports, and tips for working with students with learning disabilities, and information on helpful assistive technology.



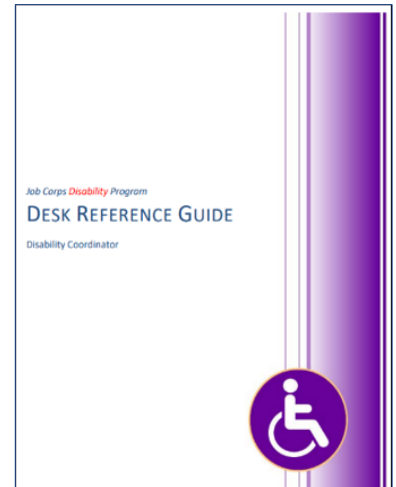
Resources for New Disability Coordinators (cont'd)

Step 4—Review the Disability Program-related PRH requirements. [PRH](#) references are listed on the [Disability Program Requirements Resources](#) page of the Job Corps Disability Website.

Step 5—Attend monthly disability teleconferences hosted by your RDIC. Calls are typically held the third Monday and third Friday of each month. You can attend any of the six calls offered each month. Contact your RDIC for more information.

Step 6—Complete the Supporting Students with Disabilities in the Job Corps Program training in the Job Corps Learning Management System (LMS). The training must be completed within 90 days of employment and annually thereafter.

Step 7—Download and review the Disability Coordinator Desk Reference Guide. The [Disability Coordinator Desk Reference Guide](#), includes an overview of the Job Corps Disability Program, legislative requirements, links, and resources to help keep your Disability Program in compliance.



Step 8—Review your center's Disability Program SOPs. These procedures define how the center will ensure compliance with applicant file review and disability-related program requirements. Compare your center's SOPs to the samples on the Job Corps Disability Website.

- [Sample Applicant File Review Process SOP](#)
- [Sample Reasonable Accommodation Process SOP](#)
- [Sample Disability Coordinators SOP](#)

Step 9—Review flow charts, process graphics, snapshots, and guides. To help you learn the intricate details of the Applicant File Review and Reasonable Accommodation Processes, the Job Corps Disability website, [Disability Program Requirements Resources](#) section, has helpful process flow charts, process graphics, snapshots, and guides available for download.



Step 10—Learn the Disability Program-related functions of CIS.

- Learn how to enter disability data and accommodation plans and how to use disability data and accommodation plan with notes reports.
- Learn how to upload and view documents in E-Folder.
- Learn which staff should be able to enter data or access information in disability data, accommodation plans, and accommodation plan notes data entry screens and reports.

See the [Disability Program Requirements Resources](#) section on the Job Corps Disability Website for related tools.

Video Modeling

Video Modeling: What Is It and Why Use it?

Video modeling is a research-based visual support that uses technology as the core component of instruction. It often is used to assist individuals with cognitive disabilities in developing mastery of some target skill or behavior. Some targeted skills that can be taught or reinforced using video modeling are academic, career technical, self-help, behavioral/emotional, work preparation, and much more. Studies have been completed with people of all levels of education, including early intervention, elementary, middle, and high school, transition/young adult, and adults. The [Video Modeling Webinar](#) can be downloaded from the Job Corps Disability Website.



Reasons to Use Video Modeling

- **High Interest/Visual:** Students often enjoy using technology and videography in their day-to-day activities.
- **Instructional Support:** Students can use the resources as often as they need, freeing up the instructor.
- **Reduces Social Demands:** For students who struggle with social interactions, this support reduces the pull on those social demands.
- **Multi-sensory:** This resource presents information visually and often with auditory support.
- **Repetitive/Consistent:** The student can watch and practice the skills repetitively and the content/method is always consistent or the same.
- **Easy/Fun:** Students, peers, other staff, etc., can take part in developing the content and it is as easy as videotaping with a Smartphone.





Helpful Steps When Planning to Use Video Modeling

1. **Describe/define the skill/behavior:** Describe/define the skill/behavior the student needs support developing.
2. **Choose the equipment needed:** Select and secure equipment to capture and create videos (e.g., smartphones, tablets, laptops, camcorders, etc.); equipment to show the videos; editing technology (in some cases); and other considerations (tripod, selfie stick, etc.).
3. **Complete a task analysis:** Divide the skill/behavior into small, manageable steps in order to assess and teach the skill/behavior. Consider what needs to be said and/or demonstrated.
4. **Identify the student's baseline data:** Review the task analysis and determine the student's skill/behavior needs. Determine which steps, components, or tasks the student is able to do without assistance. Use this information to guide the type of video modeling to use.
5. **Choose what type of video modeling to use:** Review the student's performance completing the skill/behavior. Does the student know the steps but has a hard time remembering the sequence? Does the student struggle to get started with the task altogether or struggle to understand the task?
6. **Secure permission to videotape subject(s):** Obtain proper consent to videotape and use the footage.

Video Modeling (cont'd)

Types of Video Modeling

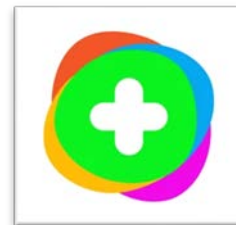
The following table outlines some common types of video modeling with descriptions and examples.

<p><u>Basic Video Modeling</u></p> <p>Someone other than the student (e.g., peer, staff) is videotaped correctly performing the targeted task.</p>  <p><u>Details/Example(s)</u></p> <ul style="list-style-type: none">➤ This is the most common type of video modeling.➤ Video is played for the student before each teaching session on that skill/behavior, etc.➤ The student then performs the skill/behavior. Prompting, reinforcement, and repetition may be used.➤ Examples: YouTube videos, Khan Academy, social skills videos, etc.	<p><u>Video Self-Modeling</u></p> <p>The student is recorded performing the skill/behavior while any inappropriate actions are edited out of the final video.</p>  <p><u>Details/Example(s)</u></p> <ul style="list-style-type: none">➤ Not used for skill/behavior acquisition, but for performance issues (consistency, memory, etc.).➤ Using a script and practicing can be used or staff can “catch” the student performing the desired skill/behavior and videotape it.➤ Editing is typically required because you want to edit out any errors or incorrect actions.➤ Example: Student is recorded practicing how to use an organization tool (e.g., agenda, calendar).
<p><u>Point-of-View Modeling</u></p> <p>Video shows how the skill/behavior would look from the student’s point-of-view (as if the student was performing the skill/behavior).</p>  <p><u>Details/Example(s)</u></p> <ul style="list-style-type: none">➤ Helpful when the student has trouble translating the skill or behavior performed by someone else.➤ Task analysis or defining the steps is a must.➤ Have the student watch the video of the skill/behavior before having them perform it.➤ Example: How to assemble a circuit board.	<p><u>Video Prompting Model</u></p> <p>This model is used to teach a sequence of skills/behaviors and serves as a cue for steps of a skill/behavior.</p>  <p><u>Details/Example(s)</u></p> <ul style="list-style-type: none">➤ Single/smaller or sub-steps of the skill/behavior are videotaped.➤ Staff or student pauses the video after each step to actually perform the skill/behavior.➤ Continue the playing (prompting) of each step at a time followed by completion of the skill/behavior until the skill/behavior is fully completed.➤ Example: Daily living skills (e.g., teeth brushing).

Spotlight on Assistive Technology

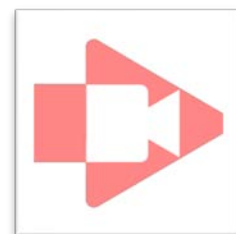
Flipgrid

[Flipgrid](#) is a video tool that allows teachers to post “topics” that are essentially videos with accompanying text. The videos can then be shared with students, who can be prompted to respond. Responses can be made using the software’s camera to create videos that are posted to the original “topic.” Videos can be recorded as many times as needed before uploading and can have the addition of emojis, text, stickers, drawings, or custom stickers. The free service can be accessed via web browser from nearly any device or through the app, making it good for laptops, tablets, smartphones, Chromebooks, and desktops.



Screencastify

[Screencastify](#) is a screen recording tool that allows teachers to capture important moments online that can help save time and enhance learning. It is an extension that works using Google Chrome. It can be installed and used across most devices. Features of the app include the ability to record, edit, save, and share brief videos. Using a virtual pen, users can draw on the screen to better clarify content and highlight their cursor to use a laser pointer. One option in distance learning settings: The user can give a presentation across multiple websites, with highlights on the screen and their face in the corner via webcam.



Kahoot!

[Kahoot!](#) is a free tool for game-based learning. It is easy to create, share, and play learning games or trivia quizzes. It can be used to introduce new topics, teach interactive lessons, personalize learning, collect participant opinions, review, recap, reward, and collect data for formative assessment in creative and engaging ways. It works both in the physical classroom and with students at home as part of a hybrid or remote education setting using desktops, laptops, tablets, and cell phones.



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