access

Job Corps Accommodation Support Newsletter

Career Technical Training and Reasonable Accommodation

Providing Accommodations in Career Technical Training

Students with disabilities are entitled to receive reasonable accommodations necessary to participate in all parts of the Job Corps Program, including Career Technical Training (CTT). Inherently, career technical training programs tend to be multi-sensory (i.e., hands-on practice opportunities with industry-specific equipment, visually and auditorily supported training with live demonstrations, etc.), all of which naturally support students with and without disabilities. However, some students with disabilities need specific adjustments, modifications, and/or auxiliary aids and services to participate/access the career technical training environment.

If a student has disclosed a disability and wants accommodations, be proactive and front load the accommodations that likely will be needed for participation. In other words, do not wait and see how the student performs or wait until the student has difficulty progressing. If the student has certain known functional limitations, support those limitations from the beginning! Supports can be reduced over time if no longer needed but set the stage for the greatest degree of access through building independence (providing reading support via technology versus a staff or peer reading), creating visually supported examples of various task analyses (supports memory), and ensuring accessibility of the physical environment and equipment. Although the individualization of accommodation needs is critical, all students' training environment and learning experience can be enhanced by implementing Universal Design for Learning (UDL) principles.

Universal Design for Learning (UDL) in Career Technical Training (CTT)

The Center for Applied Special Technology (CAST) defines UDL as a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn and include three main guidelines or principles: Engagement, Expression, and Representation.

CTT and Reasonable Accommodation (cont'd)

Below are some general reasonable accommodation examples of UDL principles (Engagement, Expression, and Representation) that can be implemented in CTT and other learning settings.

UDL Principle of <u>Engagement</u> Examples:

➢ Teach students to develop short-term goals to help them complete a larger, more complex task.

➢ Teach students to self-evaluate work/progress (i.e., create daily or weekly self-rating sheets).

➢ Provide incentives and opportunities for reinforcement.

➢ Have students identify connections to past experiences and/or real-life experiences.

Universal Design for Learning (UDL) in Distance/Blended Learning Settings

➢ **Engagement**: How can we use a variety of strategies to engage our students in CTT?

➢ **Expression**: How can we offer multiple ways for our students to complete tasks, assignments, etc. in CTT?

➢ **Representation**: How can we offer multiple ways to present information to students in CTT?

UDL Principle of <u>Expression</u> Examples:

➢ Allow students to choose their desired method of demonstrating and expressing knowledge (i.e., use chart to track progress and create PowerPoint /video of information).

➢ Have students teach a peer or mentor the material.

➢ Allow students to organize information in a way that makes the most sense to them.

➢ Allow additional time for students to respond (i.e., asking questions before the break, lunch, or at the end of the day to allow processing time).

UDL Principle of <u>Representation</u> Examples:

➢ Allow access to multiple versions and formats for directions and resources (i.e., oral, audio/video recorded, typed, written, and/or with prompts).

➢ Accompany essential instructions and/or vocabulary with pictures or pictographs (e.g., "word walls").

➢ Allow opportunities for clarifying questions, review, and practice (e.g., virtual office hours).

➢ Provide cues and prompts about how to approach completing tasks (i.e., number list of tasks, a schedule with tasks, video modeling of tasks, etc.).

➢ Provide information to build the student's strengths and interests (i.e., explain how task connects to future career interests).

UDL Example of Representation: "Word Wall"

CTT and Reasonable Accommodation (cont'd)

Functional Limitations and Accommodations

The following table outlines some common functional limitations and possible accommodations to support students with disabilities in CTT settings.

Functional Limitation Maintaining Concentration **Accommodations** ➢ Reduce distractions in the work area ➢ Provide space enclosures or a private area to work ➢ Break assignments, tasks, and projects into smaller units or chunks ➢ Allow the student to play soothing music using a headset and/or noise-canceling headset ➢ Increase natural lighting or provide full-spectrum lighting ➢ Plan for uninterrupted work time ➢ Allow for frequent breaks	**Functional Limitation** Difficulty Following Directions **Accommodations** ➢ 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 ➢ Explain 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
Functional Limitation Difficulty with Planning/Organizing/Prioritizing **Accommodations** ➢ Allow the use of organizational support tools (e.g., apps, timers, calendars) ➢ Provide advance notice/prompts of topics to be discussed to help reinforce planning, preparation ➢ Provide extended time on assignments, responses, tasks, tests ➢ Allow a mentor/peer buddy to model how to plan	**Functional Limitation** Difficulty with Change **Accommodations** ➢ Maintain open channels of communication between the student and the instructors 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

Spotlight on Assistive Technology
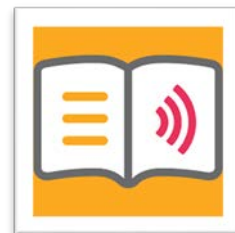
Quizlet

Quizlet app is designed for both teachers and students and can be used to build vocabulary for any subject. Quizlet offers a free website and mobile apps for iOS and Android, allowing the user to access and create flashcards as a study tool to prepare for assignments, assessments, and presentations. Other learning benefits include help with memorization and recalling key concepts. Students can study flashcards by playing games, making quizzes, or simply flipping through their flashcard sets.

Dolphin EasyReader

Dolphin EasyReader is a free iOS and Android accessible e-book reader for people with print disabilities. The app can be used to download talking books and newspaper libraries, including the Bookshare library—a free digital resource that features Job Corps specific e-books on various career technical-related topics (e.g., automotive, culinary, plumbing, construction/carpentry, electrical, HVAC, etc.). Using EasyReader, students can also copy text from anywhere on their phone and hear it read back to them.
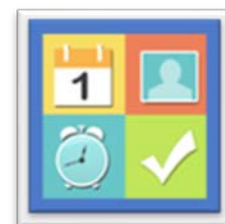
Khan Academy

Khan Academy for iOS and Khan Academy for Android are free education apps designed for everyone (students, instructors, parents). The user can access free instructional videos on just about every topic—no matter how basic or advanced. The app contains thousands of interactive exercises, videos, and articles, including life skills units such as career development (e.g., health/wellness, technology, medical, customer service/service industry, construction, college admissions, personal finances, entrepreneurship, etc.).

Visual Schedule Planner

The Visual Schedule Planner app supports students with learning and/or employment-related organizational, transitional, and anxiety-related challenges by providing audio/visual supports attached to daily events. Students can personalize and customize their visual daily, weekly, monthly scheduler/planner with their photos and sounds. Other features include video modeling, timers, checklists, notes, and reminder features.

Regional Disability Coordinators

- Boston: Kristen Philbrook (philbrook.kristen@jobcorps.org)
- Philadelphia: Angela Jenkins (jenkins.angelak@jobcorps.org)
- Atlanta and San Francisco: Stephanie Karras (karras.stephanie@jobcorps.org)
- Dallas: Alyssa Purificacion Olivas (purificacion.alyssa@jobcorps.org)
- Chicago: Sharon Hong (hong.sharon@jobcorps.org)

Disability Resources

Service Animals and Assistance Animals in the Job Corps Program

Released as Job Corps Information Notice 17-05, Service Animals and Assistance Animals in the Job Corps Program is a guide that provides information on ensuring access for service animals and considering requests for assistance animals through the reasonable accommodation process. The guide is organized in a question-and-answer format, provides general information about service and assistance animals, and covers specific topics such as staff/student allergies to animals, areas on center where a service animal is permitted, preparing for the arrival of a service or assistance animal, and care and supervision of service or assistance animals, among other topics.

Job Accommodation Network (JAN) and SOAR

Job Accommodation Network has a long-standing relationship with Job Corps, identifying classroom and career technical accommodations to help students with different disabilities. JAN is a free consulting service providing information on accommodations—the tools and techniques that help people with disabilities get and keep jobs. Job Corps staff can utilize the SOAR (Searchable Online Accommodation Resource) tool on the JAN website for quickly searching and finding information about various accommodation options in work and educational settings. Searches can be conducted by limitations, work-related functions, and disabilities.

CAST and Universal Design for Learning (UDL) for Career Technical Training

CAST (Center for Applied Special Technology) is a nonprofit education, research, and development organization that created the Universal Design for Learning framework and UDL Guidelines. The CAST resources include free online courses, consultation, curriculum design, technical assistance for accessibility, learning resources, and universally-designed online tools. New and Dynamic Ways Forward: UDL in Career & Technical Education is an archived webinar that demonstrates how UDL is used to design high-quality experiences for all learners in a wide range of environments, including culinary, woodworking, biotechnology, automotive, welding, and more.

Center for Advancing Policy on Employment for Youth (CAPE-Youth)

The U.S. Department of Labor's Office of Disability Employment Policy launched CAPE-Youth to address the barriers that youth with disabilities face in transitioning successfully from youth systems into adulthood. An example of one of the many initiatives to expand Career Technical Education (CTE) opportunities and access for students with disabilities is Career and Technical Ed Resources, which includes virtual labs, simulations, and interactive learning objects.

Upcoming Webinars
➤ Disability Coordinator Orientation Part 1
➤ Service Animals and Assistance Animals
To register:
➤ Go to WebEx