COLLABORATE, NOW?

How?

Practical Tips to Facilitate Overcoming Barriers to Employment
OBJECTIVE

• Recognize alternative employment options and the need to discuss accommodations vs modifications in class today and for work tomorrow

• Utilize built-in accessibility features and AT

• Facilitate connections to industry standard options to use within IEP plans today (askJAN.org)

• Recognize your role in the transition planning process and helping students advocate on the job

• Provide Edmodo account information to support CTE and ESS with employment resources
What accommodations do you use in your everyday life?

“For people without disabilities, technology makes things easier. For people with disabilities, technology makes things possible.”

ibm training manual 1991
May 2018

Total % of people 16 and older who have a disability:
Employed: 18.7%
Unemployment Rate: 7%

Total % of people 16 and older who do not have a disability:
Employed: 66.2%
Unemployment Rate: 3.4%
Governor Ducey Signed the Arizona Executive Order!

Employment First puts the focus on integrated and competitive employment as the primary daily activity for adults with disabilities of working age.
COMPETITIVE INTEGRATED EMPLOYMENT:

WHAT DOES THAT MEAN?
JOB CARVING & CUSTOMIZED EMPLOYMENT
Entrepreneurship: How it applies to people with disabilities

Subminimum Wage: Group and Individual Supported Employment

Did you know that DDD has Employment Services and Supports? Contact DDD Customer Services Center to learn more: 1-844-770-9500
LET’S TALK ABOUT…
MODIFICATIONS VS. ACCOMMODATIONS

AND WHEN THEY ARE APPROPRIATE……
DISCLAIMER:

- The Arizona Department of Education/Exceptional Student Services (ADE/ESS) does not prescribe, endorse, or provide advertising space for textbooks, software, devices or curriculum materials. The ADE/ESS does not evaluate textbooks, software, devices or curriculum materials for compliance with meeting the state minimum curriculum standards and does not recommend any specific textbooks, software, devices or curriculum materials. Each Public Education Agency (PEA) is responsible for selecting curriculum materials that will meet the minimum state curriculum standards. PEAs may also establish their own policies for textbook, software and curriculum materials selection and adoption.

- The Exceptional Student Services Secondary Transition team (ESS-ST) does frequently review software, devices and curriculum support items to determine if they may be used to assist students with disabilities in accessing and benefiting from the general education curriculum. These supports may be considered Assistive Technology, as defined in the Individuals with Disabilities Education Act (IDEA). The ESS-ST Team may procure, demonstrate and provide training on a wide range of assistive technology items, and may compare and contrast the features of these items, but are precluded from making any recommendations of one product over another.
DID YOU KNOW...

Universal Test Administration Conditions and Accommodations Guide, CTE Technical Skills Assessments (Issued Feb 2018)

- Extra time
- Test in multiple sessions
- Preview test features
- Read test to the student (consider Chrome Extensions)
- (IEP documentation of appropriateness is needed)
- Retake test
- Use notes
ACCESSIBLE TEXT?

- Free resource:
  https://www.bookshare.org/cms/

- New textbooks come with online & built-in universal design features.

- Who do you need to speak to, to get online access to textbooks for your students?
# BUILT-IN FEATURES AND APPS?

| Windows Accessibility | Supplier toolkit resources  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Inclusive Hiring</td>
</tr>
<tr>
<td></td>
<td>Introduction to Disability</td>
</tr>
<tr>
<td></td>
<td>and Accessibility (11:10)</td>
</tr>
<tr>
<td>Apple Accessibility</td>
<td>Today at Apple</td>
</tr>
<tr>
<td></td>
<td>Stories</td>
</tr>
<tr>
<td>Test Prep Review</td>
<td></td>
</tr>
<tr>
<td>College &amp; Career</td>
<td></td>
</tr>
<tr>
<td>Competency Framework</td>
<td></td>
</tr>
</tbody>
</table>
Have you tried Chrome extensions?

<table>
<thead>
<tr>
<th>Select and Speak (SpeakIt!)</th>
<th>My Homework Reminder</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read&amp;Write for Google Chrome</td>
<td>Extensions Manager (aka Switcher)</td>
</tr>
<tr>
<td>ClaroRead Chrome</td>
<td>Grammar and Spelling Checker by Ginger</td>
</tr>
<tr>
<td>Read Aloud: A Text to Speech Voice Reader</td>
<td>Google Keep</td>
</tr>
<tr>
<td>BeeLine Reader</td>
<td>EquatIO-Math made digital</td>
</tr>
<tr>
<td>Text Summarizer</td>
<td>Dark Reader</td>
</tr>
<tr>
<td>ATbar</td>
<td>Grammarly for Chrome</td>
</tr>
</tbody>
</table>
NEED HELP WITH IDEAS FOR AT?

- ADE Assistive Technology: Resources
- ADE/ESS AT Short-Term Loan Library for all Arizona PEA’s
- AzTAP Loan Library for all Arizona residents
- Assistive Technology Internet Modules (OCALI)
# HOW DO WE KNOW WHAT TO TRY?

**S.E.T.T. Framework** *(Zabala, 1995)*

<table>
<thead>
<tr>
<th>S</th>
<th>E</th>
<th>T</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student</strong></td>
<td><strong>Environment</strong></td>
<td><strong>Task</strong></td>
<td><strong>Tools</strong></td>
</tr>
<tr>
<td>What are the student’s current abilities?</td>
<td>What activities take place in the environment?</td>
<td>What specific tasks occur in the environment?</td>
<td>Are the tools being considered on a continuum from no/low to high-tech?</td>
</tr>
<tr>
<td>What are the student’s special needs?</td>
<td>What activities do other students do that this student cannot currently participate in?</td>
<td>What activities is the student expected to do?</td>
<td>Are the tools student centered and task oriented and reflect the student’s current needs?</td>
</tr>
<tr>
<td>What are the functional areas of concern?</td>
<td>What assistive technology does the student have access to or currently use?</td>
<td>What does success look like?</td>
<td>What are the training requirements for the student, family and staff?</td>
</tr>
</tbody>
</table>
The Job Accommodation Network (JAN)

IT’S NOT ABOUT A LABEL...

WHAT'S IN YOUR WAY?
HOW CAREER AND TECHNICAL EDUCATION PARTICIPATES IN THE TRANSITION IEP PROCESS NATURALLY!

What SPED teachers would tell you, if they knew how...
THE SECRET FOR CTE TEACHERS...
TO PARTICIPATE IN THE IEP MEANINGFULLY!

Understand the **vocabulary** of the Transition Planning Process so that you have an informed voice in the process and can add input in these areas:

| **Age Appropriate Transition Assessment Data** | **Measurable Post Secondary Goals** MPG’s  
Think: Employment, Education/Training and Independent Living |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest: I like it</td>
<td></td>
</tr>
<tr>
<td>Preference: I am taking time &amp; effort to show it</td>
<td></td>
</tr>
<tr>
<td>Strength: I have demonstrated skills in this area</td>
<td></td>
</tr>
</tbody>
</table>

| **Transition Activities**                     | **Annual IEP Goals**  
Based on real barriers to MPG’s…  
Ask yourself, what skill would impede them in the workforce and require specialized instruction over time to work as a…? |
|-----------------------------------------------|------------------------------------------------------------------|
| What one-and-done task(s) can they do to prepare to work as a…  
Consider LRE-least restrictive environment on activities: Classroom, Campus, Community |
TIPS FOR EQUAL PARTNERSHIPS & COLLABORATION

ALL STUDENTS WHO HAVE AN IEP AND WHO ARE 16 YEARS OLD OR OLDER, MUST HAVE MEASURABLE POSTSECONDARY GOALS BASED ON...

**Age Appropriate Transition Assessments**

**Specific CTE Teacher observations on:**
- Student’s ability to complete the task(s) of the job without assistance
- Student’s current real barriers to employment
- CTSO Competition results
- Test data or individual skill attainment data
- Results from ‘preference’ activities
- Observations on Professional Skills

What you have is the data we need to make good decisions...
Let’s work together to make decisions based on all three—Interests, Preferences, Skills!
### TIPS FOR EQUAL PARTNERSHIPS & COLLABORATION

CTE Teachers can come to the table with JAN recommendations that are industry and need-based specific.

- These are actual barriers that have been identified in the student, not random, “Just-in-Case” accommodations and modifications
- Call “askJAN.org” together. Then provide input on accommodations for CTE based on the call.

When appropriate give ideas on alternative pathways which have different skill levels and requirements and room for using supports.
DOES YOUR (CTE) PROGRAM PATHWAY … INCLUDE ADA RESOURCES TO EQUIP YOUR STUDENTS FOR A DIVERSE WORKFORCE?

We can help!
• Join our Edmodo group for free!
• Resources, links, and videos!
• Ideas to support your teachers now!
• Need more help? We can come to you!
WHAT CAN YOU DO?

“Failing fast, failing early, and learning big from your mistakes”

Joey Chemis

Getting Hired

AtWork! 2017 Employer of the Year, Davis Wright Tremaine, LLP

AtWork! 2013 Supporter of the Year, Genie
CONTACT US:

Arizona Department of Education, Exceptional Student Services
Special Projects Unit
Secondary Transition

ESSTransition@azed.gov
1535 W. Jefferson St. Bin #24
Phoenix, AZ  85007
602-542-3855