

North Dakota Transition Partnership Project

Collaboration

- **North Dakota Vocational Rehabilitation**
 - 3 VR Regions
- **Anne Carlsen Center**
- **The Arc of Bismarck**
- **West Fargo Special Education Unit**
- **Northern Plains Special Education Unit**
 - 6 School Districts
 - 8 High Schools

National Technical Assistance Center on Transition



NTACT

National Technical Assistance Center on Transition

Universal Accessible to All

- Accessible website
- Practical briefs & toolkits
- Access to self-directed online learning
- National online learning forum and CoPs
- Webinars for priority content areas
- eNewsletters
- General SSIP guidance
- Response to inquiries

Targeted Time-limited and Task specific

- Support for SEA/VR review of data and development of strategic improvement plans
- Topical CoPs
- Time limited coaching
- CBI and Targeted Regional Cadre Meetings
- Support for use of EWIS, STEPSS, Planning Tool, and Quality Indicators

Intensive 12 Selected States

- Sustained support for examination of data, analysis of policies, programs, and practices
- Recommended practices for integrated, inter-departmental service provision
- Coaching during exploration to installation with State and Local
- Initial implementation including evaluation to inform research and practice

North Dakota
NTACT
Intensive
Grant

**Develop and Scale-up
Transition Practices
that lead to Positive
Post-School Outcomes
for Students with
Behavioral, Social/Emotional,
Social Communication and
Mental Health Needs**

Transition Practices

- **Work Place Readiness Skills
Curricular Guide**
- **Job Coach Training Guide**
- **Co-instruction**
- **Peer-to-peer**

Work Place Readiness Curricular Guide

Critical Components

- **Work Place Behavior, Relationships, and Social Skills**
- **Independent Living Skills**
- **Understanding Workplace Expectations**
- **Interview Skills Building**
- **Transportation**
- **Personal Safety and Emergency Planning**



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NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

WORK PLACE READINESS CURRICULAR GUIDE

November 2017

**West Fargo Public Schools**
Educating today's learners for tomorrow's world.

 **DIVISION of
VOCATIONAL REHABILITATION**
State of North Dakota

- **Critical components and essential elements to successfully enter and sustain employment**
- **Suggested sequence of instruction**
 - **Introduction, Practice and Mastery**
- **No cost or low cost Resources listed**
- **Suggestions for evaluating performance**

Work Place Behavior, Relationships, and Social Skills (includes Engagement)

Critical Component	Critical Skills	Suggested Levels	Resources (Hyperlinks on last page)	Evaluating Performance
Work Place Behavior, Relationships & Social Skills	Communicating so Others can Understand	I-Pre-sec. P- 7-12 M- Post-sec.	<i>Soft Skills to Pay the Bills</i> , Role Playing, Modeling, Simulations, <i>Tough Kid Social Skills Book</i> (Susan M. Sheridan)	Observation
	Positive and Negative Workplace Communications	I- 9 P-9-12 M-Post-sec.	<i>Soft Skills to Pay the Bills</i> , Role Playing, Modeling, Simulations	Observation, Role Playing
	Social Communications- breaks, lunch, before and after work	I- Pre-sec. P-7-12 M-Post-sec.	<i>Soft Skills to Pay the Bills</i> , Role Playing, Modeling, Simulations, <i>Tough Kid Social Skills Book</i> (Susan M. Sheridan)	Observations
	Confidentiality of Communications	I-10 P-10-12 M-12	Simulations, Role Playing, FERPA, Community Employers	
	Self-regulation Skills- to control emotions, solve problems and sustain engagement throughout the task	I-Pre-sec. P-7-12 M-Post-sec.	Zones of Regulation (Kuypers), Collaborative Problem Solving (Greene), Peer Coaching Models (Hughes, et. Al.), <i>Coping Cats/C.A.T. Project</i> (Kendall & Hedtke), Modeling, Self-talk, Simulations, <i>Tough Kid Social Skills Book</i> (Susan M. Sheridan)	Observation
	Executive Function Skills- to visualize, understand and get to the finish of a work task	I-Pre-sec. P-7-12 M-Post-sec.	Social Stories (Gray), Stop & Think (Project ACHIEVE), Self-management Instruction (Wolgemuth, Cobb & Duncan),	Observation

Work Place
Readiness Skills
Curricular Guide-
Lesson Plans and
Activities

West Fargo

- **Essential Skill**
 - **Time**
 - **Materials needed**
 - **Directions**
 - **Goals**
 - **Resources**

Essential Skill – Work Place Manners: Ethics

Time: 50 minutes

Materials: Resource

“Workplace Ethics Scenarios”

Directions: 4 detailed steps

Goal: Students will gain perspective on the concept of ethics through the scenario examples and make good decisions in the workplace.

Resource- Work Place Manners

Workplace Ethics Scenarios

Case 1: LaKeisha is an administrative assistant in the Human Resources Department. Her good friend Michael is applying for a job with the company and LaKeisha has agreed to be a reference for him. Michael asks for advice on preparing for the interview. LaKeisha has the actual interview questions asked of all applicants and considers making him a copy of the list so he can prepare.

- What is the ethical issue?
- What are facts? – What facts in the scenario are important to making an ethical decision?
- What are some possible solutions? – Whether you think they are right or wrong, write down two or three possible solutions for the people in the scenarios.
- What are you going to do? – Write down what you would do in this situation.

Case 2: Emily works in the Quality Control Department. Once a year, her supervisor gives away the company’s used computers to the local elementary school. The company does not keep records of these computer donations. Emily really needs a computer. Her supervisor asks her to deliver 12 computers to the school.

- What is the ethical issue?
- What are facts? – What facts in the scenario are important to making an ethical decision?
- What are some possible solutions? – Whether you think they are right or wrong, write down two or three possible solutions for the people in the scenarios.
- What are you going to do? – Write down what you would do in this situation.

**Work Place
Readiness Skills
Curriculum-**

Scope, Sequence, Lesson Plans, Activities

Northern Plains

- **Essential Skill (Lesson)**
 - **Objective**
 - **Materials**
 - **Vocabulary**
 - **Activity**

Lesson 1: Confidentiality of Communications

INTRODUCTION	Objective: Define and develop an understanding of confidentiality of communications.	Materials: 1) Phone Game Description- www.wiki.com 2) Matching Vocabulary Sheet
<p>Vocabulary: Communication, Confidentiality - Personal, Confidentiality - Work, Security of Information, Tattling, Slang Terms, FERPA, Consequences of breaking work confidentiality, Consequences of breaking personal confidentiality</p> <p>Activity:</p> <ol style="list-style-type: none"> 1. Attention Grabber--Phone Game 2. Pre-assessment-Matching Vocabulary Sheet 3. Discussion 4. Post-assessment 		
PRACTICE	Objective: Enhancing the understanding of confidentiality	Materials: 1) Role Play Activity
<p>Activity:</p> <ol style="list-style-type: none"> 1. Role Play: Keeping Confidentiality and Breaking Confidentiality 2. Discussion 3. Demonstrate understanding by independent role-playing 		
MASTERY	Objective: Demonstrate understanding of Confidentiality	Materials: 1) Rubric
<p>Activity:</p> <ol style="list-style-type: none"> 1. Bring in professional to discuss confidentiality. 2. General observation using rubric 		

Practice Activity: Confidentiality of Communications

Lesson 1: Confidentiality of Communications

Practice – Activity

1. Role Playing – Keeping Confidentiality and Breaking Confidentiality

Step 1: Identify the Situation

- Gather students together and organize into small groups. Give each group an index card with a situation. Encourage an open discussion to uncover all of the issues. This will help people to start thinking about the problem before the role-playing begins.

INDEX CARD 1:

Mrs. Jamieson works in a middle school. Allison, one of the students in Mrs. Jamieson's classroom, attends the same church. Pastor Thomas, the new young minister at the church has counseled many youths and their families. Pastor Thomas has asked Mrs. Jamieson if she can provide him with information about how she thinks Allison is doing in school. What does this look like – act it out? What does Pastor Thomas say to Mrs. Jamieson? What should Mrs. Jamieson do?

INDEX CARD 2:

You and your friend are hanging out at your house. Your friend tells you a secret and tells you not to tell anyone about what they told you. Once your friend leaves you call your other friend and tell them the secret. When you go to school the next day your friend's secret is being talked about by all the students in your class. What does this look like – act it out? What will your friend do when they find out you told? What will you say to your friend? What should have you done?

Step 2: Add Details

- Set up a scenario in enough detail for it to feel "real". Make sure that everyone is clear about the problem that you're trying to work through, and that they know what you want to achieve by the end of the session.

Step 3: Assign Roles

- Once you've set the scene, identify the various fictional characters involved in the scenario. Some of these may be people who have to deal with the situation when it actually happens. Others will represent people who are supportive or hostile, depending on the scenario.
- Once you've identified these roles, allocate them to the people involved in your exercise; they should use their imagination to put themselves inside the minds of people that they're representing. This involves trying to understand their perspectives, goals, motivations, and feelings when they enter the situation.

Co-Instructional Model

**Two Agencies
rather than
Two Teachers**

WIOA

**Pre-
Employment
Transition
Services**

Required 5

Teachers and Vocational Rehabilitation Counselors are working towards the same transition goals

- Job exploration counseling
- Work based learning experiences
- Training on self-advocacy
- Counseling on post-secondary opportunities
- Workplace readiness training

Co-Instruction

- **Allows teachers and VR counselors to instruct students around the required 5 activities**
- **Both agencies benefit from having students prepared for work and or post-secondary education**

- Gives VR an opportunity to meet and begin relationships with Potentially Eligible students and further develop relationships and employment plans with students who are already VR eligible and still in school.
- Gives VR and teachers an opportunity to collaborate
- When VR has a consistent presence in the school they are not that “disability person” but rather part of the school team.

Competency
Based
Job Coach
Training Guide

- What is a Coach?
- Establishing Rapport and Developing Client Relationships
- Characteristics of Student Learners
- Job Coach Practice
- Wrap-Up

- Guide and “Training Tips”
- Suggested Activities Included
- Training PowerPoint

Job Coach Training Guide

Contents of Job Coach Training Guide:

Topic
Welcome and Introductions <ul style="list-style-type: none">▪ What Do You Expect?▪ Job Coaching Competencies▪ Coaching Pre-Assessment
Unit 1: What is a Coach? <ul style="list-style-type: none">▪ Successful Coaching▪ Coaching Readiness Self-Assessment▪ Characteristics of a Good Coach
Unit 2: Establishing Rapport and Developing Client Relationships <ul style="list-style-type: none">▪ Establishing a Rapport▪ Effective Communication<ul style="list-style-type: none">○ Listening Skills○ Asking Good Questions○ Giving Feedback○ Communication Skills Summary▪ Responsibilities
Unit 3: Characteristics of Student Learners <ul style="list-style-type: none">▪ Characteristics of Student Learners▪ Experience and Learning▪ Effective Job Coaching▪ Effective Assessment▪ Job Coaching Checklist▪ Steps to Successful Job Coaching
Unit 4: Job Coaching Practice <ul style="list-style-type: none">▪ Practice Coaching Activity
Unit 5: Wrap-up <ul style="list-style-type: none">▪ Review of the Day▪ Job Coaching Support▪ Job Coaching Session Preparation▪ Your Next Steps▪ Job Coaching Readiness Self-Assessment▪ Workshop Expectations▪ Coaching Skills Workshop Evaluation
APPENDIX: Evaluation Forms

PowerPoint Training Slides

Job Coaching Skills Workshop for Job Coaches



Unit 1 What is a Job Coach?

- Successful Coaching
- Job Coaching Readiness Self-Assessment
- Characteristics of a Good Job Coach



Successful Job Coaching

It takes more than being able to do
the job well.



The ability to share knowledge and skill effectively can be learned
and practiced.



Peer-to-Peer

- Bismarck Public Schools (BPS) Model
 - Courses for Credit- Part of School Day
 - Curriculum Scope and Sequence developed by BPS
 - ✓ Add Job Coach Training Guide to Curriculum Scope



- Natural Supports
- Grant from North Dakota Developmental Disabilities Council
- Expand Model throughout State High Schools and Higher Education



Dissemination
and
Marketing

- NDDPI and NTACT Websites
- NDVR Regional Offices
- National Transition CoP
- Presentations and Vendor Booths
- 2019 Interagency Transition Conference

Thank you

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-Arc of Bismarck