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

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

## Targeted
- 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 EWS, STEPPS, Planning Tool, and Quality Indicators

## Intensive
- 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

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**NTACT**

National Technical Assistance Center on Transition
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
Critical Components

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

• Essential Skill (Lesson)
  o Objective
  o Materials
  o Vocabulary
  o 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
- Vocabulary: Communication, Confidentiality - Personal, Confidentiality - Work, Security of Information, Tattling, Slang Terms, FERPA, Consequences of breaking work confidentiality, Consequences of breaking personal confidentiality

**Activity:**
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

**Activity:**
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

**Activity:**
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 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 very 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
- Setup 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
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.
• 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
Contents of Job Coach Training Guide:

<table>
<thead>
<tr>
<th>Topic</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Welcome and Introductions</strong></td>
<td></td>
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<tr>
<td>• What Do You Expect?</td>
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<td>• Job Coaching Competencies</td>
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<td>• Coaching Pre-Assessment</td>
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<td><strong>Unit 1: What is a Coach?</strong></td>
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<tr>
<td>• Successful Coaching</td>
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<td>• Coaching Readiness Self-Assessment</td>
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<tr>
<td>• Characteristics of a Good Coach</td>
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<td><strong>Unit 2: Establishing Rapport and Developing Client Relationships</strong></td>
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<td>• Establishing a Rapport</td>
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<td>• Effective Communication</td>
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<td>o Listening Skills</td>
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<td>o Asking Good Questions</td>
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<td>o Giving Feedback</td>
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<td>o Communication Skills Summary</td>
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<td>• Responsibilities</td>
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<td><strong>Unit 3: Characteristics of Student Learners</strong></td>
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<td>• Characteristics of Student Learners</td>
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<td>• Experience and Learning</td>
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<td>• Effective Job Coaching</td>
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<td>• Effective Assessment</td>
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<td>• Job Coaching Checklist</td>
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<td>• Steps to Successful Job Coaching</td>
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<td><strong>Unit 4: Job Coaching Practice</strong></td>
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<td>• Practice Coaching Activity</td>
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<td><strong>Unit 5: Wrap-up</strong></td>
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<td>• Review of the Day</td>
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<td>• Job Coaching Support</td>
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<td>• Job Coaching Session Preparation</td>
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<tr>
<td>• Your Next Steps</td>
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<td>• Job Coaching Readiness Self-Assessment</td>
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<td>• Workshop Expectations</td>
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<td>• Coaching Skills Workshop Evaluation</td>
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APPENDIX: Evaluation Forms
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

Lea Kugel
-ND Dept. of Public Instruction

Barb Burghardt
-ND Vocational Rehabilitation

Laurie Skadsem
-Anne Carlsen Center

Kirsten Dvorak
-Arc of Bismarck