

Running Project Template:

We have based these forms off of the forms used in the textbook. For the purpose of this class and these assignments, you will use the adapted templates below. You may decide to use them in your own practice and/or adapt them for your own use. Please remember to cite them. Since each step in these series of assignments is designed to build on the previous one, it is helpful for your instructor to be able to see all of the assignments together. SO, you will submit Part 1 during Module 2, but you will submit Parts 1 & 2 for Module 4, Parts 1, 2 & 3 for Module 6 and Parts 1-4 for Module 8. Please use the templates and reflection prompts below to submit your assignment(s):

Part 1:

| Positive Personal Profile Interview Sheet | |
|---|--|
| Name: _____ Jackson _____ Date: _____ 5/21 _____ Transition Specialist: _____ E. Doepking _____ Interviewee: _____ | |
| <u>Relationship to youth:</u> <input type="checkbox"/> Self <input type="checkbox"/> Friend/peer <input type="checkbox"/> Family member <input type="checkbox"/> Service provider <input type="checkbox"/> Other: Parent | <u>How long has the interviewee known the youth:</u> <input type="checkbox"/> 0- 3 years <input type="checkbox"/> 3- 5 years <input type="checkbox"/> 5- 10 years <input type="checkbox"/> > 10 years <input type="checkbox"/> n/a (self) |
| Interests & Preferences | |
| What are some of the activities the individual enjoys? | Jackson enjoys Legos, video games, and spending time with his dad fixing things around the house. He enjoys being helpful, sorting items, and talking about his interests which include rocks, volcanoes, He also enjoys simplified-type board games. |
| What are preferred leisure time activities (e.g. sports, hobbies, etc.) | Jackson (pre-Covid) plays on a baseball team for students with disabilities. He loves building and sorting Legos and working on them at home. Jackson enjoys being outside if the weather is nice and has traveled extensively with his family. He also likes to draw and color preferred academic activities. Jackson attends camp for students with support needs and has long-term friendships built from past attendance and reunions. |

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| In what environmental conditions does he or she thrive (e.g., indoors/outdoors, noisy/quiet, many/few people, slow/quick pace, time of day)? | Jackson likes working in both indoor and outdoor settings. He has some medical restrictions with heat intolerance. He likes to stay clean and enjoys working with pets. He is willing to both sit and stand in a vocational position. |
| What are some of his or her talents? | Jackson is friendly and outgoing. He enjoys helping people and working with other people. He likes jokes, having fun, and group activities. He is an empathetic individual and is easily relatable upon introduction. |
| How does he or she best learn a new task? | Jackson required visual or video presentation with repetition to learn new skills. He has trouble retaining new information and facts when not motivated and with abstract or new topics. He has ongoing support needs with short-term memory. Long-term memory and events are an area of strength for Ryan. He can write from a model and learns best with the repetition of tasks and topics. |
| Other comments: | Jackson needs ongoing support for seizures and work adaptations to accommodate safety. He may need some prompting to be successful with a conversation or learning new tasks. A job coach or 1:1 support may be needed in work situations to be successful. This support could likely be faded as he becomes familiar with a vocational routine. |
| Life and work experiences | |
| Please describe any paid or unpaid work experience (including volunteer activities). Focus on the tasks completed rather than the place. | Jackson does not have formal work experience at this time. He can complete chores in the home and take care of personal needs with minimal support. He can wash dishes, vacuum, and take out the trash with some verbal prompting for initiation. |
| What types of household chores are completed regularly (both assigned and voluntary)? | Jackson enjoys helping around the house. He will make his bed and clean his room. He will help with the dishes, vacuuming, and unloading the car. He can take out the trash and sort items to be put away. |

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| <p>In what community activities does he or she participate?</p> | <p>Jackson participates in camp activities and reunions for children with similar support needs. He participates in car refurbishing-style vacations with his family. Jackson is currently participating in virtual learning and is active in club activities on campus though the computer.</p> | |
| <p>Other comments:</p> | <p>Jackson's parents and extended family are active and supportive participants in his educational planning.</p> | |
| <p>Skills & Knowledge</p> | | <p>Skills</p> |
| <p>Has the individual been involved in any specific vocational training?</p> | <p>Jackson has not been involved in formal vocational training. His parent works in the auto industry. He has been on work trips and can identify and sort cars. Jackson also has a family member working in law enforcement. He is interested in office work in this area. He enjoys sorting, filing, and being given work to do in an office setting.</p> | |
| <p>Can you describe his academic skills (reading, math, time, money)?</p> | <p>Jackson can follow picture directions with minimal assistance. He can read and comprehend information at a 3-4.0 level. He does well with repetition and anchored instruction in academic subjects. He understands how money is used in a community setting and is learning to count change. He can identify some coins but this may be inconsistent with seizure activity. He enjoys learning about different types of people and activities the topic including social studies and functional science.</p> | |
| <p>Other comments:</p> | <p>Jackson's academic abilities can fluctuate at times due to a change in seizure activity. He enjoys school and always tries his best to understand the topics and complete assignments.</p> | |
| <p>Dislikes</p> | | |
| <p>Are there particular activities he or she is known to dislike?</p> | <p>Jackson dislikes activities with too many steps. He may become confused or overwhelmed with verbal directions. Since short-term memory remains difficult Jackson needs repeated instruction and small steps for work tasks.</p> | |
| <p>Are there particular situations you recommend we avoid when searching for work experience or job opportunities?</p> | <p>Due to ongoing seizure activity, Jackson would work best in a cool office-style environment. He does not do well with loud noises or bright, flashing lights. He would benefit from a set schedule with work at the same time every day. He needs picture support for job tasks and training for co-workers provided so he can be safe in a work setting.</p> | |
| <p>Other comments:</p> | <p>Jackson is understanding and patient when it comes to changing plans and activities, however for skill retention repetition would be beneficial.</p> | |
| <p>Accommodation and support needs</p> | | |

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|---|---|
| <p>What accommodations or supports are currently provided in school or other settings?</p> | <p>Jackson currently receives:</p> <ul style="list-style-type: none"> · frequent breaks · simplified 1-step directions · repetition of objectives(topics) for retention · visual cues for tasks · modeling for instruction |
| <p>What accommodations should be in place in the workplace for this individual (e.g. physical accessibility, technological, special schedule, personal care)?</p> | <ul style="list-style-type: none"> · Desk and floor padding · Chair with sides · Computer screen dimmer · Task analysis of duties and responsibilities with pictures · Visual schedule · At work seizure protocol and staff training · Peer/Work buddies who are familiar with Ryan for set check-ins. · A lunchtime buddy to help monitor for choking/seizures. · Check-list of duties to increase independence (ex. Are my hands clean?) |
| <p>What supports might need to be maintained beyond the individual placement?</p> | <ul style="list-style-type: none"> · Job Coach for safety and instruction · Pictures of jobs list and duties · Safety equipment (customized desk, chair, and computer screen) · Staff training for seizure protocol |

| | |
|--|---|
| Other comments: | Jackson enjoys talking about his future. He is learning how to self-advocate regarding his future and support needs. He is learning to ask for help on assigned class assignments and tasks in the home. |
| Transportation resources | |
| How does the individual currently get around in the community? | Jackson currently travels by car with his family in his community. |
| What transportation resources will be necessary in order for the individual to get to and from a worksite? | Travel training would be beneficial for Jackson to increase independence from his family as he becomes older. For safety issues, he would require ongoing support in the community. |
| Other comments: | Jackson may benefit from a job close to his home but is tolerant of traveling or a short commute. |
| Other general observations | |
| What characteristics do you most admire in the individual? | Jackson is happy and outgoing. He enjoys meeting new people. He is empathetic and receptive to other people's feelings. He enjoys jokes and talking about movies and other interesting facts he has learned. Jackson always tries his best despite having medical issues that can interrupt his day. Jackson can make friends with students or adults and makes friends easily. |
| Please explain a dream job for the youth. | Jackson would benefit from an office position where he could greet people, deliver items and maintain a consistent schedule. He would also benefit from a position of self-employment (micro-business) with model cars or working with auto mechanics his family business. Ryan would also do well in a police station office with access to consistent tasks including, delivery, sorting, or greeting people. |
| Can you describe any habits, routines, or idiosyncrasies the individual demonstrates? | Jackson can become frustrated when asked to do too many jobs at once. He also may get off task when talking about his favorite movie or subject. Due to his short-term memory issues, he has some difficulty remembering new topics and can revert to old topics when he is unsure what he is supposed to say or do. (ex. When learning about a new unit on earthquakes he will frequently refer to lava because that was the last unit and a topic of personal interest) |
| Is there any additional information you would like to share | Jackson would benefit greatly from employment as he becomes an adult. He enjoys being out of the house and being busy. His family would like to see him in a vocation setting and are supportive of his transition plan and goals. |

regarding this individual?

Part 1 Reflection: Please describe your experience with developing a Positive Personal Profile Interview Sheet for a student. How might you use or modify this document in your own practice as part of the process for assessing strengths and interests of your students with?
(Approximately 2-3 paragraphs)

Adapted from: Luecking, R. G. (2009). *The way to work: How to facilitate work experiences for youth in transition*. Baltimore, MD: Paul H. Brookes Publishing Co.

Part 2:

| Work Experience/Job Search Plan | | | |
|---|--|------------------------------------|--|
| Date | | Name | |
| Grade/Age | | Teacher/ Transition Specialist: | |
| <p><i>Information on File:</i></p> <ul style="list-style-type: none"> <input type="radio"/> Resume <input type="radio"/> Authorization/Release form <input type="radio"/> Photo Release <input type="radio"/> | | | |
| Interests & Preferences | | Dislikes/Concerns | |

Jackson enjoys working with animals and spending time with friends and his family. He enjoys watching and discussing movies, playing video games including, Marvels, Legos and other similar topics. He has been on a baseball team for the past few years for students with disabilities. He enjoys talking about cars, police work and joking around. He is polite and outgoing. He enjoys meeting new people. Jackson enjoys Legos, Marvel and watching movies. He also likes to read information at his independent reading level.

Jackson does not like to be outside when it is too warm. He requires 1:1 supervision for a seizure disorder. Parents are concerned at this time work may be difficult to manage with their schedule but are open to discussing it if his medical need can be met in a vocational setting, especially as he gets older. Jackson does not like to be micromanaged or have too many directions at once and can become frustrated. He needs picture-based directions to increase independence in tasks.

Schedule Preferred

Part-time (5-10 hours per week)
 Full-time
 Mornings
 Afternoons
 Evenings
Other: Hours by family requested- 9am and before 6pm to regulate seizure control.

Transportation Resources/Needs

Public transportation
 Paratransit
 Walk/Bike independently in community
Other: Job Coach/ Parent transport

Previous Work Experience

Jackson does not have any formal work experience as a freshman. He has helped around the house with chores including, pet care, cleaning his room, unloading groceries and kitchen organizing. Needs verbal prompting for personal care and task initiation. He is able to take care of his personal needs with some minimal prompting.

Work-Related Goal

Jackson is a 10th grade student. As such, the focus becomes end outcomes for our students, in jobs, education, and home/independent living options. He would benefit from learning about more employment opportunities in order to develop job and employment preferences for the future. Jackson, when asked, doesn't seem to have a large knowledge of different jobs in the community. He knows the basic police officer, firefighter, doctor, etc. but does not show understanding of other jobs in the community.

Goal: By 1/19/2022, after completing lessons on various jobs, Jackson will categorize at least 12 jobs into the following categories: "I'm interested" or "I'm not interested", independently in 12/12 available opportunities as measured by observation record/work sample.

Work Ideas and Leads

Jackson a would be successful in many types of jobs with small tasks, picture directions and medical 1:1 support. He would do best with short hours and a cool relaxed environment. A flexible schedule within the parameters of his family's request would be ideal. At this time it is difficult to place students in jobs due to Covid. These restrictions may be lifted as summer progresses. There are also some issues with obtaining a job coach for students who are still in high school. Job coaches paid for by Regional Center typically begin at 22 years after they complete their post-secondary education. At this time the pet store or the police station seem to be the most receptive to regular volunteer work shifts.

Potential Accommodations Needed

- Jackson needs on going job coaching for safety and task initiation. He is able to read and complete short task lists and pictures step cards. He needs an area to work where he can be safe from falling such as a chair with arms or a mat. Jackson would benefit from repetition in tasks while at work.
- Reminder to drink water
- Keep inside during extreme heat.
- Constant supervision for safety

Constantly monitor to judge fatigue/seizure activity

Potential Supports & Resources

- Tri-county Regional Center-job coach provider and coordination outside of the district.
- Older adult sibling works as respite provider in the home. Amendable to assisting in part-time job coaching placements.
- VCOE SELPA- community outreach for jobs placements and supports

Additional Training or Assessment Needed

Staff training to help with seizure protocol.

On-going academic instruction to provide skills needs to gain independence and vocational skill.

Social skills lessons in the classroom (on-going) to teach skills for greeting customers and increase independence.

Employers to Contact

Date Contacted

Outcome/Next Steps

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|--------------------------|-----------|--|
| Camarillo Police Station | 5/19/2021 | Opening to volunteer interview in the near future. Open to setting up a tour and having as this as a future option- volunteers must be 18 for paid employment. Currently closed to volunteers-accepting them on site again mid-July. |
| R & R Pet Store | 6/9/2021 | Very receptive to working with students. Previous experience with students with supports volunteering in jobs such as; cleaning windows, facing products on the shelf and general cleaning and customer service. |
| Ice-o-Plex Hockey Rink | 6/9/2021 | Covid Restrictions in place. Opening without restrictions June. Will follow up after Jackson has been vaccinated. |
| \$5 Book Store | 6/9/2021 | Staff does not have experience working with these types of students. Open to further meeting and discussion. Very inclusive environment with young student employees. |

Adapted from: Luecking, R. G. (2009). *The way to work: How to facilitate work experiences for youth in transition*. Baltimore, MD: Paul H. Brookes Publishing Co.

Part 2 Reflection: Please describe your experience with developing a work experience/job search plan for a student. How might you use or modify this interview in your own practice as part of the process for developing work experiences for students with disabilities? (Approximately 2-3 paragraphs)

Part 3:

| Inventory of Employer's Needs & Tasks | | | |
|--|---|-----------------------------|---|
| Name of company/employer: <u>Ventura County Sheriff Department (VCSD)</u> | | | |
| Address: <u>3071 Los Posas Rd. Camarillo 93010</u> | | | |
| Description of business: <u>Police Department and Administrative Offices</u> | | | |
| Contact person: <u>Sgt. Christopher Zapata</u> | | | |
| Telephone number: <u>805-388-5101</u> | | | |
| Email address: <u>christopher.zapata@vcsd.org</u> | | | |
| Are there? | | | |
| Logjams in work areas | <input type="checkbox"/> Yes | <input type="checkbox"/> No | Explain: |
| Logjams in work areas | <input checked="" type="checkbox"/> X Yes | <input type="checkbox"/> No | Explain: Fridays and Mondays are very busy. There are reports to turn in and interactions with the public are increased on these days. |
| Backlogs of unfinished work | <input checked="" type="checkbox"/> X Yes | <input type="checkbox"/> No | Explain: There are administrative work which needs to be done. Due to Covid related closures some volunteers have not been in the office. There are repetitive tasks which could be accomplished by volunteers and student workers which have backed up during this time. |

| | | | |
|---|---|--|--|
| Rush times | <input type="checkbox"/> X Yes | <input type="checkbox"/> No | Explain: Fridays and Mondays are busier than other days. The middle of the week is typically busy also, but not as rushed as the around weekend closures. |
| Seasonal fluctuations | <input type="checkbox"/> Yes | <input type="checkbox"/> X No | Explain: NA-consistently busy year-round. |
| Highly paid employees doing administrative tasks | <input type="checkbox"/> X Yes | <input type="checkbox"/> No | Explain: Police and other administrative positions will (as needed v. assigned duties) complete tasks which can be filled by student workers and volunteers when they are not available. This includes office sorting, stocking supplies, light cleaning and changing light bulbs. |
| Sporadic but important needs | <input type="checkbox"/> Yes | <input type="checkbox"/> X No | Explain: N/A |
| Areas of staff turnover | <input type="checkbox"/> Yes | <input type="checkbox"/> X No | Explain: N/A-generally consistent employment post background check. |
| Future workforce needs | | | X Yes |
| <p>Potential tasks that interns/youth workers could do:</p> <ol style="list-style-type: none"> 1. Stocking equipment e.g. staples, paper, batteries, office supplies. 2. Car wash 3. Greeting and directions (front desk assistant). <p>Additional comments: There are a variety of tasks and jobs available for student volunteer workers and paid adult workers with support needs at this site.</p> | | | |

Part 3 Reflection: Please describe your experience during your informational interview with an employer. Please include responses to the following questions in brief reflection (2-3 paragraphs):

- How did you set up the interview?
- Were you able to observe employees in action?

- How prepared did you feel for the visit?
- Describe something that you learned about the industry or place of business from this visit (i.e. seasonal fluctuations)
 - What was the outcome of the visit? Describe any potential follow-up opportunities?
 - What would you do differently next time?

This interview was set up through a family member of mine who works at a local police station. The student Jackson, who was interested in possible placement in the future, has family members in the police department as well. Based on previous interviews with the student and his family this type of work placement would be prioritized due to his passion for police work. The interview was done over the phone for a station a short distance away but the Sergeant interviewed said these policies would be in place throughout the department and at a closer station should this work placement go through. I have been to this station several times and am familiar with the layout and employees. This interview was done over the phone at the request of the administrative sergeant. I felt prepared for this interview by writing the questions out beforehand and emailing the Sergeant to finalize details before calling.

Based on the interview I learned there were many more job tasks available for a WBL placement than I had previously known about. There are ongoing work tasks within the office building that are being filled by student workers and cadets who could do higher-level tasks if there was an opportunity open for student volunteer WBL placements. In addition to the clerical sorting, odd jobs, and greeting desk, there is a new position opening within the station for WBL placements. Due to Covid restrictions, the previous workers who had been washing the police cars are no longer under contract with the department. There are dozens of cars to wash every day. The department is working with a local agency and tri-counties to finalize an agreement for students and adults with support needs to become a business and work opportunity for those who are interested in paid employment washing cars. Two local county agencies are planning to finalize details regarding pay and workman's compensation shortly and open for hiring soon.

For future visits, I would follow up with the family and see how this work placement would work within their family schedule. My student is currently homeschooled for medical issues, there would be transportation and other logistical points to work out with the family and IEP team. If this job placement were to go further I would need to contact other department officials and work on clearance for all paid and volunteer employees of the department. The sergeant I interviewed remarked this type of interview and clearance could be modified based on the specific needs of the student. The administration was welcoming of students with support needs, support aides, and the possibility of becoming a WBL site.

Part 4:

Work Experience Proposal

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| 1 | <i>Recap visits or contacts</i> |
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| | <p>Though meeting (via phone) with Sergeant Zapata I was able to get a clearer picture of the needs of the office and see how a student with WBL opportunities would be helpful in this setting.</p> |
| 2 | <p><i>What did you see?</i></p> <p>I heard there are many odd jobs for which may be adaptable for students with disabilities. I understand they may be able to complete these jobs freeing up more complex tasks for paid staff.</p> |
| 3 | <p><i>Tasks that could be assigned to youth/interns</i></p> <p>Some of the job needed are, washing cars, delivering papers, stocking the store room (office supplies) and minor maintenance of office items such as lightbulbs or straightening up the kitchen area with supplies.</p> |
| 4 | <p><i>How the tasks match the youth intern</i></p> <p>My student is very socially oriented and loves learning and talking about police work. He is friendly and outgoing when meeting new people. He enjoys sorting items and helping out when needed.</p> |
| 5 | <p><i>How would this help the company</i></p> <p>If Jackson is able to give directions or pass out maps at the front desk, sort office supplies and deliver interoffice packages this will help free up time for other jobs. The paid college-ages students can complete more complex task such as data entry, typing or driving out in the community to deliver supplies.</p> |
| 6 | <p><i>How will you help?</i></p> <p>I will help Jackson by introducing him to the office staff, helping him understand his way around the office and making task cards for him to review prior to a job.</p> |
| 7 | <p><i>Make the "ask"</i></p> <p>When would be a good time to bring Jackson to the station to for an introductory interview?</p> |
| 8 | <p><i>Reiterate the benefits to the company.</i></p> <p>Ideally, Jackson would be a benefit to your station. He is friendly and outgoing. He would be a valuable asset to your front desk. His helping with odd jobs and sorting would allow other college interns and cadets complete more complex tasks with in the station.</p> |

Adapted from: Luecking, R. G. (2009). *The way to work: How to facilitate work experiences for youth in transition*. Baltimore, MD: Paul H. Brookes Publishing Co.

Work Experience Agreement/Individual Supports Plan

Student Name: Jackson

Company: VCSD

Company contact person/title: Administrative Sergeant Christopher Zapata

Transition Specialist: E. Doepking

Work Schedule:

| | |
|-----------|--------|
| Sunday | - |
| Monday | 8-11am |
| Tuesday | - |
| Wednesday | - |
| Thursday | - |
| Friday | 8-11am |
| Saturday | - |

Work experience goals/objectives:

Transition-Employment. Identifying what jobs in this placement work for him and completing follow-up in an educational setting.

-By completing lessons on various jobs, Jackson will categorize at least 12 jobs into the following categories: "I'm interested" or "I'm not interested", independently in 12/12 available opportunities as measured by observation record/work samples.

Communication-When provided with unlimited prompts for engagement/participation and given a topic, Jackson will use effective eye contact with fewer than 3 prompts for 1 minute, across two sessions as measured by teacher recorded data.

Role of workplace supervisor/mentor: Assign jobs, help complete background check and interview process within the department.

Role of transition specialist (e.g. coaching, acquisition of assistive devices)

Providing and explain modifications needed. Helping make sure Jackson's medical needs are being met and updating these accommodations as needed within the worksite. The transition specialist is also responsible for making on-going assessments and adjustments to the work site and providing communication for the parents who may be interested in how the worksite is progressing.

Other primary contacts at worksite (e.g., co-workers)

Front desk manger as primary contact. This position is available to contact when Jackson cannot come to work to notify direct supervisor. The workers at this site have all been trained in seizure protocol and CPR. Human Resources can help with the background check and work with the Admin Sergeant and the transition specialist to make sure he felt comfortable and able to ask questions regarding the interview process.

What?

- Mentor identified
- Physical accessibility assured
- Accommodations identified
- Tasks clearly outlined
- Task modifications identified and in place
- Orientation and training arranged

How?

- Disclosure decision determined with student
- Learning goals identified for work experience
- Site visit schedule determined
- Feedback/evaluation schedule determined

Other comments:

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Part 4 Reflection: Please respond to the following questions in a brief (Approximately 2-3 paragraphs) reflection:

- What is the status of the job search process for your target student?
- How did you develop and use Work Experience Proposal and Work Experience Agreement/Individualized Supports Plan?
 - What did you learn in the process?
- How might you use or modify these forms in your own practice as part of the process for developing work experiences for students with disabilities?
(Approximately 2-3 paragraphs)

Currently, the hiring administration is welcome to having adult students work at the police station for both paid and unpaid work. In a volunteer position for job exposure, tri-counties would work with the station to make sure issues such as Worker Compensation and liability issues would be covered. The support plan is used to verify all members of the team are clear on their responsibilities and what actions need to be taken and who to contact if modifications are needed. This also clarifies the beginning conversation between the business and the transition partner, moving it from an interview into a formal work site.

During this process, I learned there were many more job tasks available within the police station than I had previously known about. My student would be able to work on communication and transition goals at this sight. In addition, he would be able to gain exposure to stocking, office, and a car wash job within one site. This would help him identify what parts of the job he likes and transition to paid employment upon leaving the district.

I would modify these forms for more parent input. My student has identified what type of job he would like and the business has agreed to add student work positions. Since my student has significant medical support needs his parents would like a way to provide feedback on his availability and a communication log for a job coach to make sure Jackson's needs are being met in the workplace. Overall this would likely be a successful workplace for him if the team were to proceed with the plan and placement with the correct adaptations.