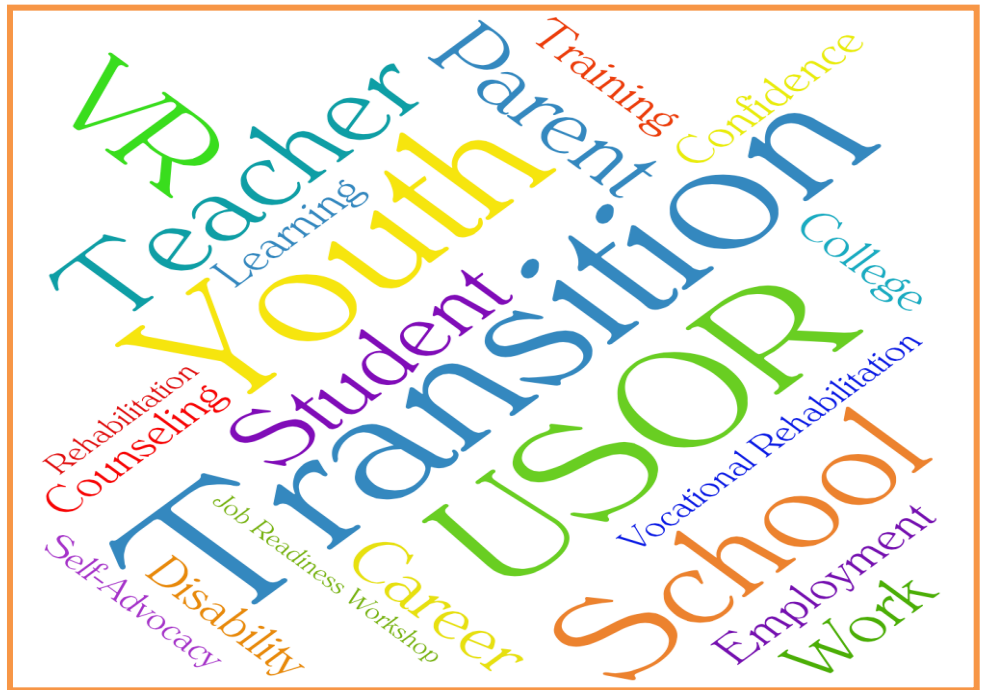


Teacher Information Guide



UTAH STATE OFFICE OF
REHABILITATION

Vocational Rehabilitation
Program Transition Services
2015



This Teacher Information Guide provides an overview of the Vocational Rehabilitation Program's Job Readiness Workshops. This includes ten individual workshops designed to teach youth with disabilities about self-discovery, job-readiness, job-seeking, and job-keeping. Research shows that youth with disabilities continue to fall behind in these four domains and employment opportunities. Throughout this workshop, we hope to teach youth with disabilities basics skills necessary to become successful in the workplace, as well as the support and services they may be able to access through the Vocational Rehabilitation Program.

For any questions or additional information, please contact the USOR Transition Coordinator or your local VR Transition Counselor.

Brought to you by:
Utah State Office of Rehabilitation
Vocational Rehabilitation Program
Transition Services

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Introduction

★This curriculum has been developed by the Utah State Office of Rehabilitation (USOR) to be utilized by VR Transition Counselors statewide for teaching transition-aged youth with disabilities about the world of work. This can be modified to meet the needs of any particular school, population, timeframe, location, and any other factor that may present itself.

★USOR has made efforts to provide consistent services to transition-aged youth across the State of Utah, while leaving room for flexibility and individualization. This *Job Readiness Workshop* curriculum was developed based on USOR need, national research on youth with disabilities and employment, and successful job clubs. The workshop topics were specifically chosen based on research and need, and made to fit Utah and USOR culture.

★The workshop topics, ideas, values, and lessons were chosen because of a need in our community. Activity suggestions and guidance have been provided for the counselor to choose what will work best for them and their particular group. Throughout this information guide, the teacher will be provided with goals and objectives for each workshop, guidance for working with the VR Counselor, the role and expectations of the teacher, and additional suggestions for outside the workshop activities.

★The workshops are broken down into the following domains:

- ✚ **Self-Discovery**, Workshops 1 & 2
- ✚ **Job Readiness**, Workshops 3 & 4
- ✚ **Job Seeking**, Workshops 5 through 9
- ✚ **Job Keeping**, Workshop 10

★Each workshop provides powerpoints, student workbooks with reflective questions and notetaking pages, suggestions for activities to teach the concepts, appendix resources, and other considerations. There are powerpoint template options for counselors as a resource. However, counselors are welcome to take the material/content and use it in other formats to meet the needs of their school and population. Counselors are able to use any activity to teach these concepts, as long as it is appropriate for the school setting and meets any guidelines and approval process set by the teacher/school.

★This curriculum is set up in a 10-week format. However, the teacher and VR Counselor can determine which material is needed and adapt it to meet the needs of individual schools and communities. The workshops can be completed consecutively, combined as needed, or presented individually.

What do I need to know to get started?

★Preparation and establishing expectations for the workshops in your school is one of the essential aspects for a successful Job Readiness Workshop. Expect the VR Counselor to schedule planning sessions with you in order to outline roles, responsibilities, schedules, timelines, activities and adaptations for each workshop.

★Though this workshop is a service provided by the VR Counselor, it is not an activity that takes over the teacher's responsibility. The teacher needs to be involved and present as much as possible in order for this to be a successful service for students and teachers. Some information to keep in mind when considering participation in the Job Readiness Workshops with your VR Counselor in your school or classroom are:

- **Scheduling:** Make sure you and the VR Counselor agree on a schedule that works for all parties. The VR Counselor understands the need to know the structure of the school. Scheduling in advance may be the best option, but both parties may need to be flexible if any unforeseen circumstances arise that conflict with the schedule. For example; if you agreed on every Tuesday at 10:30am for 10-weeks, will that be affected by A/B days, and need to be adjusted? What if the VR Counselor is sick or there is a weather condition that prevents them from getting to the school? Is there a contingency plan or at least an open door for continued communication?
- **Assembly and testing schedules:** During certain times of the year your school may be involved in schoolwide testing. Regular classroom schedules may be affected by these adjustments. Also, assemblies can be planned or last minute. Coordinating with the VR Counselor regularly will help avoid scheduling mishaps and make it easier to adjust accordingly.
- **Holidays and other responsibilities:** VR is open year round, however, both the school and VR Counselor have holiday schedules and meetings that may conflict with the scheduled workshops. VR Counselors have many additional responsibilities outside of community outreach and school engagement. Remember, the schedule is just as important to VR as it is to the school.
- **Student Workbooks:** As the teacher, you have the ability to reinforce the objectives and work with students to complete workbooks outside of the workshop period. Teachers can learn the material and continue to use it throughout their class, or when helping students with transition planning. The student workbooks are for the students to keep and you can be creative in how you would like to use them.

- **Teachers MUST be involved:** The teacher and/or teacher's aid need to be involved during this workshop in order to make it successful. The VR Counselor is not there to take over the class period. They are there to teach the workshop lessons with the support of the teacher. Some of the reasons you need to be involved are:
 - You know the students and their disabilities,
 - You have the ability to provide consequences and keep the students on track,
 - The VR Counselor will often need help with activities,
 - You can co-facilitate the workshops and provide input,
 - Because it can take time to build trust and relationships with the students, you can support the VR Counselor since you already have this with your students.

- **Remember:** VR values the relationship with you and your school. In order for VR to provide this service and make an impact with your students, your investment in the VR Program and Job Readiness Workshops is crucial. If you have questions or need additional support from your VR Counselor, just let us know. VR is invested in youth with disabilities and will provide whatever means necessary to connect students with the VR Program, and teach them about the world of work.

★For more information about USOR's VR Program Transition Services or the Job Readiness Workshops, please visit our website at www.usor.utah.gov/transition or contact your VR Counselor directly. Through the transition website, we have provided many resources for you including; contact information for your school's VR Counselor, JRW material, resources and guidelines, applications and service options, etc.

Getting Started!

Why are the students here?

To learn about the importance of work and how to find a job that will make them happy, and they will be good at!

Ground Rules!

- Use phones and technology as appropriate
 - Respect each other
 - Be on time, there is a lot of information
- Come to each Workshop willing to participate
 - Weekly Workbook needs to be completed
- Use positive language throughout the workshop
 - Ask questions!!!

Feel free to add any ground rules the class has suggested, or that you feel are particularly necessary for the population or group. You or the VR Counselor may want to write them on the board/sticky paper. Remember to discuss the rules each week



We are also here to discuss
disabilities & other
barriers to employment

Workshop 1: The Value of Work

The objective of this workshop is to teach the students why we work, and the value of work. We work for a variety of reasons. These reasons are based on external and internal factors. Work has value, no matter what the job is. Helping the students discover their personal motivations for work is the foundation of the Job Readiness Workshop.



VS



Workshop 2: Self-Advocacy & Communication

The objective of this workshop is to get the youth thinking about their own communication style and learning how and why to become a self-advocate. Learning how to speak up for themselves (in whatever mode of communication they use), having the ability to communicate their needs and wants, understanding their rights and responsibilities, and having as much input in their life decisions are all important aspects of being a self-advocate. It is also important to show how self-advocacy and communication play an important role in successful employment.



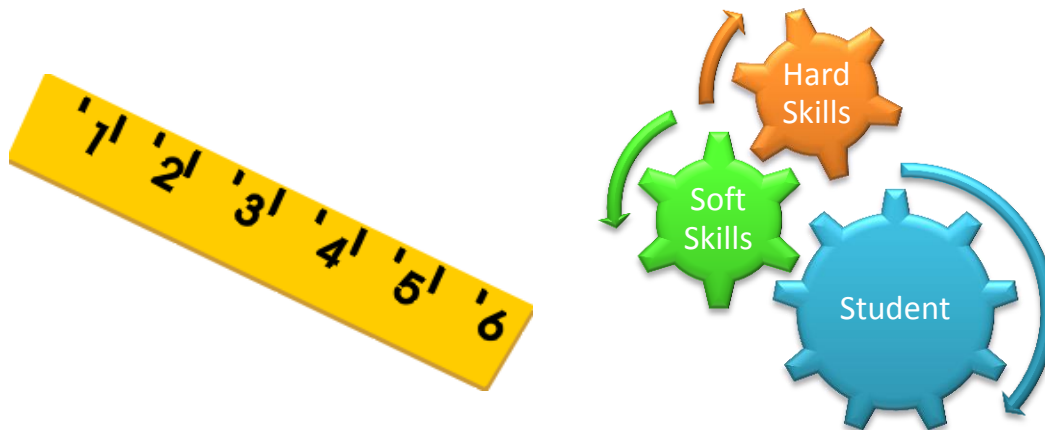
Workshop 3: Career Exploration

The objective of this workshop is to introduce the idea of career exploration. Everyone has their own hobbies, interests, and values that can direct the kind of career path best for them. This workshop teaches the youth to understand how personal aspects relate to employment and what training they may need. Money is also an important aspect to consider when discovering a career path. Giving the youth some real life information about cost of living will help begin the discussion of wages and career paths.



Workshop 4: My Skills & Goals

The objective of this workshop is to teach the youth the difference between ‘hard’ and ‘soft’ skills. This can be a confusing topic for many youth, but does play an important role in the success of employment. This workshop provides opportunities to help the youth discover their personal skills, and the skills they need to improve. The concept of ‘goal setting’ is taught in alignment with improving skills. Helping the youth set specific, measurable goals will help prepare them for the world of work.



Workshop 5: Making a Good Impression

The objective of this workshop is to help youth understand the concept of personal appearance and how to make a good first impression with an employer. The workshop teaches what an introductory speech (30 second commercial, elevator pitch, etc.) entails, and provides the opportunity for each youth to create and practice their introduction.



Workshop 6: Creating a Resume

The objective of this workshop is for the youth to learn what a resume is, as well as taking the skills they have identified throughout other workshops to actually create a resume for themselves. Many youth have not had employment opportunities, so teaching them how to bring skills and experiences from other areas of life to create a resume will be necessary.



Home

- Chores
- Babysitting
- Lawn mowing
- Music lessons
- Dance class
- Sports lessons
- Etc.



Community

- Volunteer work
- Religious activities
- Internships
- Job shadowing
- Community events
- Etc.



School

- Course work
- Band
- Art classes
- Theater
- Languages
- Honor society
- Sports
- Etc.

Workshop 7: Job Applications

The objective of this workshop is for the youth to understand the difference between a resume and an application, and explain why both are important aspects of employment. Because applications have to be completed for each job, this workshop provides the opportunity to practice filling out applications, while also using their resume to gain information requested on the application. Resumes and applications are all about the youth, and this workshop is designed to develop individualized relevance for the youth.



Workshop 8: Searching for a Job

The objective of this workshop is for youth to understand the many ways to search for employment. The concept of *networking* is introduced to help youth understand how their introductory speech and resume can benefit them when in their everyday communities. Also, many of the youth may need assistance with job searching activities. This workshop shares different opportunities for youth to gain assistance, including through Vocational Rehabilitation.

1st

(family, friends, coaches)



2nd

(co-workers, teachers)



3rd

(employers in your community)



Workshop 9: Understanding the Interview Process

The objective of this workshop is to introduce the interview process. It allows for youth to practice what to say, and teaches what questions may be asked. The workshop breaks down the different steps of an interview including preparing for, during, and after the interview. The workshop also teaches youth how to stand out in an interview and reinforces the idea of making a good impression.



Workshop 10: ADA & Staying Motivated

The objective of this workshop is to review all of the concepts discussed throughout the ten workshops. This workshop also provides an opportunity to discuss the ADA and an employee's responsibility when accommodations are needed. Disability disclosure is defined, but not pressed too much to prevent an uncomfortable situation for any workshop participants. Terminating a group relationship is important and meaningful. This workshop allows an opportunity to celebrate the completion of the workshops and make plans for moving forward with the VR process for any interested youth.



Additional Activities

★A lot of material was covered over the past 10-weeks. There may be topics that need more time or a refresher workshop. Additionally, there may be topics or activities that were not presented during the 10-weeks, but are identified as important or necessary. Here are some extra activities that VR has suggested that may be necessary or beneficial to consider. These activities can be developed by you as the teacher, or as a team with the VR Counselor. Again, this is all based on individual need.

- Vocational Rehabilitation Office Field Trip
- Community Employer Day with Mock Interviews
- Follow Up Workshops
- Computer Lab Activities
- Review/Certificate of Completion Party
- Individual Activities/Meetings
- Other

★This list is not exhaustive. There are many activities you and/or your VR Counselor may need to add or implement to the JRW. It all depends on the needs of your students.



Ending the Job Readiness Workshop & What's Next?

★ Now that the 10-weeks of Job Readiness Workshops have come to an end, what does that mean for your relationship and involvement with your VR Counselor? VR will continue involvement with your students and be a resource for you and your school. Throughout the workshops, the counselor discussed the possible resources and impact the students could gain by working with VR. Now that the workshops are complete, its time to look at the individual needs of students, and how the relationship with the school can be expanded.

- **Individualized Education Program (IEP):** Inviting the VR Counselor to student IEP meetings is a great way for them to meet the family and start working on individualized goals. Because of the student's participation in the JRW, they may be more willing to apply for VR assistance, now that they have a relationship with the counselor, and hopefully a better understanding of what VR can do for them in and outside of the school setting.
- **Work Experiences:** Very few of our youth with disabilities have employment in the community. One of VR's goals is to increase opportunities and services for students to engage in work experiences. This could be a summer job, social skills training in the community, career exploration, after school jobs, etc.
- **Teamwork:** VR wants to be a member of the team; district team, SpEd team, IEP team, family team, etc. Coordinating a time with your VR Counselor to spend time in your school working on all levels of team planning, will increase your VR partnership and increase successful outcomes for students.
- **Staying Involved:** The VR Counselor wants to be involved in your school. Invite them to agency fairs, parent nights, group orientations, etc. Their skillset in disability, employment, and resources can be a huge asset to you and your students while involved in transition planning.

★ Remember, VR values the relationship with you, your school and your students. VR strives to individualize their services in order to meet the specific needs of your school and students. Contact your VR Counselor for further discussions on collaboration, additional workshops, team planning, and IEP meetings. We are excited to provide the Job Readiness Workshops in your school, while keeping in mind all other areas where VR can be involved. Thanks for being such a great partner, and we look forward to continue providing any supports we can to increase employment outcomes for youth with disabilities.

JRW Teacher Notes

Thank you for your continued partnership with the Vocational Rehabilitation Program and dedication to increasing employment opportunities for transition-aged youth with disabilities.



