Listening to the Webinar

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Captioning

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- Once selected you will have the option to resize the captioning window, change the font size and save the transcript.
Sign Language Interpreter

- Sign Language Interpreter is available through the Video Feed associated with the Webinar Platform.
- To view the Sign Language Interpreter, choose "Video" from the Audio and Video Panel. This will open a video window.
- To ensure that your system retains focus on the Interpreter make sure that everything is unchecked in the options menu.

Useful Keyboard Shortcuts

- Full list - Keyboard Shortcuts from the Help menu on the Menu Bar.
- Speaker level Up:
  - Windows: Ctrl+Alt+Up Arrow
  - Mac: Command-Option-Up Arrow
- Speaker level Down:
  - Windows: Ctrl+Alt+Down Arrow
  - Mac: Command-Option-Down Arrow
- Chat: Move cursor to the Message text box
  - Windows: Ctrl+M
  - Mac: Command-M

More keyboard shortcuts

- Open Closed-Captioning window
  - Windows: Ctrl+F8
  - Mac: Command-F8

- Close Closed-Captioning window
  - Windows: Alt+F4 or Ctrl+W
  - Mac: Command-W
Listening to the Webinar, continued

MOBILE Devices supported include iPhone, iPad, Android Devices, Kindle Fire HD)**

Individuals can download the free Blackboard Collaborate App from the Apple Store, Google Play or Amazon

**Closed Captioning is not visible via the Mobile App and there is limited access to the white board for individual's using voice over technology

Submitting Questions

- You may type and submit questions in the Chat Area Text Box or press Control-M and enter text in the Chat Area
- If you are connected via a mobile device you may submit questions in the chat area within the App
- If you are listening by phone and not logged in to the webinar, you may ask questions by emailing them to webinars@ada-audio.org

Please note: This webinar is being recorded and can be accessed on the website at www.ada-audio.org within 24 hours after the conclusion of the session.

Customize Your View

- Resize the Whiteboard where the Presentation slides are shown to make it smaller or larger by choosing from the drop down menu located above and to the left of the whiteboard. The default is “fit page”
- Resize/Reposition the Chat, Participant and Audio & Video panels by “detaching” and using your mouse to reposition or “stretch/shrink”. Each panel may be detached using the icon in the upper right corner of each panel.
Setting Preferences

- To adjust your system settings for visual and audible notifications or when other actions are taken by participants.
- Select "Edit" from the tool bar at the top of your screen
- From the drop down menu select “Preferences”
- Scroll down to “General”
  - select “Audible Notifications” and Uncheck anything you don’t want to receive and “apply”
  - Select “Visual Notifications” and Uncheck anything you don’t want to receive and “apply”
- For Screen Reader User – Set preferences through the setting options within the Activity Window (Ctrl + Slash opens the activity window)

Technical Assistance

- If you experience any technical difficulties during the webinar:
  1. Submit a message regarding your issue via the chat area and the Moderator will address your concern via a private chat with you and/or refer it to one of the Great Lakes ADA Center IT Staff to contact you off line; or
  2. Email webinars@ada-audio.org; or
  3. Call 877-232-1990 (V/TTY)

SUPPORTING STUDENTS WITH DISABILITIES TO GAIN FULL EMPLOYMENT

Presented by Janet Peters, Marnie O’Brien, and Adrienne Kleinman

ADA Audio Conference April 21, 2015
The Great Lakes ADA Center is a member of the ADA National Network and serves Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin.

The ADA National Network provides information, materials, technical assistance and training on the Americans with Disabilities Act of 1990 (ADA) and accessible technology.

• Disability and Employment
• Punch-In Project Overview
• Punch-In Pilot Course Participation

Background
• An estimated 48.9 million people, or 19.4% of the non-institutionalized civilians, have a disability. An estimated 24.1 million people have a severe disability. An estimated 34.2 million people, or 17.5%, have a functional limitation. (NSIP, 2015)

• The unemployment rate in the United States for individuals with disabilities is 11.7% vs 5.3% for people without disabilities (US Department of Labor, 2015)

• The role of workplace accommodations as a key factor for successful employment of individuals with disabilities. (JAN, 2015)

• A growing body of research highlights the importance of self-advocacy skills for employment success. (NPCTE, 2015)
Americans with Disabilities Act

Title I - Employment
- Designed to help people with disabilities access the same employment opportunities and benefits available to people without disabilities.
- Requires employers to provide reasonable accommodations to qualified applicants or employees.
- Defines disability, establishes guidelines for the reasonable accommodation process.
- Technical Assistance is provided by the ADA National Network.

Low Cost – High Impact
- Employers want to provide accommodations so they can retain valued and qualified employees.
- Most employers report no cost or low cost for accommodating employees with disabilities.
- Employers report accommodations are effective.
- Employers experience multiple direct and indirect benefits after making accommodations.
Assistive Technology Survey

- "using technology did help me perform 99% of all my job functions (and employers were reasonable about having me swap those responsibilities with another worker (it was worked out between myself, the co-worker and supervisor)"

- "AT is the reason I am able to do my job, mostly I use a calendar app to keep me organized"

- "I never heard about this stuff before college, but it was definitely the reason I was able to graduate"

Punch-In Project

www.punch-in.org

PUNCH-IN WEBSITE OVERVIEW

Presented by Adrienne Kleinman
Welcome To Punch-In

Joining the Success Network

Logging in to the Success Network
My Profile Tab, continued

Take the Course Tab

Take the Course Tab, continued
Taking A Closer Look

Inch-In is sponsoring a new webinar.

Taking A Closer Look: Inbox

Taking A Closer Look: Composing a Message
Taking A Closer Look: Chat, continued

Signing Out

Congratulations!!!
PUNCH-IN COURSE
OVERVIEW
Presented by Marnie O'Brien

Punch-In Employment Course

Overview
Overview, continued

Before You Begin

Syllabus

Course Information:
- Introduction to the Course: January 26, 2015 - February 1, 2015
- Planning Your Career: February 14, 2015 - February 24, 2015
- Planning Your Career: February 25, 2015 - March 1, 2015
- Planning Your Career: March 2, 2015 - March 6, 2015
- Conclusion of the Course: March 7, 2015 - March 13, 2015

Course Expectations:
- By completing the course agreement form you are expected to do the following in this course:
  - Complete all module assignments and activities within the time frame described.
  - Be prepared and ready with your assessment on the Punch in webinar.

Course Description and Objectives

Introduction to the Course

Great Lakes ADA Center - Janet Peters
Introduction

Welcome to the Punch-In Course.

The Punch-In Employment Course is online and moderated by experts in the field. The course is designed to give you information to start your job search and a social network of mentors, peers, and experts to support you in the process. This introduction section is an opportunity to explore how to use our social network and introduce yourself to your classmates.

1. Students will develop technical skills needed to participate in the Punch-In online course.
2. Students will post and reply to the discussion forum for the introduction section.

Read and Explore

• Use the Punch-In Site导, setting Record Video: http://punchinnetwork.punchin.org/page/course for their
• Write or record a video introducing yourself and post it in the Discussion thread labeled Introduction to the Punch-In Course.
• Visit authenticator in order to your profile page.
• Add your course moderator as a friend.

Discussion Forum

Module 3 - Group Discussion

Welcome to the discussion forum. Please share your experiences and insights related to the topics discussed in the course. Your participation is valuable and will contribute to the learning experience of your peers. Remember to be respectful and constructive in your comments.

Module 4 - Group Discussion

Explore the topics discussed in the previous modules and share your thoughts and feedback. Engage with your peers and contribute to the ongoing dialogue.

Module 5 - Group Discussion

Discuss the implications of the topics covered in the course and how they relate to your own experiences. Share your insights and ideas, and learn from the perspectives of others.

Module 6 - Group Discussion

Reflect on the course content and your learning journey. Share any challenges or successes you encountered and how they have impacted your learning.

Discover Yourself Module

The Discover Yourself module is designed to help you on your career path, unlocking your unique skill set and helping you identify your interests and strengths. This module is interactive, allowing you to explore different career pathways and make informed decisions about your future.

1. Students will develop a statement of their personal and career goals.
2. Students will identify their transferable skills and interests.
3. Students will explore potential career paths and job opportunities.
4. Students will engage in self-reflection and career planning.
5. Students will create a career action plan.

Resources

- Resume Workshop
- Job Search Strategies
- Networking Tips
- Career Assessment Tools

Conclusion

Thank you for participating in the Punch-In Employment Course. We hope you have found the information valuable and that it has helped you in your job search.

If you have any questions or need further assistance, please don’t hesitate to contact us. We are here to support you on your journey.

Great Lakes ADA Center - Janet Peters
Getting Prepared Module

The Getting Prepared module will help you identify and discuss the skills involved in finding and keeping a job. It is much easier to learn about work readiness skills if these skills are explained in a structured format. This module will give you an overview of the types of work readiness skills, such as work skills and workplace skills, and will help you to identify the work readiness skills you need to acquire before you can be successful in the workplace. The module will also provide you with an overview of the types of work readiness skills, such as work skills and workplace skills, that you will need to acquire before you can be successful in the workplace.

1. Students will identify the work readiness skills that are necessary for success in the workplace.
2. Students will identify the types of work readiness skills, such as work skills and workplace skills, that are necessary for success in the workplace.
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10. Students will identify the types of work readiness skills, such as work skills and workplace skills, that are necessary for success in the workplace.

Great Lakes ADA Center - Janet Peters
Use Technology Module

The use of AT is a key to your successful employment. The ADA mandates that the workplace be accessible to all, and AT is a key tool in achieving this goal. However, many employers are unsure of how to incorporate AT into their workplace. The Great Lakes ADA Center is dedicated to helping employers understand the benefits of AT and how to effectively use it. Whether you are a employer, a employee, or a student, this module will provide you with the knowledge and skills you need to succeed in the workplace.

Objectives:
1. Students will learn about the different types of AT available and how to identify the appropriate AT for their particular needs.
2. Students will explore funding resources for AT and develop a plan to acquire AT.

Module 5 AT Activity Response

Self Awareness

Gained multiple insights and more awareness about my skills and how they can be used.

Your Response (E):
I have an overall good sense of my skills, abilities, and how they can be utilized to support my employment goals.

Disclosure of Disability

Gained more awareness about how to disclose disability.

Your Response (E):
I understand how to disclose my disability to others in the workplace and how to present it in a positive manner.

Final Module: Next Steps

The final module of this series is designed to help you put into practice what you have learned in the previous modules. This module will guide you through the process of creating an action plan for implementing AT in your workplace. You will also have the opportunity to reflect on what you have learned and how it applies to your own situation.

Final Exam

The final exam is designed to assess your understanding of the material covered in this series. You will have the opportunity to demonstrate your knowledge and skills in a variety of formats, including multiple choice, short answer, and essay questions.

Next Steps

Now that you have completed this series, you are ready to take the next step in your career. The Great Lakes ADA Center offers a variety of resources to help you succeed in the workplace. You can contact us directly or visit our website to learn more about our services.
Participate in the Pilot
- Student Groups from 5 – 20 participants
- Post Secondary Students
- Transition Program Students
- High School Students
- AT Centers with Clients/Students
- Free of Charge
- Online Moderator to Provide Guidance and Feedback
- Participation in Special Punch-In Events and Webinars

Interested? Contact Janet Peters jpete@uic.edu
(312) 413-5931 – Direct Line

Questions?
You May Type and Submit questions in the Chat Area Text Box or press Control-M and enter text in the Chat Area

THANK YOU FOR YOUR ATTENTION
Janet Peters
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(312) 413-5931 – Direct Line
Skype: janet.l.peters
Follow us on Twitter: @punchin_success
The next scheduled session is:
“Cognitive Innovations to promote independence in the home and in the Community”

May 19, 2015

Register at: www.ada-audio.org or call 877-232-1990 V/TTY

Thank you for participating in today’s ADA-Audio Conference Session

You will receive an email following the session with a link to the on-line evaluation