

ADA AUDIO
Conference
ADA NATIONAL NETWORK

Supporting Students with Disabilities to Gain Full Employment

April 21, 2015
Presented by
Janet Peters, Adrienne Kleinman, Marnie O'Brien
Great Lakes ADA Center

The Session begins at 1:00 pm CST. We will be testing audio quality periodically

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Listening to the Webinar

- The audio for today's webinar is being broadcast through your computer. Please make sure your speakers are turned on or your headphones are plugged in.
- You can control the audio broadcast via the Audio & Video panel. You can adjust the sound by "sliding" the sound bar left or right.
- If you are having sound quality problems check your audio controls by going through the Audio Wizard which is accessed by selecting the microphone icon on the Audio & Video panel



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Captioning

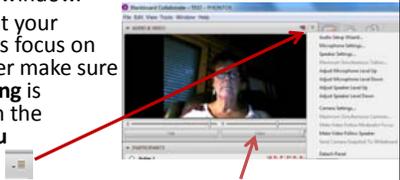
- Real-time captioning is provided during this webinar.
- The caption screen can be accessed by choosing the  icon in the Audio & Video panel.
- Once selected you will have the option to resize the captioning window, change the font size and save the transcript.



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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



Select Video

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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

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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

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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

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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

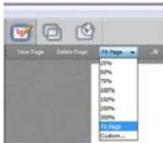


Please note: This webinar is being recorded and can be accessed on the website at www.ada-audio.org within 24 hours after the conclusion of the session.

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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.

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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)

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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)

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SUPPORTING STUDENTS WITH DISABILITIES TO GAIN FULL EMPLOYMENT

*Presented by Janet Peters,
Marnie O'Brien, and Adrienne
Kleinman*

ADA Audio Conference April 21, 2015

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Great Lakes ADA Center 



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.

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



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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)

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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.
- Regulated and enforced by the U.S. Equal Employment Opportunity Commission.
- Technical Assistance is provided by the ADA National Network

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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.

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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 workers (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 hear about this stuff before college, but it was definitely the reason I was able to graduate”

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Punch-In Project



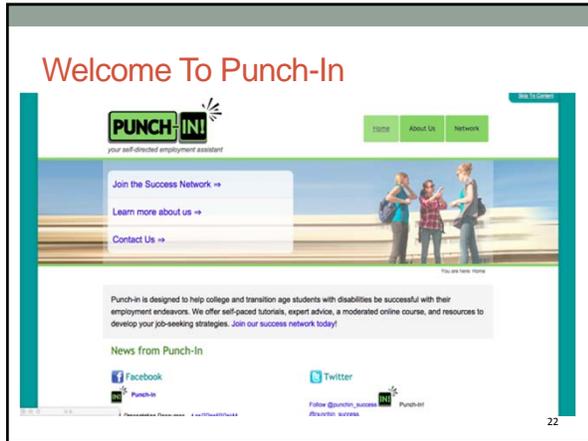
www.punch-in.org

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PUNCH-IN WEBSITE OVERVIEW

Presented by Adrienne Kleinman

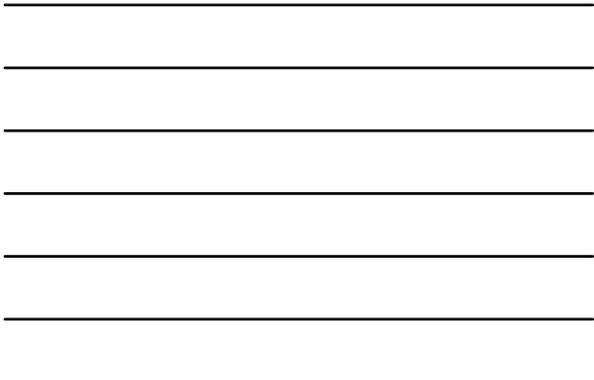
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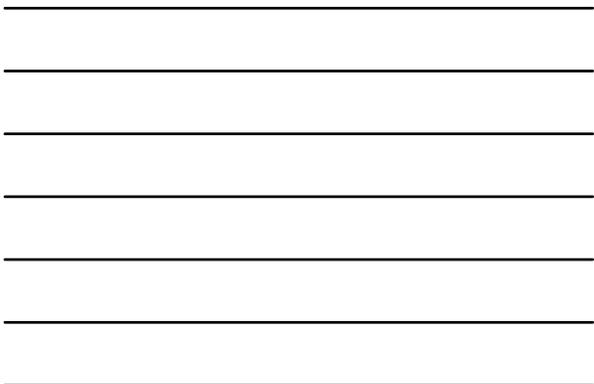
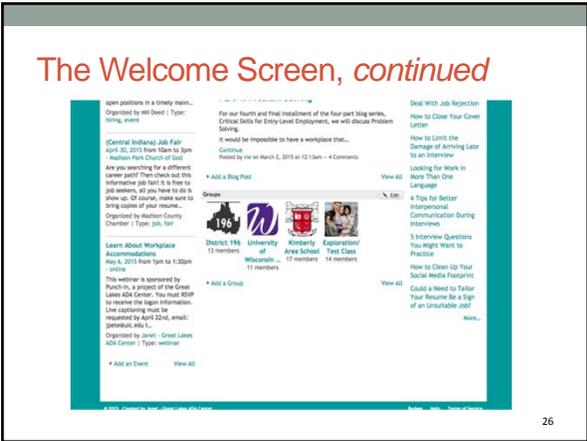




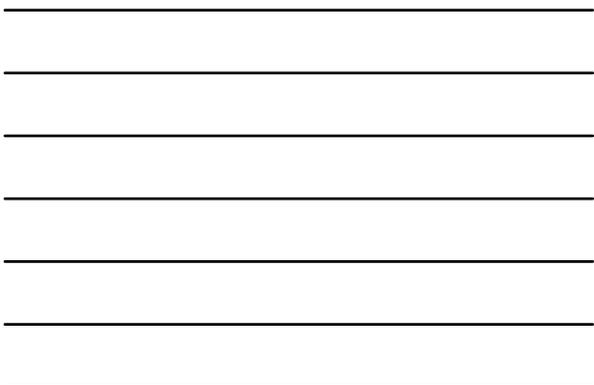
The Welcome Screen



The Welcome Screen, continued



My Profile Tab



Video Library Tab

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Video Library Tab: Expert Videos

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Video Library Tab: Digital Tips

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Taking A Closer Look

Welcome My Profile Take the Course Video Library Explore Careers About Us Manage

Edit Adrienne Kleinman

Inch-In is Sponsoring A New Webinar

Sign Out

Inbox

Friends - Invite

Settings

Members Edit

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Taking A Closer Look: Inbox

PUNCH-IN! YOUR SELF-DIRECTED EMPLOYMENT ASSISTANT

Welcome My Profile Take the Course Video Library Explore Careers About Us Messages

Messages

Inbox Sent Archive Compose

Adrienne Kleinman

Sign Out

Inbox

Friends - Invite

Settings

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Taking A Closer Look: Composing A Message

PUNCH-IN! YOUR SELF-DIRECTED EMPLOYMENT ASSISTANT

Welcome My Profile Take the Course Video Library Explore Careers About Us Messages

Messages

Inbox Sent Archive Compose

Adrienne Kleinman

Sign Out

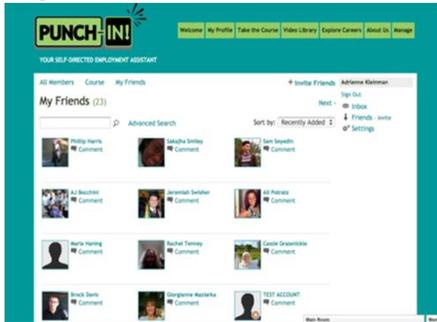
Inbox

Friends - Invite

Settings

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Taking A Closer Look: Friends



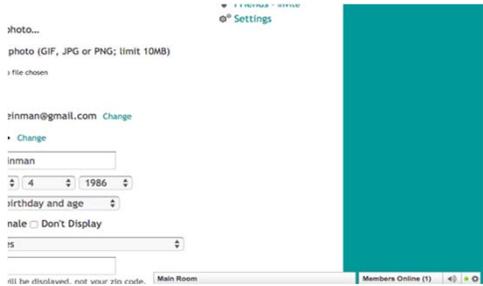
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Taking A Closer Look: My Settings



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Taking A Closer Look: Chat



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Taking A Closer Look: Chat, *continued*

4G; limit 10MB

Change

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Members Online (1)
Adrienne Kleinman

Main Room

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Signing Out

Adrienne Kleinman Sign Out Search Punch-in

Profile Take the Course Video Library Explore Careers About Us Manage

Adrienne Kleinman

Signing A New Webinar

by Punch-In, a project of the Great Lakes ADA receive the logon information...

Sign Out

Inbox

Friends - Invite

Settings

Members

Veterinarian

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Congratulations!!!

Sign In to Punch-In

New? Click here to join

About Punch-In

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PUNCH-IN COURSE OVERVIEW

Presented by Marnie O'Brien

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Punch-In Employment Course

The screenshot shows the Punch-In website interface. At the top, there is a navigation bar with links: Welcome, My Profile, Take the Course, Video Library, Explore Careers, About Us, and Manage Course Groups. Below the navigation bar, the main content area features a 'Blog Posts' section. The featured post is titled 'Punch-In is Sponsoring A New Webinar' by Marnie O'Brien. The post text reads: 'This webinar is sponsored by Punch-In, a project of the Great Lakes ADA Center. You must RSVP to receive the login information...'. Below this, there is another post titled 'Career Profile: Veterinarian' and a third titled 'Time: Once You've Lost It, You Can Never Get It Back'. On the left side of the page, there is an 'Events' section with a 'Cardinal Staffing Hiring Event' and an 'On-site Hiring Event - Brooklyn Park WorkForce'. The page number '47' is visible in the bottom right corner.

Overview

The screenshot shows the 'My Groups' page on the Punch-In website. The navigation bar is the same as in the previous screenshot. The main content area is titled 'All Groups (4)' and lists four course groups. Each group entry includes a profile picture, the group name, the number of members, and a brief description of the course. The groups listed are: 'Exploration/Text Class' (14 members), 'District 196' (13 members), 'Kimberly Arns School' (17 members), and 'University of Wisconsin-Whitewater' (13 members). The page number '48' is visible in the bottom right corner.

Overview, continued

The screenshot shows a course overview page on the PUNCH IN! platform. The course is titled 'University of Wisconsin Whitewater' and is created by Janet at the Great Lakes ADA Center. The description states that the course is sponsored by the Center for Students with Disabilities through Great Lakes ADA and is intended to prepare students for internships and employment opportunities. The course runs from January 26, 2015, to March 13, 2015. There are 11 members and the last activity was 3 hours ago. The page includes a navigation bar with options like 'Welcome', 'My Profile', 'Take the Course', 'Video Library', 'Explore Courses', 'About Us', and 'Logout'. There are also buttons for 'Sign Out', 'Index', 'Friends', and 'Settings'.

Overview, continued 2

The screenshot shows a course conclusion page for 'Module 5 March 9 - March 13, 2015'. The page includes a syllabus with sections for 'Course Conclusion', 'Syllabus', 'Course Tip Sheet', 'Video Tutorial', 'Introduction', 'Module 1', 'Module 2', 'Module 3', 'Module 4', and 'Conclusion'. The 'Take the Next Steps' section includes a video of a student and text stating that this is the final section of the course. The 'Conclusion Learning Objectives' section lists two objectives: 1. Students will summarize what they have learned in the Punch-in Employment course. 2. Students will write what their next steps in their employment endeavors will be. The 'Watch' section features a video titled 'Rachel's Story, What's disability to me?' sponsored by the World Health Organization. The 'Read and Explore' section includes a link to a page about staying motivated when looking for a job. The 'Do' section includes two tasks: 1. Share your thoughts and suggestions about the course with the course moderator. 2. Write three things you plan to do within the next month to advance your job.

Before You Begin

Syllabus

The screenshot shows a syllabus page for the course. The syllabus includes the following information:

- Course Dates:**
 - Introduction to the Course: January 26, 2015 - February 1, 2015
 - Discover Yourself Module 1: February 2, 2015 - February 8, 2015
 - Getting Prepared Module 2: February 9, 2015 - February 15, 2015
 - Find A Job Module 3: February 16, 2015 - February 22, 2015
 - Know Your Rights Module 4: February 23, 2015 - March 1, 2015
 - Use Technology Module 5: March 2, 2015 - March 8, 2015
 - Conclusion of the Course: March 9, 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 timeframe required.
 - Be honest and kind with your comments on the Punch-in website.
 - And keep the information from the Punch-in site private within site.
- Course Description and Links:**
 - Introduction to the Course

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 career search and a social network of mentors, peers, and people to support you in the process. This Introduction section is an opportunity to learn how to use our social network and introduce yourself to your classmates.

Introduction Learning Objectives

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

Watch

- Janet Peters, Project Coordinator at Great Lakes ADA Center, will demonstrate the technical features of the Punch-In Course.



Read and Explore

- How To Use the Punch-In Site (friend, posting, Record Video). <http://success-network.punch-in.org/page/course-tip-sheet>

Do

- Write or record a video introducing yourself and post it in the Discussion below labeled Introduction to the Punch-In Course.
- Add a picture or avatar to your profile page.
- Add your course moderator as a friend.

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Discussion Forum

Discussion Forum

Conclusion
Write three things you plan to do within the next month to advance your job search.
Continue
Started by Janet - Great Lakes ADA Center Mar 9.

Module 5 Use Technology
Research Assistive Technology from the Module 5 Resources list. Write about at least one technology that was new to you or that you found interesting.
Continue
Started by Janet - Great Lakes ADA Center Mar 2.

Module 4 Discussion 4 Replies
List three examples of potentially illegal interview questions under the ADA.
Continue
Started by Janet - Great Lakes ADA Center. Last reply by Marilee O'Brien Mar 2.

Module 3 Discussion 8 Replies
Google yourself, share what you find, including others with the same name, share what you find here.
Continue
Started by Janet - Great Lakes ADA Center. Last reply by Marilee O'Brien Mar 2.

Module 2 Getting Prepared Discussion 7 Replies
Post your resume to the Discussion here. Check back often, the course moderators will assist students in this endeavor.

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Discover Yourself Module

Explore your values, interests and personality for career success!



The Discover Yourself module is designed for students who are beginning to prepare for a job search. Right now you may think looking for work will be a difficult or frightening prospect, especially in today's economic times. However, by using the tools and information we've provided on this website (along with the help of family, school, counselors, and other support networks), you'll be able to turn your job search into an adventure! The very first step, of course, is determining what kind of job you want. You may already have given this considerable thought when you chose your field of study, or you may want to further discover your interests, values, and abilities. We recommend taking time for extra self-exploration because it is instrumental in matching you to a job in which you have the greatest potential for success.

Module 1 Learning Objectives

1. Students will develop a statement to define and articulate career goals, including their values and personal qualities.
2. Students will research the occupational information, such as wages, skills required, and outlook of potential careers with the Punch-In employment tools.

Watch

- Jennie Neuvitsan, Manager of Youth Transition Services at Opportunity Partners, talks about the importance of knowing your values and personality in the job search.



- Kevin O'Connell, founder of the Niche Movement, discusses cultivating your unique self to network and find a job you love.

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Getting Prepared Module

Create, organize, plan and practice for job success.



The Get Prepared module will help you to learn about some of the skills involved in finding and keeping a job. It is worth your time to learn about work readiness skills, as these skills are the foundation you will need to succeed as an employee in the working world. Many students want to "jump right in" and start looking for a job, but doing a thoughtful and thorough inventory is critical to a successful job search. The foundational steps of thinking about work readiness skills, such as your work ethic or leadership skills, will also help you to write a great resume and cover letter and be ready for that important interview. Thoroughly explore all the sections of this module. The work done here will help you in every phase of the process, including being successful at a job once you've accepted it.

Module 2 Learning Objectives

1. Students will study desirable conduct in the workplace and contrast with problematic behaviors.
2. Students will create a resume and cover letter that accentuates their best assets.

Watch

- Anysha Gilliam, Manager of Youth Transition Services at Opportunity Partners, talks about the importance of knowing your values and personality in the job search.



- Katherine A. Battee-Freeman, Associate Director for Career Development at University of Illinois Chicago, discusses what you need to get prepared for your job search.

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Find A Job Module

Use your resources to network and find a job



The Find A Job module helps you set your job search in motion. A job search includes the way you discover, apply, and interview for employment. It may seem daunting, but it is important to be proactive and positive about your job search. One key is to use the supports you have for your job search, which includes networking with family and friends, as well as taking advantage of any opportunities you may have through school. The career services department and disability services office at your school have many resources to help students through career exploration and provide connections to local employers. "Take advantage of all of your options!" This module will help you develop your networks, practice your strategy, and locate those jobs. It also contains special considerations for students with disabilities, including transportation, health care, benefits, and accessible housing.

Module 3 Learning Objectives

1. Students will identify networking opportunities within their circle of peers, family, and neighborhood.
2. Students will explore job postings on electronic career sites.
3. Students will learn about whether to disclose a disability in the workplace setting.

Watch

- Dan Meyers, Job Developer at Opportunity Partners, talks about disability considerations that may impact your job search.



- Marisa O'Brien, Founder and Director of PC Coaches, discusses online networking and the tools that are available to assist you in finding that perfect job.

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Know Your Rights Module

Introduction to the Americans with Disabilities Act and what it means for you



The Know Your Rights module is an introduction to your protections under the Americans with Disabilities Act (ADA). The ADA is a federal civil-rights statute protecting the rights of people with disabilities. It affects access to employment, state and local government programs and services, access to places of public accommodation such as businesses, transportation, and non-profit service providers, as well as telecommunications. Since you are in the process of searching for a job, be aware that the ADA prohibits discrimination in all employment practices, including job application procedures, hiring, firing, advancement, compensation, training, tenure, layoff, leave, fringe benefits, and all other employment-related activities. This module will explore who qualifies as a person with a disability under the ADA and how to request an accommodation to help you be successful on the job. However, you must still be qualified for the position and be able to perform the essential functions of the job.

Module 4 Learning Objectives

1. Students will create a presentation outlining the basic aspects of the Americans with Disabilities Act (ADA) law.
2. Students will create a list of interview questions about disability that are illegal to ask under the ADA.

Watch

- Peter Berg is the ADA Technical Assistance Coordinator for the Great Lakes ADA Center. He talks rights and responsibilities under the ADA.



- Cindy Tereshko, ADA Specialist, discusses details of the ADA and the types of interview questions that are allowed, and not

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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

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Questions?

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

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THANK YOU FOR YOUR ATTENTION

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ADA NATIONAL NETWORK

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

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ADA NATIONAL NETWORK

**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

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