

JIVE

JUMP INTO VOCATIONAL EXPLORATION

A Collaborative Program

James Madison University

Rockingham County Public Schools

Harrisonburg City Public Schools

Virginia Department of Education Region 5

Training/Technical Assistance Center

JIVE

JUMP INTO VOCATIONAL EXPLORATION

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JIVE History

During the 2001-2002 academic year a collaborative group, comprised of James Madison University faculty and staff, Rockingham County Public School personnel, and Virginia Department of Education's Region 5 Training and Technical Assistance Center (T/TAC) secondary/transition coordinator, developed the idea for JIVE. The team's goals were to:

- Create a collaborative effort between a four-year institution and public school to provide training, work sites, and a vocational assessment program for high school students with disabilities.
- Enhance the JMU / Rockingham County Schools partnership.
- Provide vocational/transition experiences for JMU pre-service teachers.
- Provide community based work sites for students who have completed a school based work/study program, and;
- Use an initial site as a model for the creation of additional campus sites.

This program would suit the needs of both JMU teachers in training and RCPS students with special needs. JMU students would assess RCPS students in various JMU work sites.

The idea came to fruition during the fall of the 2002-2003 academic year when eight job coaches and students were paired and placed in situational assessments at the JMU Dining Hall. The students and job coaches provided positive feedback on their experience. The employer response was also positive and encouraged other employers to participate in the program. During the spring semester, JIVE expanded to other food service vendors, the Educational Technology & Media Center and T/TAC. Program feedback from consumers remained positive as the program grew in both numbers and job site locations.

Academic year 2003-2004 provided an opportunity to maintain sites and explore avenues for expansion. The Shenandoah Valley Regional Program, through a grant provided by the Virginia Department of Education, agreed to fund a position to build work sites and further develop policy and procedure. During the summer, the JIVE assessment locations expanded from three sites to ten. This position became the responsibility of a T/TAC consultant following the school year.

In fall 2004, RCPS student numbers grew from four in previous years to seventeen while job coach numbers grew to thirty-five creating varied challenges for JIVE. As a result of those challenges, JIVE expanded to include Harrisonburg City Public Schools. Also, JIVE solicited evaluations from all consumers. As a result of the evaluations, communication and additional policy and procedures were identified as areas of needed improvement.

During the spring/summer of 2005 a guidebook was developed to address the roles of all consumers involved with JIVE. This guidebook provides a systematic approach to communication and procedures for the JIVE program, which will ensure its continued success.

Currently, the program is led by a four person team. The JMU professor/T-TAC consultant is responsible for training the coaches and is the liaison between the coaches and schools; an

additional T/TAC consultant is responsible for developing the job sites and is the liaison between the coaches and employers; the Rockingham County school transition specialist creates the JIVE schedule and is the liaison between the school division, university and coaches; and the Harrisonburg City transition specialist is the liaison between the school division, university, and coaches. The guidelines for each role are located at the end of this chapter.

JIVE Purpose and Benefits

The JIVE program resulted from Rockingham County Public School's (RCPS) desire to find community short-term assessment sites for students with disabilities and James Madison University's Exceptional Education Department's desire to place teachers in training as job coaches in real work situations. The purpose of the JIVE Program is to create a secondary transition education program where RCPS and Harrisonburg City Public School (HCPS) students with disabilities are provided with a variety of situational assessments enhancing their ability to make choices, and develop independence, educational, career and interpersonal skills. JIVE also provides an authentic learning and teaching environment for JMU teachers in training preparing to work in the field of special education and related services as they assess RCPS and HCPS students on the JMU campus. In addition, this program helps the JMU community better understand and appreciate persons with disabilities.

Goals:

- Enhance JMU/RCPS/HCPS/VDOE TTAC partnership.
- Create a collaborative program between a four-year institution and public schools that provides situational assessment sites for high school students with disabilities.
- Provide a vocational/transition experience for JMU pre-service teachers.
- Provide community-based work assessment experiences for high school students with disabilities who have completed school-based work-study programs.
- Provide high school students with disabilities opportunities for short-term situational job assessment.

Benefits for JIVE Students:

- Receive job assessment and work place exposure beneficial to decision making about future employment in a community environment.
- Enhance social and interpersonal skills through interaction with college students.
- Increase abilities to function independently in work, community, and social environments.

Student's quote on the JIVE experience:

"There was nothing that I did not like about working at UREC. I would like to work here again after I graduate."

Benefits for JIVE Job Coaches:

- Provides JMU students enrolled in exceptional education related courses experiences regarding mentoring, supervising, assessing, and job coaching individuals with disabilities.
- Provides experience working in field of interest.
- Provides on-campus practicum experiences.

Job Coaches' quotes on the JIVE experience:

"A whole new window has opened for me! I previously thought I wanted to work with younger students in special education, but now I realize how much fun the high school population can be."

"I learned that students with disabilities can do more than I thought and I can work with these students."

Benefits for Rockingham County and Harrisonburg City Public Schools:

- Provides situational assessments for high school students with disabilities.
- Provides a scope and sequence for gaining multiple vocational experiences in preparation for competitive employment.
- Provides an unbiased assessment from external evaluators.

Teacher's quote on the JIVE experience:

"Yes, the student gained from the experience. I have since used her experience with JIVE to move toward a job in the community."

Benefits for James Madison University:

- Provides the JMU community with positive exposure and appreciation for individuals with disabilities.
- Provides on-campus practicum experiences for students enrolled in related fields.
- Exposes JMU employers to potential employees.

Employers' quotes on the JIVE experience:

"The fact that a student with a disability was able to interact with our staff and grow with them in a work environment was amazing..."

"I love working with these students. They have so much to give. There is one young lady I would have hired on the spot..."

Criteria for Participation

Listed below are the six criteria for student participation in the JIVE program. However, each application will be reviewed on a case-by-case basis.

Criteria for Participation

Students should:

1. Be between the ages of 16 and 22.
2. Have an identified mild to moderate disability with an IEP that includes a focus on functional/life skills.
3. Have successfully participated in a school-based work-study program.
4. Have successfully completed pre-vocational classroom instruction that may include social skills, work ethics, behavior, self-advocacy, and related work skills.
5. Have mastered independence in personal hygiene and medical needs.
6. Have insurance coverage or have purchased school health insurance.

Timeline for Fall Experience

- Spring/Fall: Teachers identify potential students
- Summer: JIVE employment coordinator identifies work assessment sites on campus
- Summer: JIVE employment coordinator meets with employers; Confirm previous placements
- August: JIVE school coordinator conducts teacher in-service; Teachers submit applications for high school students
- August: JIVE coordinators and university faculty introduces JIVE to pre-service teacher candidates; Solicit job coaches
- September: JIVE school coordinator schedules job coaches and transportation is arranged
- September: University faculty trains job coaches (interview and task analysis)
- September: Job coaches meet with students/teachers at school
- September: Job coaches visit assessment site and complete an ecological survey
- September: University faculty train job coaches (data collection tools/evaluation)
- September: Job coaches assess students
- Fall: Job coaches complete and submit final report for each assessment site
- Fall: Job coaches and teachers have on-going communication about student's progress
- Fall: All participants continually communicate with one another
- December: University faculty and JIVE coordinators review final report and teachers modify IEP

Teacher Guidelines

The JIVE program is designed to provide you with assessment information about your student from a variety of work settings. In order for the program to run efficiently and effectively you will need to follow the procedures below. Included in Appendix B is a Teacher Checklist. Please use the checklist to ensure all needed paperwork has been completed prior to the students beginning JIVE.

Communication Suggestions: The teacher is the main contact for communication between the school and the job coach. The expectation is that the teacher and job coach will have regular correspondence. The schedule and mode of communication should be established between the job coach and teacher at the beginning of each JIVE session. You will find more specific suggestions for communication in the guidelines below.

Guidelines:

- During the spring prior to placement in the fall, identify potential students, using the criteria for participation found on page 5.
- Once identified speak with both the parent and the student to gauge interest and explain the program.
- Share the JIVE brochure with the parent and student and explain the benefits of participating in JIVE as it pertains to the student's postsecondary goals.
- Share the student and parent guidelines with both parties.
- Once the student and parent have agreed to participate in JIVE, review the IEP to see if an addendum is needed to add a referral for functional vocational assessment to the Transition section of the IEP. It should be noted in the Employment and Post-School Living Objectives portion of the transition page.
- During the summer, but not later than the August workdays, prepare and secure signatures from parents for the Application, Parent Permission, Health Insurance Statement and Documentation, and Authorization for Requests and for Release of Information, and Labor Laws Regulations Contract.
- By the second week of school, submit completed paperwork and contact the JIVE school coordinator with times and days the student is available for JIVE. Please consider transportation when relaying this information.
- Set up transportation.
- The JIVE school coordinator will schedule a meeting with the JMU job coach, teacher, and student at the school. All paperwork should be submitted prior to the meeting.
- Before the meeting go over the student guidelines again with the student.
- At the meeting, exchange phone numbers and email addresses with job coach and allow time to discuss the student and placement.
- Give the job coach the opportunity to meet with the student independently.
- Give the job coach a copy of the application for their information (job coach may keep copy).

Teacher Guidelines continued:

- Give the job coach a copy of the Labor Laws Regulations Contract to share with the employer.
- Establish a communication schedule and preference (email, phone, etc) with the job coach. Remember to consider communication in case of emergencies.
- Give the front office a schedule of when students will not be in the building.
- Maintain communication with the job coach offering suggestions and ideas for working with the student.
- At the end of the program, review the Performance Summary/Recommendations report and make any needed adjustments to the IEP or student schedule.
- Send a copy of the Performance Summary/Recommendations report home after each assessment.
- Complete the Teacher Evaluation and Program Feedback form at the end of the session.

Note: This is a good time to make adjustments to the IEP and discuss community supports for work (DRS, CIL, Supported Employment agencies, CSB, etc.).

Parent Guidelines

The JIVE program is designed to provide you and your child with assessment information from a variety of work settings. In order for the program to flow efficiently and effectively you will need to follow the procedures below.

1. Once your child has been identified as a JIVE candidate, the teacher will contact you to gauge interest and explain the program.

2. If you express a desire for your child to participate in the program, the teacher will send home the following documents for your signature. Please read the documents carefully and contact either your child's teacher or the JIVE school coordinator with questions or concerns.

- Labor Laws Regulations Contract that explains the laws governing this type of work assessment.
- Parent Permission, Health Insurance Statement, and Authorization for Requests and for Release of Information and Photo/Video Permission document that requires your signature in four places.
 - The first section gives permission for your child to participate in the program.
 - The second section is the health insurance statement. JIVE participants must have health insurance. Please attach a copy of the health insurance card or send the card to school for the teacher to make a copy of it. If your child does not have health insurance the school has a policy available for a nominal fee. Please ask your child's teacher for an insurance application if you do not have health insurance for your child.
 - The third section gives permission to exchange information with the job coaches concerning your child's disability and academic functioning.
 - The fourth section gives permission for students to be photographed or videotaped for educational and training purposes. This is not a requirement of the program. Sign this form only if you and your child are comfortable with this decision.

If you have questions concerning your child's progress in the JIVE program please contact the child's teacher or the JIVE school coordinator.

Upon completion of each work site assessment, a report will be generated documenting your child's strengths, preferences, interests and areas of needed improvement. The teacher will send a copy of the report home to you.

Student Guidelines

The JIVE program is designed to provide you with assessment information on your, strengths, preferences, interests and areas of needed improvement in different job settings. In order for you to benefit from your participation in JIVE you need to follow the guidelines listed below.

- Have your parents sign the papers your teacher sends home with you by the deadline your teacher gives you.
- Bring them back by the deadline.
- Look over the documents and sign them indicating your willingness to participate in JIVE.
- The job coach will visit you at school to get to know you better and talk about the placement. Be willing to share your interests and thoughts. Ask questions you may have regarding the program.
- You need to attend school regularly to participate in JIVE.
- While at the job site:
 - You need to work your hardest at all the tasks given.
 - Be sure to communicate your likes and dislikes appropriately.
 - Wear the proper clothes for the work site. Some sites may have a uniform that will be provided.
 - Cooperate with the job coach, co-workers, and employer at the job site.
 - If you are going to be absent on a JIVE day please call your teacher as soon as possible just like you would on a job.
 - All school rules apply while working at the work site and on the way to and from the work site.
 - Your job coach will go over the evaluations with you. Please participate and adjust your work performance according to the recommendations.
- At the end of your placements your teacher will review the report with you.

Note: This is a good time to make adjustments to the IEP and discuss community supports for work (DRS, CIL, Supported Employment agencies, CSB, etc.).

Job Coach Guidelines

The JIVE program is designed to provide you with experience working with students with disabilities in a setting geared to meet their transition needs. In order for the program to flow efficiently and effectively you will need to follow the procedures below. Included in Appendix B is a Job Coach Checklist. Please use the checklist to ensure all needed tasks have been completed prior to starting the assessment, during the assessment, and as the student completes the program.

Communication Suggestions: The job coach is the main contact for communication among **all parties** involved with JIVE. The expectation is that the teacher and job coach will have regular correspondence. The schedule and mode for communication should be established between the job coach and teacher at the beginning of each JIVE session. It is especially important to establish guidelines in case of an emergency. An emergency information form is located in Appendix D. You are also expected to have regular communication with the employers, and to inform them of any schedule changes or program changes. You will find more specific suggestions for communication in the guidelines below.

Guidelines:

- Provide your instructor with:
 - Detailed schedule of when you are available including days and times
 - Your address, phone number, and email address
- The instructor will provide you with a handbook outlining the requirements for this project. Training will be provided prior to starting the assessment.
- The JIVE school coordinator will contact you with:
 - High school student information
 - Days and times of assessment
 - Teacher information
 - Placement information
 - Contact list
 - Other instructions
- At that time, the JIVE school coordinator will also establish a time for you to meet at the high school in order to:
 - Meet the student you have been paired with.
 - Complete the Functional Assessment.
 - Finish paperwork.
 - Meet the teacher.
 - Establish a transportation routine.
 - Establish mode and schedule for communication with the teacher.
- Depending on the student's needs you may need to visit the high school more than once prior to starting the job coaching experience.

Job Coach Guidelines continued:

- Immediately following the first meeting at the school, contact the employer to set up a time to discuss the placement. During the meeting you need to:
 - Provide them with a detailed schedule of work dates and times.
 - Provide them with your contact information.
 - Establish a communication system and schedule.
 - Establish tasks that suit both the student's needs and the employer's needs.
 - Ask who to contact when it is time for the student to change tasks.
 - Ask who to approach with general questions once starting to work.
 - Ask where to meet students.
 - Ask about their procedures for checking in and checking out.
 - Ask who to contact in case of a cancellation.
 - Ask if there is a dress code.

- Once at the job site:
 - Meet the student at the designated drop site and walk with him/her to work.
 - On the first work day provide the employer with a copy of the Labor Laws Regulations Contract.
 - Follow the documentation and assignment schedule established by your instructor.

- At the end of the placement and/or semester complete all of the remaining required assignments and return them to your instructor.

ADDITIONAL CONSIDERATIONS FOR COACHES

The commitment for this experience is on the level of a practicum.

Coaches need to read emails critically. You are responsible for the information contained in the emails.

Students are excited about this experience. Remember not to let the student down by missing or not following through on the assignment.

Coaches are to dress appropriately for the work site and for the student.

Communication

Coaches are required to complete and carry the *JIVE Emergency Contact Information* card at all times on the days that you assess the student.

Coaches will provide paperwork to the professor on the assigned due dates.

The recommendations/summary is the most critical component of the experience. It is a summary of all the other information that you have gathered. The reflective survey provides the JIVE team with information for improvement to this experience.

Coaches will check in weekly with professor during class time.

On the JIVE Assessment Side

Coaches need to show student where the bathroom is and allow time for them to use it.

When making the commitment it needs to be for the entire semester.

Coaches need to give daily feedback to the students and share data with the student to show how behavior has changed. Provide the student with one to two positive comments.

Employer Guidelines

The JIVE program is designed to provide JMU pre-service teachers with experience working with high school students with disabilities in a work setting to assess their vocational abilities. Your participation provides these students with access to a real life work setting. The students will be expected to try a variety of different work tasks within each work environment. We ask that you discuss these possibilities with the job coach who will help in deciding what experiences may be appropriate for the student to try. This program is designed for student assessment only and is not intended to be used as a training experience.

Communication Suggestions: The job coach is the main communication link between all parties. If you have any questions concerning JIVE that the job coach cannot answer please contact the JIVE employment coordinator. The contact information for the coordinator assigned to your site is noted below.

JIVE Employment Coordinator: _____

Address: _____

City, State, and Zip: _____

Phone Number: _____

FAX: _____

Email Address: _____

Please take into consideration the following suggestions:

- If gifts, parties, work supplies, or uniforms are given to one JIVE student please make sure all other students participating receive the same items.
- If you have a specific policy for entering or exiting the building please communicate that to both the JIVE job coaches and the JIVE employment coordinator.

University Faculty Guidelines

The JIVE program is designed to provide JMU pre-service teachers with experience working with high school students with disabilities in a work setting to assess the student's vocational needs.

Communication Suggestions: The job coach is the main communication link among all parties. In order for job coaches to effectively communicate with all participants, please emphasize to the students in your class the job coach guidelines, contained in this chapter. These guidelines and the job coach checklist, located in Appendix A, are meant to expedite the process and eliminate communication problems.

Identified tasks for university instructors are:

- Identify the timeline for soliciting job coaches, training, and program implementation. Coordinate with JIVE coordinators.
- Obtain student contact information to include name, address, phone numbers, and email address. Provide the information to the JIVE coordinators.
- Provide job coaches with a handbook outlining activities, assignments, and due dates.
- Conduct the first job coach training on functional and ecological assessment.
- Conduct the second job coach training on employer relations, prompting, and collecting data.
- Emphasize the need for effective communication.
- Collect all documents, forms, and assignments throughout the semester providing feedback to job coaches.
- Periodically visit the job sites. Take photographs of students that have granted permission.
- Collect all assessment forms and documents at the end of the semester. Provide the JIVE coordinator with the following forms: Work Behaviors, Job Skills, Exit Interview and Performance Summary/Recommendations. Make a copy of the forms before dispersing them.
- Continually evaluate the program for effectiveness and suggest pro-active changes as needed.

JIVE Coordinator Guidelines

The role of the JIVE coordinators is to maintain and grow the program. Coordinators are identified from both the university and the local school system(s). The expectation is for coordinators from all institutions to collaborate to ensure goals of JIVE are achieved.

As JIVE school systems are added, a coordinator should be identified from each system. Identified tasks for coordinators include:

- Meet with teachers in the spring to help identify students and explain any programmatic changes.
- Confirm established job sites and build new sites over the summer and as needed through the school year.
- Provide fall in-service training to teachers prior to initiating the JIVE program.
- Collaborate with the university professor(s) to introduce JIVE to the college classes.
- Match the job coaches with the students and work sites.
- Meet with the job coaches and students at the school for the initial meeting.
- Coordinate paperwork and ensure all needed documentation is signed and submitted.
- Maintain communication with job coaches, teachers, and employers.
- Make periodic visits to work sites to check on job coaches and students.
- Facilitate evaluations at the end of each session.
- Continually evaluate the program for effectiveness and suggest pro-active changes as needed.

APPENDIX A

TASK CHECKLISTS

Teacher Checklist

- During the spring, prior to placement in the fall, identify potential students, using the criteria for participation found on page 6.
- Once identified, speak with both the parent and the student to gauge interest and explain the program.
- Share the JIVE brochure with the parent and student and explain the benefits of participating in JIVE as it pertains to the student's postsecondary goals.
- Share the student and parent guidelines with both parties.
- Once the student and parent have agreed to participate in JIVE, review the IEP to see if an addendum is needed to add a referral for functional vocational assessment to the Transition section of the IEP. It should be noted in the Employment and Post school Living Objectives portion of the transition page.
- During the summer, but not later than the August workdays, prepare and secure signatures from parents for the Application, Parent Permission, Health Insurance Statement and Documentation, Authorization for Requests and for Release of Information and Photo and Video Permission document, and the Labor Laws Regulations Contract.
- By the second week of school, submit completed paperwork and contact the JIVE school coordinator with times and days the student is available for JIVE. Please consider transportation when relaying this information.
- Set up transportation for students participating.
- The JIVE school coordinator will schedule a meeting with the JMU job coach, teacher, and student at the school.
- Before the meeting, go over the student guidelines again with the student.
- At the meeting, exchange phone numbers and email address with the job coach and allow time to discuss the student and placement.
- Give the job coach the opportunity to meet with the student independently.
- Give the job coach a copy of the application for their information (job coach may keep copy).
- Give the job coach a copy of the Labor Laws Regulations Contract to share with the employer.
- Establish a communication schedule and preference (email, phone, etc) with the job coach. Remember to consider communication in case of emergencies.
- Let the front office know the JIVE schedule in case of emergencies.
- Maintain communication with the job coach offering suggestions and ideas for working with the student.
- At the end of the program, review the Performance Summary/Recommendations report and make any needed adjustments to the IEP or student schedule.
- Send a copy of the Performance Summary/Recommendations report home after each assessment.
- Complete the Teacher Evaluation and Program Feedback form.

Job Coach Checklist

- Attend an Introduction to JIVE presentation.
- Provide your instructor with:
 - Detailed schedule of when you are available including both days and times
 - Your address, phone number, and email address
- Receive a handbook outlining the requirements for the project.
- The JIVE school coordinator will contact you with:
 - High school student information
 - Days and times of assessment
 - Teacher information
 - Placement information
 - Contact list
 - Other instructions
- At that time, the JIVE school coordinator will also establish a time for you to meet at the high school in order to:
 - Meet the student you have been paired with
 - Complete the Functional Assessment
 - Finish paperwork
 - Meet the teacher
 - Establish a transportation routine
- Establish mode and schedule for communication with the teacher.
- If determined by the teacher, student, and you, visit the student more than once prior to starting the job coaching experience.
- Immediately following the first meeting at the school, contact the employer to set up a time to discuss the placement.
- During the meeting you need to:
 - Provide the employer with a detailed schedule of work dates and times
 - Provide them with your contact information
 - Establish a communication system and schedule
 - Establish tasks that suit both the student's needs and the employer's needs
 - Find out who to contact when it is time to change tasks
 - Ask who to approach with general questions
 - Determine where to meet the student
 - Identify procedures for checking in and checking out
 - Determine who to contact in case of a cancellation
 - Establish the dress code
- Meet the student at designated drop site and walk with him/her to work.
- On the first work day, share a copy of the Labor Laws Regulations Contract with the employer.
- Follow the documentation and assignment schedule established by your instructor.
- At the end of the placement and/or semester, complete all of the remaining required assignments and return them to your instructor.

APPENDIX B

FAQ's for Employers

JIVE FAQ's for Employers

● **What is JIVE?**

The JIVE program resulted from Rockingham County Public School's (RCPS) desire to find community short-term assessment sites for students with disabilities and James Madison University's Exceptional Education Department's desire to place teachers in training as job coaches in real work situations. The purpose of the JIVE Program is to create a secondary transition education program where RCPS and Harrisonburg City Public Schools (HCPS) students with disabilities are provided with a variety of situational assessments. A situational assessment is a valuable opportunity for a student with a disability to try real work tasks in a real work setting thus enhancing their ability to make choices and develop independence, educational, career and interpersonal skills. This program also helps the JMU community better understand and appreciate persons with disabilities.

● **Who is responsible for the high school student?**

The job coach (JMU student) is responsible for the student while on the worksite.

● **Who is the communication lead?**

The job coach (JMU student) will contact the employer prior to the first session and be the primary communication source.

● **Who do I contact if there is a problem?**

If there is an issue you would like addressed or if you have a problem contact John McNaught: 568-2641 or mcnaught@jmu.edu

● **Are the student workers insured?**

Yes, all of the participating high school students have health insurance.

● **How many JMU job coaches will be assigned per student?**

There will be one job coach per student.

● **How many times a week does each student come?**

Each student will come once a week. However, some sites may have more than one student assigned to the site. Each session is typically five weeks long with a make-up day built into each week.

● **Do the students work or observe?**

The students are there to work. The goal of the JIVE program is to provide real work tasks in a real work environment. The job coach will discuss with each employer prior to the first day, what appropriate tasks may be available.

● **How long is the average work time?**

The average work time is one hour. This will vary depending on transportation between 45 minutes and 75 minutes. However, once determined, it will remain consistent.

● **What kind of tasks can I assign?**

The job coach will meet with each employer prior to the first day to determine appropriate tasks. All assigned tasks should be consistent with real tasks otherwise completed by regular employees.

● **Is there any cost or obligation to me?**

No, this is a situational job assessment and is not a paid position. There is no obligation to hire students although some might be perspective employees in the future. If a uniform or equipment is required, cost will be negotiated on a case by case basis.

APPENDIX C

SCHOOL FORMS

Rockingham County Public Schools
Application
JIVE: Jobs in Vocational Education

JIVE is a cooperative program between Rockingham County Public Schools and James Madison University. With a teacher referral, students with disabilities enrolled in a Rockingham County Public Schools high school may submit an application. Please review the list of prerequisites for participation in the program prior to submitting your application.

Criteria for participation in JIVE

Students should:

- Be between the ages of 16 and 22
- Have been identified with a mild to moderate disability with an IEP that includes goals and objectives that focus on functional/life skills
- Have successfully participated in a school-based work/study program
- Have successfully completed pre-vocational classroom instruction to include social skills, work ethics, behavior and related work skills
- Should have mastered independence in personal hygiene and medical needs
- Have insurance coverage or purchase school health insurance

Student's Name: _____ Primary Disability: _____ Secondary Disability: _____
 Diploma Option: _____ Projected Graduation Date: ____/____/____
 Referring Teacher: _____ School: _____
 Age: _____ Grade: _____ School Contact Information: _____

Accommodations: Please attach a copy of the student's IEP accommodations page

Description of the student including strengths, weaknesses, and other vocationally relevant information:

Work History: List below all current and past employment, beginning with your most recent and including work/study and school placements.

Company name:	Telephone:
Address:	Employed from ____ / ____ / ____ to ____ / ____ / ____
Name of supervisor:	Pay rate:
Job duties:	Reason for leaving:

Work References:

Name: _____ Phone: _____ Occupation: _____
 Address: _____ Years acquainted: _____
 Name: _____ Phone: _____ Occupation: _____
 Address: _____ Years acquainted: _____

 Student Signature _____/_____/_____
 Date

For further information please contact:
 Kendel St. John, Transition Facilitator
 (540) 564-1983

**Rockingham County Public Schools
Labor Laws Regulations Contract
JIVE**

According to this agreement, the business sponsors agree to permit _____,
(Student Name)
age _____ to enter the work site for the purpose of participating in the JIVE Vocational Assessment.

This training agreement will serve as a guide to ensure that the student receives opportunities for training in the specific skills for the job activities selected, as well as the vocational and social skills related to the job. A job coach from James Madison University special education program accompanies the students to the work site and provides supervision and support for the assessment.

The use of these programs has been agreed upon by:

The trainer will be responsible for ensuring that the student follows company policies and regulations that apply to all employees. The student agrees to attend vocational training according to the schedule and participate in the instructional program. He/she will be covered by accidental/health insurance purchased by his/her parents. It is understood that the employer **will not pay** the student for the job duties completed while in this community-based training site. Rockingham County Public Schools assume no liability during work/study time or community-based training. As students are not employed, they are not covered by employer insurance, nor are they eligible for Workers Compensation. It is also understood that the **activities of the student will not result in an immediate advantage to the business.**

All instructional program procedures for this experience are part of the student's IEP goals and objectives. Either the business or the school can terminate the agreement at any time provided the situation has been discussed by both parties to identify solutions prior to discontinuing the training experience.

All parties agree to abide by the guidelines developed by the U.S. Department of Labor and the U.S. Department of Education for non-paid vocational training sites to include the following:

- The student participating in this training experience is an individual for whom competitive employment at or above minimum wage level is not immediately obtainable and who, because of his/her disability, will need intensive on-going support to perform in a work setting.
- The student will participate under the general supervision of public school personnel.
- Community-based training will be clearly defined in the student's IEP and will be designed specifically to benefit the student.
- **All parties entering into this agreement realize that participation in this training does not entitle the student-participant to wages.**
- The periods of time spent by the student at any one site or in any clearly distinguishable job classification are specifically limited by the IEP
- Students are not automatically entitled to employment at the business at the conclusion of their IEP. However, once a student has become an employee, the student cannot be considered a trainee at that particular community-based placement unless in a clearly distinguishable occupation.

Community-Based Vocational Training Labor Laws Regulations Contract (continued)

APPROVAL – Signing below indicates understanding and consent as a participant in a community placement for the purpose of pre-vocational and vocational training.

_____	_____/_____/_____
Teacher	Date
_____	_____/_____/_____
Student	Date
_____	_____/_____/_____
Parent or Guardian	Date
_____	_____/_____/_____
School Administrator	Date
_____	_____/_____/_____
Job Coach	Date

APPROVAL

Job Site and Representative #1: _____

A copy of the signed Labor Laws Contract for the JIVE Vocational Assessment has been given to the business representative on _____/_____/_____ by _____.
(Job Coach's Name)

Job Site and Representative #2: _____

A copy of the signed Labor Laws Contract for the JIVE Vocational Assessment has been given to the business representative on _____/_____/_____ by _____.
(Job Coach's Name)

Job Site and Representative #3: _____

A copy of the signed Labor Laws Contract for the JIVE Vocational Assessment has been given to the business representative on _____/_____/_____ by _____.
(Job Coach's Name)

Job Site and Representative #4: _____

A copy of the signed Labor Laws Contract for the JIVE Vocational Assessment has been given to the business representative on _____/_____/_____ by _____.
(Job Coach's Name)

Day(s): _____

Time(s): _____

**Rockingham County Public Schools
Labor Laws Regulations Contract - Addendum
Community-Based Vocational Training**

According to this agreement and the original contract signed ____/____/____,

_____ agrees to permit _____,
(Business sponsor) (Student)

age _____ to enter its work site for the purpose of receiving community-based vocational training for _____.
(Job Task)

Modifications to original contract: _____

Justification for changes: _____

All conditions and regulations from the original contract are still in effect and it is understood that this is an addendum to the original contract that reflects a new placement or new personnel with JIVE or another Rockingham County Public School program. Signature on this addendum reflects agreement with the original contract. A copy of the original contract is attached and has been reviewed.

APPROVAL

_____	_____/_____/_____
Business Sponsor	Date
_____	_____/_____/_____
Teacher	Date
_____	_____/_____/_____
Student	Date
_____	_____/_____/_____
Parent or Guardian	Date
_____	_____/_____/_____
School Administrator	Date
_____	_____/_____/_____
Other	Date

Harrisonburg City Public Schools
Application
JIVE: Jobs in Vocational Education

JIVE is a cooperative program between Harrisonburg City Public Schools and James Madison University. With a teacher referral, students with disabilities enrolled in a Harrisonburg City Public Schools high school may submit an application. Please review the list of prerequisites for participation in the program prior to submitting your application.

Criteria for participation in JIVE

Students should:

- Be between the ages of 16 and 22
- Have been identified with a mild to moderate disability with an IEP that includes goals and objectives that focus on functional/life skills
- Have successfully participated in a school-based work/study program
- Have successfully completed pre-vocational classroom instruction to include social skills, work ethics, behavior and related work skills
- Should have mastered independence in personal hygiene and medical needs
- Have insurance coverage or purchase school health insurance

Student's Name: _____ Primary Disability: _____ Secondary Disability: _____
 Diploma Option: _____ Projected Graduation Date: ____/____/____
 Referring Teacher: _____ School: _____
 Age: _____ Grade: _____ School Contact Information: _____

Accommodations: Please attach a copy of the student's IEP accommodations page

Description of the student including strengths, weaknesses, and other vocationally relevant information:

Work History: List below all current and past employment, beginning with your most recent and including work/study and school placements.

Company name:	Telephone:
Address:	Employed from ____ / ____ / ____ to ____ / ____ / ____
Name of supervisor:	Pay rate:
Job duties:	Reason for leaving:

Work References:

Name: _____ Phone: _____ Occupation: _____
 Address: _____ Years acquainted: _____
 Name: _____ Phone: _____ Occupation: _____
 Address: _____ Years acquainted: _____

 Student Signature _____/_____/_____
 Date

For further information please contact:
 Mary Monts, Transition Specialist
 Harrisonburg High School

**Harrisonburg City Public Schools
Labor Laws Regulations Contract
JIVE**

According to this agreement, the business sponsors agree to permit _____,
(Student Name)
age _____ to enter the work site for the purpose of participating in the JIVE Vocational Assessment.

This training agreement will serve as a guide to ensure that the student receives opportunities for training in the specific skills for the job activities selected, as well as the vocational and social skills related to the job. A job coach from James Madison University special education program accompanies the students to the work site and provides supervision and support for the assessment.

The use of these programs has been agreed upon by:

The trainer will be responsible for ensuring that the student follows company policies and regulations that apply to all employees. The student agrees to attend vocational training according to the schedule and participate in the instructional program. He/she will be covered by accidental/health insurance purchased by his/her parents. It is understood that the employer **will not pay** the student for the job duties completed while in this community-based training site. Harrisonburg City Public Schools assume no liability during work/study time or community-based training. As students are not employed, they are not covered by employer insurance, nor are they eligible for Workers Compensation. It is also understood that the **activities of the student will not result in an immediate advantage to the business.**

All instructional program procedures for this experience are part of the student's IEP goals and objectives. Either the business or the school can terminate the agreement at any time provided the situation has been discussed by both parties to identify solutions prior to discontinuing the training experience.

All parties agree to abide by the guidelines developed by the U.S. Department of Labor and the U.S. Department of Education for non-paid vocational training sites to include the following:

- The student participating in this training experience is an individual for whom competitive employment at or above minimum wage level is not immediately obtainable and who, because of his/her disability, will need intensive on-going support to perform in a work setting.
- The student will participate under the general supervision of public school personnel.
- Community-based training will be clearly defined in the student's IEP and will be designed specifically to benefit the student.
- **All parties entering into this agreement realize that participation in this training does not entitle the student-participant to wages.**
- The periods of time spent by the student at any one site or in any clearly distinguishable job classification are specifically limited by the IEP
- Students are not automatically entitled to employment at the business at the conclusion of their IEP. However, once a student has become an employee, the student cannot be considered a trainee at that particular community-based placement unless in a clearly distinguishable occupation.

Community-Based Vocational Training Labor Laws Regulations Contract (continued)

APPROVAL – Signing below indicates understanding and consent as a participant in a community placement for the purpose of pre-vocational and vocational training.

_____	_____/_____/_____
Teacher	Date
_____	_____/_____/_____
Student	Date
_____	_____/_____/_____
Parent or Guardian	Date
_____	_____/_____/_____
School Administrator	Date
_____	_____/_____/_____
Job Coach	Date

APPROVAL

Job Site and Representative #1: _____

A copy of the signed Labor Laws Contract for the JIVE Vocational Assessment has been given to the business representative on _____/_____/_____ by _____.
(Job Coach's Name)

Job Site and Representative #2: _____

A copy of the signed Labor Laws Contract for the JIVE Vocational Assessment has been given to the business representative on _____/_____/_____ by _____.
(Job Coach's Name)

Job Site and Representative #3: _____

A copy of the signed Labor Laws Contract for the JIVE Vocational Assessment has been given to the business representative on _____/_____/_____ by _____.
(Job Coach's Name)

Job Site and Representative #4: _____

A copy of the signed Labor Laws Contract for the JIVE Vocational Assessment has been given to the business representative on _____/_____/_____ by _____.
(Job Coach's Name)

Day(s): _____

Time(s): _____

**Harrisonburg City Public Schools
Labor Laws Regulations Contract - Addendum
Community-Based Vocational Training**

According to this agreement and the original contract signed ____/____/____,

_____ agrees to permit _____,
(Business sponsor) (Student)

age _____ to enter its work site for the purpose of receiving community-based vocational training for _____.
(Job Task)

Modifications to original contract: _____

Justification for changes: _____

All conditions and regulations from the original contract are still in effect and it is understood that this is an addendum to the original contract that reflects a new placement or new personnel with JIVE or another Rockingham County Public School program. Signature on this addendum reflects agreement with the original contract. A copy of the original contract is attached and has been reviewed.

APPROVAL

Business Sponsor _____/_____/_____
Date

Teacher _____/_____/_____
Date

Student _____/_____/_____
Date

Parent or Guardian _____/_____/_____
Date

School Administrator _____/_____/_____
Date

Other _____/_____/_____
Date

APPENDIX D

JOB COACH FORMS

James Madison University, VDOE Training/Technical Assistance Center,
Rockingham County Public Schools, and Harrisonburg City Schools
Harrisonburg, Virginia

PERMISSION FOR USE OF PHOTOGRAPHY

For Adults:

I give permission for photographs of me to be included in print, slide, electronic, and videotape materials regarding the VDOE Training/Technical Assistance Centers, Rockingham County Public Schools, Harrisonburg City Schools, and/or other Virginia Department of Education initiatives. Photography for consultations will be used for no other purpose than the agreed upon consultation.

Printed Name of Adult: _____

Signature: _____

Date: _____

For Students:

I give my permission for photographs of my child, _____, to be used in print, slide, electronic, and videotape materials regarding the VDOE Training/Technical Assistance Centers, Rockingham County Public Schools, Harrisonburg City Schools, and/or other Virginia Department of Education initiatives. Photography for consultations will be used for no other purpose than the agreed upon consultation.

Printed Name of Parent/Guardian: _____

Signature: _____

Date: _____

JIVE EMERGENCY CONTACT INFORMATION

Student Name:

Emergency Contact Person:

Emergency Phone Number:

Emergency Contact Person:

Emergency Phone Number:

Driver Name:

Driver Cell Phone Number:

JIVE EMERGENCY CONTACT INFORMATION

Student Name:

Emergency Contact Person:

Emergency Phone Number:

Emergency Contact Person:

Emergency Phone Number:

Driver Name:

Driver Cell Phone Number:

Name:

Date:

Functional Assessment for Work

Family/School Information: who are the supports at home and school?

Home/School Environment: expectations/chores at home/school; skills used at home/school

Work History: past experiences

Preferences and Choices: what does the person like/not like? postsecondary employment goals?

Strengths/Challenges: what are the student's strengths and challenges as they relate to the work world?

Learning Style/Social Skills: what is the preferred learning style? behavior & social skills, cleanliness & hygiene

Need for adaptations: what are currently being used, look for ways individual can perform more independently

Medical/Diet: allergies, bathroom needs, medications, emergency contacts, choices of snacks, insurance

Transportation: getting to and from the job site, independence, crossing streets

Name:

Date:

Ecological Inventory

1. **Environment:** the place where the potential jobs occur (e.g. dining hall)
2. **Areas (sub environments):** places within the environment (e.g. dish room, restroom)
3. **Activity:** the routines that occur within each of the areas within an environment (e.g. sorting flatware, mopping floor, stocking shelves)
4. **Tasks (steps):** the steps necessary to successfully complete an activity
5. **Environmental Conditions (other conditions):** include temperature, noise level, foot traffic, distraction

Rockingham County Public Schools/Harrisonburg City Public Schools

Work Behaviors

JIVE: Jump into Vocational Exploration

Student's Name: _____

Job Coach: _____

Job Site: _____

Year: _____

Rating Code: N/O = Not Observed N/A = Not Applicable 1 = Not Acceptable 2 = Acceptable 3 = Exceptional						
Sessions:	1	2	3	4	5	6
Date:	___/___	___/___	___/___	___/___	___/___	___/___
1. Upon arrival begins/ends work on time						
2. Maintains proper attire						
3. Maintains proper grooming						
4. Cooperates with persons in authority (i.e. accepts suggestions, corrections)						
5. Interacts appropriately with co-workers						
6. Attends to task						
7. Attention to detail, accuracy						
8. Adapts to changes in work environment (Flexibility in transition to new roles and responsibilities)						
Points Earned / Points Possible	/	/	/	/	/	/

Comments:

Session 1	
Session 2	
Session 3	
Session 4	
Session 5	
Session 6	

RATING SCALES FOR STUDENT JOB PERFORMANCE

1. Begins work on time	Not Acceptable = 1	Begins work after 3 minutes of arrival
	Acceptable = 2	Begins work within 3 minutes of arrival
	Exceptional = 3	Begins work within 1 minute of arrival
2. Maintains proper attire	Not Acceptable = 1	Severe deviation from attire (e.g., not wearing uniform)
	Acceptable = 2	Slight deviation from attire (e.g., shirt untucked)
	Exceptional = 3	No deviation from attire
3. Maintains proper grooming	Not Acceptable = 1	More than one area listed below was not performed
	Acceptable = 2	One of three areas listed below was not performed
	Exceptional = 3	(1) shaved (cosmetics applied appropriately), (2) hair combed, (3) good hygiene
4. Cooperates with persons in authority	Not Acceptable = 1	Argues or shows disrespect toward supervisor
	Acceptable = 2	Has some difficulty following directions from supervisor
	Exceptional = 3	Follows directions from supervisor
5. Interacts appropriately with co-workers	Not Acceptable = 1	Argues with or shows disrespect to coworkers
	Acceptable = 2	Experiences slight difficulty with coworkers
	Exceptional = 3	Maintains satisfactory relationship with coworkers
6. Attends to task	Not Acceptable = 1	Works less than 80% of the time
	Acceptable = 2	Works 80% - 89% of the time
	Exceptional = 3	Works at least 90% of the time
7. Attends to detail, accuracy	Not Acceptable = 1	Completes less than 95% of tasks properly
	Acceptable = 2	Completes 95% - 99% of tasks properly
	Exceptional = 3	Completes 100% of tasks properly
8. Adapts to changes in work environment	Not Acceptable = 1	Becomes moderately frustrated with change
	Acceptable = 2	Becomes slightly frustrated with change
	Exceptional = 3	Does not become frustrated with change

Rockingham County Public Schools/Harrisonburg City Public Schools
Job Skills
JIVE: Jump into Vocational Exploration

Date: _____ **Student's Name:** _____ **Job Coach:** _____ **Job Site:** _____

Task:	Independent	Visual / Verbal Prompt	Gestural Prompt	Model Prompt	Physical Prompt
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
Total Prompts					

Comments:

Rockingham County Public Schools/Harrisonburg City Public Schools

Exit Interview

JIVE: Jump into Vocational Exploration

Student's Name: _____ **Job Site:** _____

Job Coach: _____ **Dates (M/D/Y):** ___/___/___ to ___/___/___

What did you like about the job?

What did you dislike about the job?

Would you pursue this type of job after you graduate?

What other types of work would you like to try?

Student signature: _____ **Date:** ___/___/___

Job Coach signature: _____ **Date:** ___/___/___

Please use the reverse side to provide additional comments.

Rockingham County Public Schools/Harrisonburg City Public Schools
Performance Summary/Recommendations
JIVE: Jump into Vocational Exploration

Student's Name: _____ **Job Site:** _____

Job Coach: _____ **Dates (M/D/Y):** ____/____/____ **to** ____/____/____

Job Coach's summary of student performance: (Use job skills and work behavior data that you collected to describe student's performance; Be specific)

Description of tasks and student performance:

Behaviors observed:

Student's summary of his/her performance: (use information from exit interview and your observations to describe the student's experience)

Summary:

Student's interest in this kind of work:

Job Coach's Recommendations: (Include comments that reflect specific job skills and behaviors that were observed as well as the need for future skill and behavior improvement and work place accommodations)

Please use the reverse side to provide additional comments.

Name:
Date:
Student:
Worksite(s):
Number of Sessions:

JIVE Reflective Survey

PROCESS

1. Did you feel adequately prepared to work in the employment setting with your student?
2. How helpful was the employer when it came to learning the job?
3. What did you learn from working as a job coach for a student with a disability?
4. How would you apply the knowledge you learned from this experience in your future role as an elementary, middle or secondary education teacher?

JOB SITE EXPERIENCES/SKILLS

1. What were the jobs your students did in the setting(s)?
2. What are your recommendations regarding how many hours each assessment should last?
3. What were the minimum prerequisite job and social skills required?
4. What were the strengths of the job site(s)?
5. What were the weaknesses of the job site(s)?
6. How did the employer interact with the student with a disability in the work environment?
7. How did the coworker interact with the student with a disability in the work environment?
8. How did the data change during the experience? Review the data from the beginning of the experience and compare it to the results at the end of the experience.
9. What would you recommend teachers incorporate into their transition planning to better prepare students for the JIVE program?

COMMUNICATION

1. What were the established communication procedures between the job coach and the teacher?
2. Describe what communication procedures were effective and what could be improved.
3. What were the established communication procedures between the job coach and the employer?
4. Describe what communication procedures were effective and what could be improved.
5. Provide specific examples of collaborative interactions (e.g. conversations with teachers, job coordinator, employer; interactions via email or phone).

Using the following scale place an X in the box that you feel best describes the overall JIVE experience for the following individuals.

	Highly Beneficial	Beneficial	Somewhat Beneficial	Not Beneficial
Student				
Employer				
Self (job coach)				

Please provide any additional comments that were not adequately addressed in the survey.