



THE  
**COLLEGE**  
OF THE  
**FLORIDA KEYS**

# Work Preparedness

1



**Learning Outcomes**

**Staff & Faculty Introductions**

**Talking Points**

**References**

**Links**

**Slido**

**Questions**

# Agenda

2



- After participating in the March 2024 webinar, attendees will understand how Evidence-based effective practices and academic resources support career goals and employment.
- After participating in the March 2024 webinar, attendees will understand how STAR (Students Transitioning into Adult Roles) goals support interpersonal development in independent living skills, academic enrichment, social engagement, career development, and self-determination capabilities.

### Session Learning Outcomes

3

## Staff Introductions

Nicole Gerrard, Associate Dean of Student Success Services

Dr. Vanessa Kay Herrera, Director, Academic Success & Distance Learning

Geraldine Darius, Assistant Director of Student Success

Victoria Ewing – Coordinator for Student Success Services

Nina Medyk, PhD, MSW, Faculty, College Success



4

**Geraldine Darius**



18 years as a Former Bilingual Speech Therapist with all grade levels, and as a Transition Specialist in middle/HS in the NYC public school system.

Have 30 and above teacher certification with the National Board of Professional Teaching Standards (NBPTS) in Exceptional Needs Specialist/Early Childhood through Young Adulthood.

Currently working as an Assistant Director, Student Success Services (Accessibility Department)


5

Talking points

- Vocational Rehabilitation/Employ U
- University Florida VocFit/O\*Net/Florida Shines
- Webinar University of Memphis (training modules on Career Development and Job Placement)
- Florida Division on Career Development and Transition FLDCDT
- College Reading & Learning Association (CRLA): International TUTOR Training Program Certification (ITTPC)

6

**Victoria Ewing**



Former Special Education Teacher at the middle and high school levels.

Bachelors in Speech Language Pathology & Audiology from Old Dominion University.

Current Graduate student at Old Dominion University. Special Education: General Curriculum

Currently working as Coordinator for Student Success Services (Accessibility Department)

7

Talking points

Attainment book

Career Source

8



**Attainment's Job Coaching Strategies**  
A Handbook for Supported Employment  
Steve Tenpas

**Attainment's Get a Job CURRICULUM**  
Coriane Thomas-Kersting, CCC-SLP  
Donna Schumacher, OTR/L

**Conversation Skills**  
On the Job and in the Community  
A Curriculum for Adolescents and Adults With Developmental Disabilities  
Marilyn Banks, Ed.D.  
TEP RESOURCES

**Conversation Skills II**  
Extending Conversations  
A Curriculum for Adolescents and Adults With Developmental Disabilities  
Dr. Marilyn Banks  
TEP RESOURCES

**Attainment Company**

9

## Functional Assessment – Get to know the student


- Family Information
- Home Environment
- Medical
- Diet
- Financial
- Transportation
- Communication
- Sensory
- Physical
- Spatial Orientation
- Learning Style & Academic Ability
- Social Skills
- Work History
- Preferences

*example Functional Assessment form*  
**Nick**


<p><b>Family Information</b></p> <ul style="list-style-type: none"> <li>*Mom, Dad, Brother and two sisters.</li> <li>Uncles, Aunts, Grandma and many cousins.</li> <li>*Few friends from school.</li> </ul>	<p><b>Sensory</b></p> <ul style="list-style-type: none"> <li>*Legally blind on right side.</li> <li>*Trouble focusing.</li> <li>*Does not feel hot or cold on right side.</li> </ul>
<p><b>Home Environment</b></p> <ul style="list-style-type: none"> <li>*Lives in own home which is accessible.</li> <li>*Ramps and bathroom modifications.</li> <li>*Needs live-in support.</li> <li>*Color coded appliances.</li> </ul>	<p><b>Physical</b></p> <ul style="list-style-type: none"> <li>*Partial paralysis on right side.</li> <li>*Falls often.</li> <li>*Right arm paralysis.</li> </ul>
<p><b>Medical</b></p> <ul style="list-style-type: none"> <li>*Gets medication in the morning and evening.</li> <li>*Needs assistance when sitting on stool in bathroom.</li> </ul>	<p><b>Spatial Orientation</b></p> <ul style="list-style-type: none"> <li>*Doesn't have good depth perception.</li> <li>*May need reminders to look down.</li> <li>*Must concentrate when crossing roads.</li> </ul>
<p><b>Diet</b></p> <ul style="list-style-type: none"> <li>*Watching his weight.</li> <li>*Encourage low calorie foods.</li> <li>*Encourage activity.</li> </ul>	<p><b>Learning Style and Academics</b></p> <ul style="list-style-type: none"> <li>*Verbal cues work best.</li> <li>*Likes routine.</li> </ul>
<p><b>Financial</b></p> <p>??</p>	<p><b>Social Skills or Interactions</b></p> <ul style="list-style-type: none"> <li>*Breakfast group on Saturdays.</li> <li>*Likes Uno</li> <li>*Likes exercise &amp; shopping.</li> <li>*Enjoys going "out".</li> <li>*Eats on Sunday.</li> <li>*Occasional outing with High School friends.</li> </ul>
<p><b>Transportation</b></p> <ul style="list-style-type: none"> <li>*Can use bus.</li> <li>*Uses taxi—can be frustrating at times.</li> <li>*Walks if nearby.</li> </ul>	<p><b>Work History</b></p> <ul style="list-style-type: none"> <li>*Cafeteria—at a school.</li> <li>*Grocery store, stocking produce.</li> <li>*Book stores, stocking shelves.</li> </ul>
<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>*Uses speech which is difficult to understand.</li> <li>*Encourage him to slow down if having a hard time understanding.</li> </ul>	<p><b>Preferences or Choices</b></p> <ul style="list-style-type: none"> <li>*Likes exercising.</li> <li>*Enjoys being social.</li> <li>*Likes to be independent.</li> </ul>

These responses are examples. Alternative answers are possible. A reproducible copy of this form can be found on pg. 124.


10



- Student works one-on one with job coach.
- Career Source Florida is a statewide workforce policy and investment board. They partner with the Department of Commerce, local workforce development boards, and career centers located throughout Florida.
- They help connect businesses with the talented workforce and training needed to succeed and grow (employers who hire someone receiving Social Security disability payments, or someone receiving cash or food assistance).



11



### Dr. Vanessa Kay Herrera

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10+ years of experience working in college/university settings.

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Bachelors of Arts in Intercultural Communication. Masters of Education in Higher Education. Doctor of Education in Higher Education Administration.

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Former residential education professional at University of Miami, New College of Florida, and Shawnee State University.

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Currently serve as Director, Academic Success & Distance Learning

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12

## Talking points

-Center for Independent Living (CIL)

- The National Retail Federation Certification (NRF) is an Industry-Recognized Credential

-Project ACCESS Career Success Story

13

## Project ACCESS Career Success Story

One of our Project ACCESS graduates is currently learning to drive and is saving for a brand new truck! They secured a position as a Galley Mate at Sea Base. When they struggled to understand and keep time on food orders the manager and human resources stepped up to help. They provided digital clocks and a white board with a list of times for tasks to begin. They also suggested using their personal phone and smart watch to help keep time. Sea Base is an example of how companies can make small adjustments to support employees of all abilities!



14

## Project ACCESS Career Success Story



**Angie**

Angie graduated from CFK with certificates in Project ACCESS, guest services specialist, and retail industry fundamentals. Angie prayed hard for a College experience, and she will be the first to tell you that her faith in God led her to CFK. While enrolled at CFK Angie made it her mission to tell other young adults with learning disabilities about the Project ACCESS program. We are so thankful to Angie because she has helped two of her friends join the Project ACCESS program, and our program gets better with every student that we meet. Each year FCSUA holds the Florida Postsecondary Education Program Planning Institution (FLEPPI), and when Angie graduated, they invited her to be a part of their student panel. On the panel Angie didn't hold back when asked what surprised her the most about starting college. Angie said, "I was surprised at how many people thought I couldn't do it." Angie also made sure to thank her mom for her support and her favorite tutor Marilyn Manners. Angie got to follow in Marilyn's footsteps as a Spanish tutor at CFK's the Upper Keys Center.

15

## Project ACCESS Personal Success Story



**Bryan**

Bryan graduated from CFK with certificates in Project ACCESS and retail industry fundamentals. Bryan always had dreams of going to college and becoming a police officer. Bryan shared his dreams with his Professor Alina Trueba and even spent time researching how to become a police officer for a class assignment. On Thursday, October 27, 2022, Bryan had an experience he will never forget; he was going to observe the Basic Law Enforcement academy while the recruits conducted their formation.


Before everything began, Bryan's mom approached Dr. Vanessa Kay Herrera to share all the positive changes she has seen in Bryan since he joined Project ACCESS at The College of the Florida Keys. Bryan uses a wheelchair and has limited mobility. Bryan's mom shared that she recently found Bryan sitting up in bed unassisted and doctors have told her that this would never happen, and they are calling it a miracle! She also shared that Bryan has been more motivated to try and walk with walker and has never been interested in doing so before. She attributes these positive changes to the experience he is having at CFK. Dr. Herrera was moved by Bryan's story and reaffirmed by the life changing experience that Project ACCESS can provide to students with unique abilities.

16



17

### Dr. Nina Medyk



Bachelors & Master in Clinical Social Work; PhD in Counseling & Counselor Education

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9 years working in university/ college settings at FAU, UF, & CFK

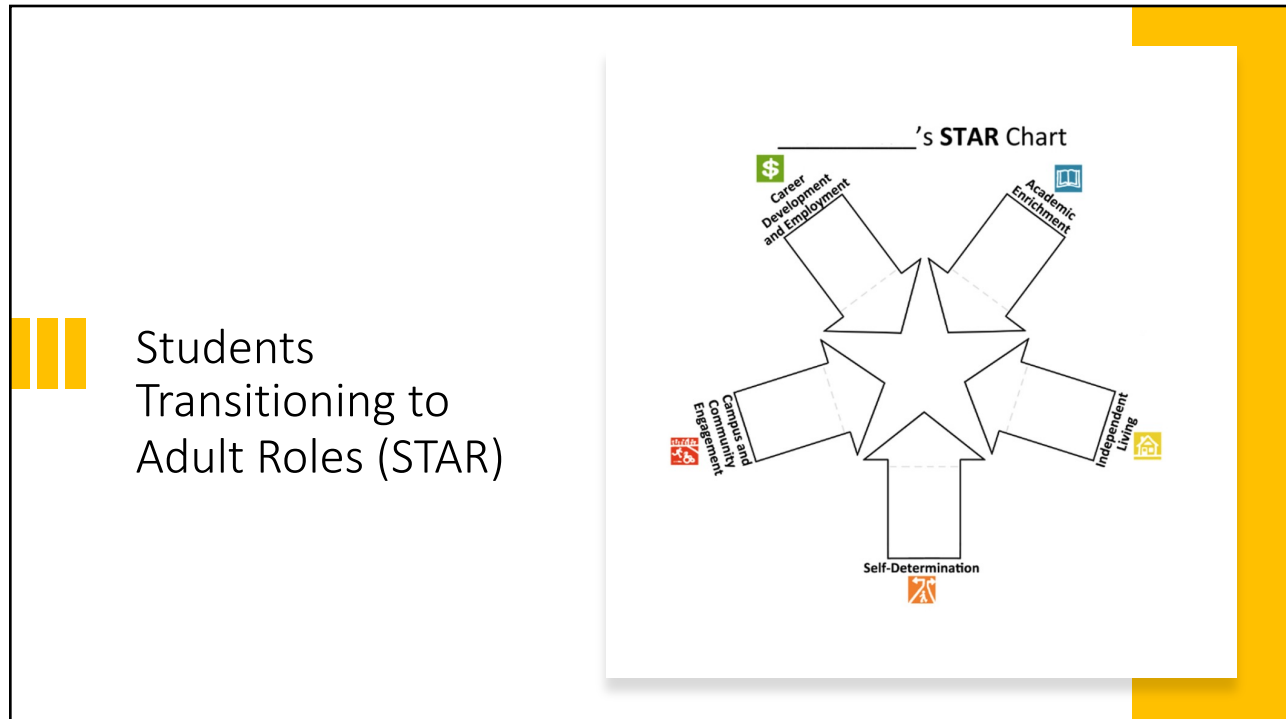
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Worked as a social worker in schools (including DAEPs with students of all ability levels) hospitals, & community mental health settings

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Currently teaching & helping with curriculum development for many of the Project ACCESS courses on the Key West campus

18



19

The Evidence-  
*What predicts employment?*

- Attending social events & volunteering/community service (Qian, et al., 2018)
- Living in IHE housing & earning a credential (Grigal et al., 2019)
- Cultivating partnerships & improving access to career services (Domin et al., 2020)
- **Paid work experiences-** either during or before TPSID program (Domin et al., 2020; Grigal et al., 2019; Qian, et al., 2018;)
  - Students with ID who obtain a job while enrolled in IHE were **15x more likely** to have a paid job at exit (Grigal et al., 2019)

20



## Classroom Priority= Hands-On Experiences



21



## Tuga Shelves Inventory & Inventory Scavenger Hunt



22



23

## Service & Experiential Learning



24



Modifying Curriculum

- New courses to our school's curriculum committee
  - Portfolio Class & Summer Internship Class to begin 2024-25 cohort
  - Career Exploration began this year & moving to Semester 1 for next year
- Service-learning projects
- Hands-on (fun) experiences
- Class Role Plays
- Job shadowing
- Mock interviews
- Key= Fitting lessons to student needs

25

## Credentials

- NRF
- FL Ready to Work (free)
  - Soft Skills Credential, Digital Skills, & Academic Employability
  - Earn up to 35 badges for LinkedIn

THREE Stackable Credentials – Flexible Program

FLORIDA ready to work

SOFT SKILLS

The State of Florida recognizes

Sample Student

An endorsement of achievement in the following: Communication, Critical Thinking, Problem Solving, Teamwork, and Leadership.

FLORIDA/EMERICE

FLORIDA ready to work

DIGITAL SKILLS

The State of Florida recognizes

Sample Student

An endorsement of achievement in the following: Computer Literacy, Internet Safety, Digital Communication, and Digital Security.

FLORIDA/EMERICE

FLORIDA ready to work

ACADEMIC EMPLOYABILITY SKILLS

ACHIEVEMENT LEVEL 2

The State of Florida recognizes

Sample Student

An endorsement of achievement in the following: Work Ready, Soft Skills, Career Planning, and Work Ready Code.

FLORIDA/EMERICE

NRF FOUNDATION RISE UP

NRF FOUNDATION RISE UP

WAREHOUSE, INVENTORY & LOGISTICS SPECIALIST

BSCM

NRF FOUNDATION RISE UP

BUSINESS OF RETAIL

CERTIFIED SPECIALIST

NRF FOUNDATION RISE UP

CUSTOMER SERVICE & SALES

CERTIFIED SPECIALIST

NRF FOUNDATION RISE UP

RETAIL INDUSTRY FUNDAMENTALS

SPECIALIST

26

13

## FL Ready to Work Example- Communication Barriers



### Communicating Effectively

Lesson 1: Understand the Elements of Effective Listening, Speaking, and Writing

#### Let's Practice

Let's look at an example of a communication error that actually happened during a meeting with world leaders.

The United States of America's Secretary of State is responsible for representing the U.S.A. in meetings with world leaders.

At the time of this meeting, the relationship between the U.S.A. and Russia had experienced difficulties. Both countries were trying to repair the relationship and start new.



9 of 232



27

Which barriers to communication MOST LIKELY contributed to the misunderstanding in this story?

#### Practice Continued

During the meeting with the Russian Secretary of State, the U.S. Secretary of State decided to give him a pretend "reset button". In America, the term "reset" is commonly used to signify erasing the past and starting over. The gift was meant to symbolize the fact that the U.S.A. and Russia were working on their relationship and would forget the past.

However, the Russians did not understand. It took a while to explain what the "reset button" meant and to clear up their misunderstandings.


The next day, Russian newspapers declared "Russia and U.S. push the wrong button."



10 of 232



28



MENU x

## Communicating Effectively


Lesson 1: Understand the Elements of Effective Listening, Speaking, and Writing

### Feedback




Which barriers to communication MOST LIKELY contributed to the misunderstanding in this story?

- A. previous experience
- B. cultural background
- C. emotional interference
- D. communication style
- E. listening skills

Answers A and B are correct. The concept of resetting to erase the past is most likely not part of the Russian culture and therefore not part of their previous experience. The scenario does not suggest this was an emotionally-charged situation or that communication style caused the misunderstanding.




12 of 232

29

## Which barriers to communication MOST LIKELY contributed to the misunderstanding in this story?



### Let's Practice

Chen and Johan have difficulty communicating at work. Here is one example.

Johan approaches Chen and asks, "Have you finished reviewing the inventory yet?" Chen answers, "No."

Johan thinks Chen does not like him because he always gives short, one-word answers.

Chen thinks that Johan is trying to show his superiority by asking if he's finished with his work.

30

## Feedback

Which barriers to communication MOST LIKELY contributed to the misunderstanding in this story?

- A. previous experience
- B. cultural background
- C. emotional interference
- D. communication style
- E. listening skills

Answers C and D are correct. Both men are most likely reacting emotionally to the other's communication style.



31

## References


Domin, D., Haines, K., & Taylor, A. (2020). Employment Preparation of Students with Intellectual Disability in Federally-Funded Higher Education Programs. Think College Fast Facts, Issue No. 29. Boston, MA: University of Massachusetts Boston, Institute for Community Inclusion.

Domin, D., Taylor, A.B., Haines, K.A., Papay, C.K., and Grigal, M. (2020). "It's Not Just About a Paycheck": Perspectives on Employment Preparation of Students With Intellectual Disability in Federally Funded Higher Education Programs. *Intellectual and Developmental Disabilities*. 1 August 2020; 58 (4): 328–347. doi: <https://doi.org/10.1352/1934-9556-58.4.328>

Grigal, M., Papay, C., Smith, F., Hart, D., & Verbeck, R. (2019). Experiences That Predict Employment for Students With Intellectual and Developmental Disabilities in Federally Funded Higher Education Programs. *Career Development and Transition for Exceptional Individuals*, 42(1), 17-28. <https://doi.org/10.1177/2165143418813358>

Qian, X., Johnson, D. R., Smith, F. A., & Papay, C. K. (2018). Predictors Associated With Paid Employment Status of Community and Technical College Students With Intellectual Disability. *American journal on intellectual and developmental disabilities*, 123(4), 329–343. <https://doi.org/10.1352/1944-7558-123.4.329>


32



# Links

- <https://www.rehabworks.org/about/publications.html>
- <https://employu.org/adult-employment-services/>
- <https://www.vocfit.com/> from - University of FL
- <https://www.onetonline.org/>
- <https://www.floridashines.org/>
- [https://www.memphis.edu/professional\\_archive/students/training.php](https://www.memphis.edu/professional_archive/students/training.php)
- <https://crla.net/index.php/membership/membership-benefits>

33



# Any questions?

35