

Additional Worksite Learning Information for Working with Special Needs Students

Accommodations and Modifications By Specific Handicapping Conditions

English Language Learners/Limited English Proficiency (ELL/LEP) -
The term 'English Language Learners/Limited English Proficiency' means a secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and-

- (A) whose native language is a language other than English; or
- (B) who lives in a family or community environment in which a language other than English is the dominant language.

- Determine the language skills needed for the worksite/position
- Provide list of vocabulary specific to the worksite
- Make sure that instructions and directions are brief and specific; paraphrase or demonstrate for further understanding
- Demonstrate instructions/directions instead of repeating instructions
- Use trainers of the same gender
- Provide interpreter who understands the student's language to explain safety rules
- Provide interpreter who understands the student's language to explain employer rules, regulations, and including dress code, punctuality, attendance, etc.
- Check for understanding of job skills; use demonstration frequently
- Provide practice and training opportunities prior to beginning the job
- Assistance will be needed in completing forms and applications
- Criticism or correction should be done in a private place

Learning Disabilities

- Students should demonstrate or "show" their competence rather than telling you about it
- Determine the student's preferred learning style(s) and provide worksite information to the student in that modality
- Review company rules and policies with students on a regular basis
- Break job tasks into smaller units and present information in a step-by-step manner
- Use multi-sensory strategies when presenting new information (oral, written, and demonstration)
- Write or draw diagrams of instructions
- Have the worker repeat directions to ensure understanding
- Avoid noises and distractions when giving instructions or during demonstrations
- Provide performance feedback on a consistent basis—daily or weekly
- Make sure that you have the worker's attention (eye contact) when giving important information
- Provide written material in print or type when possible—cursive writing is difficult to read
- Allow the worker to tape record lectures, instructions, and training sessions

- Allow extra time to learn new tasks
- Avoid pressuring the worker to meet deadlines
- Provide access to adaptive technology and materials as needed

Attention Deficit Disorder

- Limit work station/environment distractions or noises
- Review employment rules and regulations in advance of worksite learning placement and review on a frequent basis
- Provide students the opportunity to move around and take frequent breaks
- Work routine needs to be structured with a planned daily schedule
- Workstations should be facing away from motion or activity
- Students would benefit by working with a positive role model
- Instructions should be firm and direct in nature
- Use multi-sensory strategies when providing instructions (verbal, written and demonstration)
- Use verbal praise and rewards for positive work productivity

Developmental Disabilities

- Introduce job task changes slowly (one step at a time) and provide training and practice
- Provide instructions with direct questions or sentences—don't use abstract terms
- Have worker repeat instructions/directions to ensure understanding
- Identify natural supports/co-workers to assist with any questions or concerns as needed
- Use a "buddy" system for emergencies
- Provide feedback to the student trainee frequently—praise the worker often
- Evaluate progress on a regular basis—more frequently to evaluate progress
- Review training steps and procedures frequently
- Work schedules and payroll information should be practiced frequently
- Arrange the workstation to avoid distractions
- Introduce change in work tasks slowly with advance notice
- Use multi-sensory approach when teaching or explaining new material or job tasks (written, verbal, and demonstration)
- Use adaptive technology and materials as needed
- Use a pictorial/written task sheet of daily job responsibilities

Physically Challenged

- Make sure an emergency evacuation plan is in place
- Make sure that the workstation is accessible and safe for the student
- Desks, tables, and workstations should be raised for improved access
- Laptops or trays for transporting of goods and materials may need to be provided
- Evaluation of the worksite is necessary with reasonable accommodations and supports provided
- If speech is difficult to understand, it is OK to ask them to repeat what was said—avoid speaking for them
- Let worker be independent—offer assistance only if needed

- The wheelchair is the worker's personal space, so don't lean or hang on the wheelchair
- Divide or separate tasks to avoid fatigue
- Provide adaptive technology and materials as needed

Health Impairments

- Epilepsy—Make sure that employees understand the concerns/strategies
- Heart condition—Evaluate physical demands and stress in the worksite
- Diabetes—Allow for a flexible work schedule with breaks for medication, walks or rest
- Kidney problems—Provide more sedentary work with reduced physical demands
- Stroke—Provide opportunities to allow writing or communication devices if speech is difficult to understand
- Hemophilia—Avoid dangerous or hazardous situations for safety and jobs lower in stress with regular rest periods
- Asthma—Evaluate work environment for fumes, toxic materials, dust, gasses, and appropriate room temperature. Frequent rest periods are needed with light physical work
- Develop a plan for emergencies and evacuation at the worksite
- Provide adaptive technology and materials as needed

Hearing Impairment

- Provide employee awareness training regarding deaf and hearing impaired
- Face the student during conversation adding gestures and facial expressions
- Provide performance feedback on a daily or weekly basis
- Written checklist of daily job tasks would be beneficial
- Use visual charts to explain directions or instructions at the worksite
- Paper/pencil should be made available for communication if an employer has difficulty understanding the deaf/hearing-impaired student
- Provide access to T.D.D. communication devices
- Use interpreters during training, interviews, demonstrations or instructions
- Avoid background noise during training, instructions, or important conversations
- When using an interpreter, speak to the employee, not the interpreter
- Get the workers attention before beginning to speak—tap on the shoulder or position yourself in front of the individual
- Use "yes" or "no" questions if the person has a hard time understanding your message
- Provide emergency evacuation procedures

Speech/Language Impaired

- Provide or develop job tasks that require few verbal cues/responses
- Directions and instructions should be explained in a step-by-step manner
- Employee should repeat instructions to determine level of understanding
- Provide pictorial representation for communication with employee (communication wallet)
- Training opportunities with limited interpersonal skills should be considered

- Use assistive communication devices or adaptive technology as needed
- Avoid asking questions that requires complex answers
- For those who stutter—listen to them and give them a chance to express concerns; do not talk for them

Visual Impairments

- Make sure worksite is safe with the identification of physical barriers and obstacles
- Provide time for orientation and mobility training in new work environment prior to employment and training
- Notify employee when changes have been made in worksite facilities including movement of desks, cabinets, etc.
- Provide access to adaptive technology and materials as needed
- Provide opportunities for student to use written/Braille notes to ask questions or provide information.
- Information manuals and training packets should be taped or in Braille
- Give verbal notices rather than posting meetings, changes, assignments and other important information
- Use descriptive words when giving directions
- Identify yourself to the worker or tap them on the shoulder whenever speaking—don't assume they know your voice
- Allow the worker to use large handwriting when writing notes or filling out forms
- Provide emergency evacuation plan instructions down and use demonstration to explain
- Allow additional time to complete more detailed tasks
- Arrange the workstation with few distractions
- Allow the worker to work alone if appropriate
- Introduce changes in the workplace slowly—minimal changes are best
- Maintain communication with the employee's counselor and personal physician
- Provide education to co-workers about mental illness
- Allow time for adequate rest breaks and time for medications
- Encourage worker to discuss personal problems with professionals—do not try to assist on your own
- Provide readers or tape recorders should the employee have problems with concentration
- Provide access to adaptive technology and materials as needed