Victory Academy’s Work Experience (W.E.) Program

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What is Victory Academy?

- K-12 program located in rural Sherwood, OR
- Oregon’s only year-round, accredited school for children with ASD
- Victory is a non-profit, 501 (c)(3), approved by the Oregon Department of Education and accredited through AdvancEd
- Victory’s mission is to provide children with autism an integrated academic and therapeutic program, carefully designed to address an individual’s strengths and challenges.
- Victory fosters the development of meaningful relationships and the achievement of lifelong learning.
Victory Program Design

• **75 students** across **10 classrooms**, ages 4-19
  - Classrooms grouped by level of support required for independent living and social & communication skills

• **Year-round School; Full-day Program** (7 hours per day); Drop off at 8:30 a.m. and pick up by 3:45 p.m
  - Student to adult ratio is approximately 10:4

• After-School Program: therapies, sports and recreational classes, open to the community

**48 Teachers, Therapists, Specialists, & Teaching Assistants**

- Integrated academic/therapeutic program
- 2 Speech and Language Pathologists, School Counselor (LPC), Physical Therapist, Occupational Therapist, 2 Music Therapists, Art Specialist, 5 BCBAs, 8 RBTs (Registered Behavior Technicians), APE (adaptive PE) teacher, Experiential Education Specialist, 2 Transition Specialists
Accessing Victory

- Students travel from 8 surrounding counties
- Families have moved from southern Oregon, Washington, Nevada, New York, Hawaii, Missouri, California, Arizona
- Funding comes from
  - Fundraisers
  - Private donors
  - Grants
  - Tuition
  - School districts
  - Insurance
  - Victory Scholarships
  - Nike WING Program
Victory Academy Classrooms

Have students in the Transition Program
Teaching through the “Lens of Transition” Across Victory
How?

- STARTING EARLY!
  - Consulting across classrooms (CBI, independent living skills, vocational preparation)
- Person-Centered planning
- Focus on student strengths, interests, and preferences
  - Begin tracking from an early age
- Multidisciplinary approach to transition planning
- Explicitly teach self-determination skills and embed choices as often as possible
- Use research-based methodologies and teaching strategies
How? Research-based Methods
20 Predictors of Post-School Success

- Career Awareness
- Community Experiences
- Exit Exam Requirements/High School
- Goal-Setting
- Inclusion in General Education
- Interagency Collaboration
- Occupational Courses
- Paid Employment/Work Experience
- Parent Expectation
- Parental Involvement

- Program of Study
- Self-Advocacy/Self-Determination
- Self-Care/Independent Living
- Social Skills
- Student Support
- Transition Program
- Travel Skills
- Vocation Education
- Work Study
- Youth Autonomy/Decision Making

*National Secondary Transition Technical Assistance Center (NSTTAC) www.nstac.org) and the National Post School Outcomes Center (NPSO) www.psocenter.org*
Victory Students: Age 4–12

- Career Awareness
- Community Experiences
- Exit Exam Requirements/High School
- Goal-Setting
- Inclusion in General Education
- Interagency Collaboration
- Occupational Courses
- Paid Employment/Work Experience
- Parent Expectation
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- Self-Advocacy/
- Self-Determination
- Self-Care/Independent Living
- Social Skills
- Student Support
- Transition Program
- Travel Skills
- Vocation Education
- Work Study
- Youth Autonomy/ Decision Making
Victory Students: Age 13–21

- Career Awareness
- Community Experiences
- Exit Exam Requirements/High School
- Goal-Setting
  - Inclusion in General Education*
- Interagency Collaboration
- Occupational Courses
- Paid Employment/Work Experience
- Parent Expectation
- Parental Involvement

- Program of Study
- Self-Advocacy/
  - Self-Determination
- Self-Care/Independent Living
- Social Skills
- Student Support
- Transition Program
- Travel Skills
  - Vocation Education*
- Work Study
- Youth Autonomy/ Decision Making
7 Transition Domains inform programming across all classrooms.

JH/HS classrooms access focused transition planning and formal vocational training through the Work Experience (W.E.) Program.
Who?

- The transition process is life-long; teaching through the “lens of transition” beginning with elementary classrooms
- **Formal Transition Planning at age 13**
  - *First Transition meeting*
- ALL student access Community Based Instruction (CBI)
- ALL students access the Work Experience (W.E.) Program; on campus & off campus vocational training
- 32 students and growing; ages 13-19
Why?

Got out in the community

80%
Shopped, dined out, or did errands in the community at least once a month.

Had a friend

72%
Of the subset of adults who could self-report answers to questions said they had a friend who was not a family member or a staff person.

Chose their schedule for themselves

43%
Made their own choices about when to get up, when to eat, and when to go to sleep. 40% chose what to do with their spending money.

*Roux, Shattuck, Rast & Anderson (2017)*
Why?

**Employment and Other Day Activities**

- **Had a paid job in the community**: 14%
  - Worked in the community for pay in settings that also employed people without disabilities.

- **Were in unpaid, activities in facilities**: 42%
  - Participated in unpaid activities in facilities with others with disabilities (sometimes called day programs).

- **Had no work or activity**: 27%
  - Had no work or activities in the previous two weeks in community or facility-based settings.

*Roux, Shattuck, Rast & Anderson (2017)*
End Goal

Adults graduating from Victory Academy will possess the skills to...

- “Make informed choices and decisions about their lives;
- Live in homes and communities in which individuals can exercise their full rights and responsibilities as citizens;
- Pursue meaningful and productive lives;
- Contribute to their families and communities;
- Have interdependent friendships and relationships with other people;
- Live free of abuse, neglect, financial and sexual exploitation, and violations of their legal and human rights; and
- Achieve full integration and inclusion in society in an individualized manner…”*

*Developmental Disabilities Assistance and Bill of Rights Act of 2000
3 Parts of Victory Academy's Transition Program

Work Experience Program
Victory partners with businesses in Wilsonville, Sherwood, Tualatin, and West Linn to provide vocational training in the natural environment. Students work or intern in a business once a week.

Bloom Coffee Shop
Each term, Bloom employees rotate through a variety of diverse jobs: Barista, Chef, Cashier, Baking team, Provisioning team, Budgeting team, Social media, Graphic design team, and Set-up & Clean-up crew

Transition Time
Weekly 1:1 or small group instruction focused on self-determination, self-awareness, job-readiness skills, college & career awareness, independent living, using transportation, personal goals and increasing overall independence.
Community-Based Vocational Training: Work Experience (W.E.) Program
● Community-based vocational training program
● Combination of paid sites and unpaid internships
● Across career clusters
● Weekly: once or twice per week
● 10 minute - 3 hours shifts
● 2, 4-5 month rotations (Fall & Spring)
● Students begin W.E. at age 13
● ALL students participate, unless written into their behavior plan
● 1:2, staff-student ratio. 1:1 as needed, occasionally 1:3
● High-stakes environment

What is W.E.?
W.E. Facts & Statistics
W.E. Goals

- Teach foundational job skills in the natural environment; Soft skills
- Promote informed choice; students need to know *how* to do a job before they can accurately identify if they *like* the job
- Exposure leads to interests; increased experience leads to an increased understanding of self
- Track preferences, interests and “what works” from an early age
- Community engagement
Multiple Disciplinary Approach

Classroom Teachers
- Consult to align academic goals with vocational goals
- Implement consistent behavior plans/expectations across environments

Speech and Language Pathologist
- Program AAC device with job-specific vocabulary
- Consult to practice vocabulary across environments

School Counselor
- Emotional and executive functioning support
- Reflecting on and navigating workplace social dynamics

Occupational Therapist
- Practice hygiene routines
- Gross & fine motor skills assessments for job tasks
# 3 Phases of WE

<table>
<thead>
<tr>
<th></th>
<th>Phase 1</th>
<th>Phase 2</th>
<th>Phase 3</th>
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<tbody>
<tr>
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<td>Post W.E.</td>
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<td>Securing placements, Preparing job sites, Training, Priming</td>
<td>Teaching, Data tracking, Individualizing support, Training</td>
<td>Compiling &amp; Analyzing data, Reflecting, Questionnaires, Employment</td>
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<td>• Creating learning supports</td>
<td>• Reflections</td>
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<td>• As-needed staff trainings</td>
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<td>• Modeling</td>
<td>• Continued relationships</td>
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<td>• Job carving/Job development</td>
<td>• Check-ins</td>
<td>• Long-term employment (variable)</td>
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<td>• Providing resources</td>
<td>• Job development</td>
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<td>• Transfer of control to natural stimuli</td>
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<td>• Campus visits &amp; inclusion in student events</td>
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**3 Phases of W.E.**

**PHASE 1**

**Pre W.E.**
Preparing, Training, Priming

**STUDENTS**
- Person-Centered Profile
- Multiple Assessments
- Priming
- Job-specific skills practice/prep

**STAFF (Job coaches)**
- Supported employment training

**BUSINESSES**
- Recruiting
- Ecological inventories
- Job carving/Job development
- Providing resources
Phase 1: Preparing Students
Preparing Students: Person Centered Profile

- Initial Transition meeting **while the student is 13 years old.**
- Interview key stakeholders:
  - Student (ATP)
  - Parents
  - Caregivers
  - PSWs
  - Siblings
  - Teachers
  - Specialists
- Environmental observations
- Access past and current academic reports
Preparing Students: Formal Assessment Tools

- **Self-Determination Assessments**
  - Arc
  - AIR
  - Choice Maker
  - TAGG

- **Self-Determination Training**
  - I’m Determined

- For those students who cannot self-report:
  - Essential For Living
  - AFLS

- **CBA Assessments**
  - Brigance
Preparing Students: Assessment Tools

- Preference assessments
- Interest assessments
- General and job-specific

Circle Which One You Like More →

INDOORS

OUTDOORS
Preparing Students: W.E. Specific Assessments
Preparing Students: Assessment Tools

- Assessing learning styles
  - Formal & informal tools

- Experimenting with self-instruction
  - Technology-based instruction v.s direct instruction
  - Video-modeling
  - Audio-cueing
  - Picture lists
  - Written task lists
Preparing Students: Priming & Preparation

- Food Handlers cards
- Supported on-site job trainings
- Shop for uniforms and practice wearing them at school
- Vocational task boxes
- Pre-program vocabulary on talkers
- Social stories & site visits
Phase 1: Preparing Staff
Preparing Staff: Supported Employment Training

- MS/HS Victory Academy staff serve in dual role as classroom teachers/teaching aids and employment supports
- Staff training during in-service week (Fall 2018)
- Site visits & introductions (as needed)
- Additional training (as needed)
- When possible, thoughtfully pair staff with familiar students
Employment Support
Role & Responsibilities

- Support student with skill acquisition
- Model & provide incidental training to staff
- Facilitate interactions between student & staff or community members
  - Be an “extension” of the natural supports; be consistent with the style/supports/expectations in the environment
- The ultimate goal is to have the student do his/her job with maximum independence.
  - As with everything else, we want to work ourselves out of a job!
- Facilitate the transfer to natural supports
  - Employees
  - Co-workers
  - Environment
  - Natural reinforcement
- Take pictures
- Take data
Phase 1:

Business Partners
Identifying Business Partners

- Cold calls
- Community mapping
- Connections within Victory Academy Community (parents, teachers, donors)
- Attend Wilsonville Council Chambers; active networking
- Approached by businesses/community members (word of mouth)

![Victory/Employer Partnerships Pie Chart]

- Cold Calls 57.1%
- Victory Connections 23.8%
- Connections from WE 4.8%
- Business Approach 14.3%
Recruiting Businesses

- Face-to-Face meetings
- Provide information, brochures, invite for campus tours
- Ecological inventories
- Job carving
- Present “trial period” or short-term option

Face-to-Face meetings:

- Provide information, brochures, invite for campus tours
- Ecological inventories
- Job carving
- Present “trial period” or short-term option
In the past two years, Victory Academy has been approached by six businesses who want to join the W.E. Program.
Student-Business skills matching: sharing students strengths, interests & success stories.
Phase 2:

<table>
<thead>
<tr>
<th>3 Phases of W.E.</th>
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</thead>
<tbody>
<tr>
<td><strong>PHASE 2</strong></td>
<td>Teaching</td>
</tr>
<tr>
<td></td>
<td>Teaching, Tracking data, Training</td>
</tr>
</tbody>
</table>

**STUDENTS**
- Creating learning supports
- Creating behavior supports
- Setting/individualizing goals
- Data Tracking (3 P’s, preferences, interests)

**STAFF (Job coaches)**
- Check-ins

**BUSINESSES**
- As-needed staff trainings
- Modeling
- Check-ins
- Job development
- Transfer of control to natural stimuli
- Campus visits & inclusion in student events
Phase 2: Supporting Students
Customize: Meet Students Where They Are

<table>
<thead>
<tr>
<th>Domains</th>
<th>Student 1</th>
<th>Student 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Tasks</td>
<td>Sort large from small tools alongside employment support</td>
<td>Open box, put tool in box, close the box, put the box in a finished pile</td>
</tr>
<tr>
<td>Communication</td>
<td>Use AAC device to greet manager and introduce self</td>
<td>Greet coworkers and bosses with appropriate tone and professional language; identify when a task is completed, locate manager, ask for the next task</td>
</tr>
<tr>
<td>Emotional regulation</td>
<td>Safely walk from the front of the warehouse to work area</td>
<td>Initialize asking for a break when needed</td>
</tr>
<tr>
<td>Duration of Shift</td>
<td>10 minutes → Goal of 30 minutes</td>
<td>1 hour → Goal of 3 hours</td>
</tr>
</tbody>
</table>

Every Victory Academy student accesses vocational training in the community.
Providing Instructional Supports

➔ Individualized instructional materials based on the principles of Universal Design for Learning
   ◆ Recognize learner diversity by providing instructions through multiple and diverse methods

➔ We are constantly assessing what works (and doesn’t work) for a given learner across settings and tasks

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**Text-based lists**

RUNNING ORDERS
1. Wait and warm for an order.

2. Find the ticket and read the table number located in the top left hand corner.

3. Pick up the food, but remember not to touch the food. Find the correct table.

4. Deliver the food. Remember to wait for a gap.

5. Say, “Enjoy your food!”

6. If they need something else, like sauce or anything, ask the employee where the food tray is.

7. Take the number.

8. Put the number in the stack.

Great job running the order! You can sit and wait until another order is up.

---

**Audio-based prompting**

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**Video-based prompting**

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**Picture-based lists**

- Food: Sign in and get your name tag
- Start your order:
  - Open the Start Line Club
  - Stamp Tokens in the lobby
  - Run the museum game
- Last: Sign out and put away your name tag
Behavioral Supports

- Visual reminders
- Token boards
- Timers
- Natural reinforcers
- Always work towards self-management

I work at McDonald's every Tuesday. When I am responsible, respectful, stay with the group, and listen to directions, my teacher will mark off a McDonald's arch. When I earn 10 McDonald's arches, I can cash them in for 6 Cypress Dollars!

Shane is on the GREEN path

Follow Directions
Safe Body
Stay with the group

Great Job!!! You are working hard!!!
Reinforcement

Natural Reinforcers
○ Work breaks
○ Embedded reinforcements at the job site
  ■ Horse Barn
    ● Break in the lawn chair
    ● Time petting horses
  ■ Salon
    ● Observing a beautician
  ■ Library
    ● Looking at DVDs
  ■ Hughes Water Garden
    ● Playing with sticks

External Reinforcers
○ Tangible items you bring into workplace
  ■ Edibles, fidgets, drawing supplies, etc.
○ Tangible items the student earns back at school
  ■ iPad break
Phase 2:
Staff Support & Responsibilities
Preliminary Student & Site Assessments

- Situational Assessments
  - Ecological Inventories: identify key job skills and roles, levels and types of support needed, accommodations and modifications, and areas of strength and growth

- Anecdotal Notes
Facilitating Student-Employer Relationships

- Promote the student’s independence, communication & self-advocacy
- Model how to engage with AAC devices
- Redirect all questions back to the student
- Model encouraging, respectful language
- Use strengths-based language
### Tracking Data: 3 P’s Model

<table>
<thead>
<tr>
<th>Task Completion</th>
<th>Task:</th>
<th>Task:</th>
<th>Task:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initiates task</strong> (Checks list, transitions from assignment)</td>
<td>Y</td>
<td>N</td>
<td>Prompt:</td>
</tr>
<tr>
<td><strong>Prompt Level</strong> (First trial data: aud, verbal, gestural, physical)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Proximity</strong> (Physical distance from student within eyesight)</td>
<td></td>
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<tr>
<td><strong>Presence</strong> (Out of sight or away from the job area)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Task Duration</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Endurance w/ task</strong> (time before needing break or reminder to stay on task)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cleans Up</strong></td>
<td>N/A</td>
<td>Y</td>
<td>Prompt:</td>
</tr>
<tr>
<td><strong>Anecdotal Notes</strong> (more supports, hits/misses, identified more activities he/she could do?)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mood &amp; Preferences</strong> (favorites, likes, dislikes, etc.)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Checks Out</th>
<th>Yes</th>
<th>No</th>
<th>Prompt:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Says, “Bye.”</th>
<th>Yes</th>
<th>No</th>
<th>Prompt:</th>
</tr>
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</table>
Tracking Data: 3 P’s Model

- Prompting
- Proximity
- Presence
- Independence
Prompting

The assistance provided to the learner after the presentation of the instructional stimulus.

Prompting is provided before or during the response to support a correct response.
Proximity

Physical distance from the learner while still within line of sight.
Presence

Withdrawal from the learner’s work environment.

On-site but out-of-sight, near-site, only provide transportation to site, off-site.
Presence:

Addressing risk and liability

*Adapted from the EPIC School, http://www.epicschool.org*
Promoting Independence by Fading the 3 P’s

**Prompting**

*How* are you teaching the skill?

Are you able to fade the intensity of the prompt? (Full physical, partial physical, gestural, pictorial, or verbal prompts)

Are you able to replace yourself with a visual or technology?

**Prompting**: Are you able to increase your distance from the student while providing a less invasive prompt?

Example: Modeling can be faded to gesturing from across the room.

**Proximity**

Does the student remain on task when you are out of sight for partial or total tasks?

**Presence**
“Independence is how you act when no one is looking”

How do we define success or “mastery” (across environments)?

It depends on the individual.
What else do we track?

- Individualized for each student and each job site
  - Satisfaction and preferences
  - Matching strengths
  - Speed
  - Productivity
  - Independence
  - Social engagement & connections
    - Opportunity for community
  - Fading out token boards, behavioral support
- Always try to shift to self-monitoring; students should have control over their goals and progress.
- Ability to transfer to natural supports
Phase 2:
Supporting Business Partners
Providing Staff Trainings

- Autism awareness training
- Sensory awareness
  - The Salon
- Behavioral supports
  - Summer Camp, training camp counselors
- AAC trainings
  - Personalized
  - Whole staff
Providing Resources & Consultation

- As-needed advising
- Re-designing environment to be more sensory friendly
- Re-designing products to be more inclusive
- Re-designing employment trainings to be more accessible
- Troubleshooting challenging situations with employees
Inviting employers to school events fosters relationships and a sense of community between students and businesses.
Phase 2: *Engaging Parents
• Employment support persons post daily
• All parents and staff are members
• Video evidence of progress
• Shift mindsets/diffuses concerns
• Provides information for parents to have follow-up conversations with their child
### Phase 3:

#### 3 Phases of W.E.

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Phase 3: Students
Post-W.E. Reflections

**Our Table**

- What I did:
  - I vacuumed on the floor
  - I cleaned up the windows
  - I cleared bloom

- Who I worked with:
  - Ethan, Nate, Molly

- My manager:
  - Molly Smith

- My favorite part:
  - Sweeping on the floor

- My least favorite part:
  - I like it a lot

- Do I want to work there again?
  - Yes
  - Why? because it’s fun

**My Job Reflection**

- Are your predictions correct?
  - Yes

- What made you proud at your job today?
  - I got a picture

- What was challenging at your job today?
  - No

- How did you do with your job tasks?
  - I did it independently

- How did your work schedule feel?
  - Enough to do; Happy

- Did you see a task you’d like to try? What is it?
  - Crushing up garbage
## Comparing Pre & Post-W.E. Assessments

### Ace Hardware
- Yes, I am interested.
- No, I am not interested.
- I am unsure.

### Critter Cabana
- Yes, I am interested.
- No, I am not interested.
- I am unsure.

### McDonald's
- Yes, I am interested.
- No, I am not interested.
- I am unsure.

### an Assisted Living Center
- Yes, I am interested.
- No, I am not interested.
- I am unsure.

### The Library
- Yes, I am interested.
- No, I am not interested.
- I am unsure.

### an Animal Shelter
- Yes, I am interested.
- No, I am not interested.
- I am unsure.

### CRKT (Columbia River Knife and Tool)
- Yes, I am interested.
- No, I am not interested.
- I am unsure.

### a Coffee Shop
- Yes, I am interested.
- No, I am not interested.
- I am unsure.

### I would like to...

- Make a schedule
- Lead activities
- Mop floors
- Serve food
- Fill up ketchup, mustard, and other condiments when they get low
- Work with a group of people
- Work by myself
- Work with animals
- Work in the morning
- Work in the afternoon or evening
- Help others
- Be in a quiet workplace
- Be in a noisy workplace
- Help the elderly
- Serve food at a drive-thru
- Work with young people
- Put away books
- Clean toys
- Use a cash register
- Make a budget
- Price items
Creating & Maintaining Resumes

- Differentiated based on student
  - PowerPoints
  - Embedded videos and pictures
  - Text-to-speech
  - Incorporating LAMP icons
  - iMovie
  - Weebly website

- Data tracking tool
Student-Led Transition Meetings
Student-Led Transition Meetings

- Invite key stakeholders
- All students present
- Students present on strengths, challenges, preferences, hopes and dreams
- Presentations are differentiated based on student strengths & preferences
  - Google slides
  - Bound books
  - Embedded videos and pictures
  - Incorporating LAMP icons
  - iMovie/Pre-recorded
- Update Person-Centered Profile (yearly, more frequently as students age)
Phase 3: Staff
Feedback & Debrief

- Face-to-face meeting
- Feedback Questionnaire
- How can we support you better?
Phase 3: Business Partners
Feedback Questionnaire

Victory Academy's WE Program Questionnaire

First and foremost, we are incredibly thankful to have your support as a business partner for our Work Experience Program. Having the opportunity to build our community network and teach our students in real-world settings is critical for their success later in life. We are forever grateful for the part you have played in their vocational training program. If you are able to take a short survey to help better our program and our relationship with our community, we would love to hear your feedback (both positive and negative). Anything helps! Please note that putting your name is optional, as we want you to have the opportunity to be as honest as possible. Thanks again in advance!
- Victory Staff

Name & Business (optional)
First and last name

Overall, how would you rank your experience with Victory’s Work Experience students?

1 2 3 4 5
Poor ☐ ☐ ☐ ☐ ☐ Excellent

Overall, how would you rank your experience with Victory’s Work Experience staff?

1 2 3 4 5
Poor ☐ ☐ ☐ ☐ ☐ Excellent

What was the best part of your experience with Victory’s WE Program?

Was there anything during your experience with Victory’s WE Program that was negative? If so, please explain.

Which tasks that Victory Academy interns completed each week were most helpful for your business?

During future rotations, what other tasks (if any) would be helpful for students to complete?
Overall, how would you rank your experience with Victory’s Work Experience students?

9 responses

- 1: 0 (0%)
- 2: 0 (0%)
- 3: 0 (0%)
- 4: 0 (0%)
- 5: 9 (100%)
**What was the best part of your experience with Victory's WE Program?**

9 responses

<table>
<thead>
<tr>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seeing the students get more and more comfortable in the environment</td>
</tr>
<tr>
<td>They help us accomplish tasks that we have not been able to get to. We</td>
</tr>
<tr>
<td>are also happy that they are gaining responsibilities and learning new</td>
</tr>
<tr>
<td>tasks.</td>
</tr>
<tr>
<td>Meeting the students and providing REAL work for them to do while on</td>
</tr>
<tr>
<td>site.</td>
</tr>
<tr>
<td>The interaction with the students, and our workers interacting with the</td>
</tr>
<tr>
<td>students</td>
</tr>
<tr>
<td>We enjoyed seeing the students get comfortable with their tasks and</td>
</tr>
<tr>
<td>feeling at home and important to the library</td>
</tr>
<tr>
<td>It was great to have Ole work on some special projects.</td>
</tr>
<tr>
<td>watching the kids learn and grow!</td>
</tr>
<tr>
<td>I loved seeing how happy the student were to be here. They were so</td>
</tr>
<tr>
<td>excited and positive.</td>
</tr>
<tr>
<td>The students I worked with were happy and very respectful</td>
</tr>
</tbody>
</table>
Was there anything during your experience with Victory's WE Program that was negative? If so, please explain.

9 responses

<table>
<thead>
<tr>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>No (3)</td>
</tr>
<tr>
<td>NO</td>
</tr>
<tr>
<td>N/A</td>
</tr>
<tr>
<td>Not really. The students were great and the staff were top notch. I do wish we had less of a break between groups working at our site. Perhaps it's a selfish wish, but I miss not having them here when we're in between groups!</td>
</tr>
<tr>
<td>Nothing was negative - only positive</td>
</tr>
<tr>
<td>I didn't see anything negative</td>
</tr>
<tr>
<td>no</td>
</tr>
</tbody>
</table>
During future rotations, what other tasks (if any) would be helpful for students to complete?

- Same as before, possibly re racking weights but would require heavy lifting of 45 lbs so might not be a good fit.
- The same as listed above, but other tasks could include more office-type work such as sorting, stuffing envelopes, etc.
- Same/similar and we will look to other needs or opportunities
- It would be great to get the activity rotation back in the galleries when the students' skills permit.
- Not Sure
- I know our Wellness Manager had expressed interest in getting some supplements date-checked.
- Same
It is important to us that this program is mutually beneficial for Victory and our community partners. How can we better support your business? Check all that you may be interested in.

- Provide autism trainings to staff: 4 (80%)
- Provide resources: 0 (0%)
- Provide support communicating with individuals: 2 (40%)
- Just a comment on the training item: 1 (20%)
- It was great to have you speak with our...: 1 (20%)
- Advice on how to work with each student: 1 (20%)
“Our McDonald’s team learned to be more understanding of the needs of a new team members. By seeing the hard work and the enormous effort made by the VA students to learn the McDonald’s system, motivated our team to try even harder at their own tasks. Working with the VA students gave everyone more empathy and understanding about the complexity of working in the service industry.”

“This is an amazing program that has truly transformed how we onboard our new hires at McDonald’s and keep new hires connected with their restaurant team. Since being involved with the program we’ve modified our orientation process and created a Corporate Training Department. The students were able to express their feeling about working in a new environment in a way that our general new hires have never been able to communicate. The VA support staff is amazing. My team was never overwhelmed with not having adequate support. The team worked shoulder to shoulder with the student to ensure a smooth learning experience. The student were always eager for their next day at work.”

“We were so impressed by the enthusiasm of our restaurant team towards the VA WE program, we created a New Training Team that specializes in orientation and helping new hires integrate into restaurant teams. This has had a positive impact on our turnover rate and our employee satisfaction.”
Employer Testimonials

“Our customers even treated us up differently. When customers learned that we were partnering with Victory Academy’s Work Experience Program, they began to give more respect to our team at the restaurant. Thank you for bringing this to our company.”

“The tasks that the Victory students help with are tasks that, at least for me, would not get done otherwise. With their help, I was able to complete a task that had been on the back burner for months. Working with these kids and helping them gain life skills in the workplace has been a true blessing to me.”

“Helping with this program has been a real joy for me. Spending time with these students and seeing the progress they make puts a smile on my face. I am lucky to work for a company that sees the benefit of this program and takes the initiative to help.”

“It’s been great having the students here, It’s a mutual benefit. CRKT gets extra work done, while being able to teach the students job skills. It so fun to see the students show up in their CRKT shirts ready to work. The students help brighten up the atmosphere, and the students get to learn what the work environment is like. We’ve been able to get a lot of projects completed that we normally would have had to push to a later date. The students help us with repacking product, creating packs for retailers, shred paper, scan documents, and help open boxes.”
Continued Partnerships

Goal:
Build relationships that could lead to long-term, paid jobs in the future.
## Job Creation

- Through W.E., students strengths and employable skills emerge
- Company needs emerge/job creation opportunities
- Matching emerging student strengths and special interests with business’s needs = long-term employment opportunities

<table>
<thead>
<tr>
<th></th>
<th>Student A</th>
<th>Student B</th>
<th>Student C</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strength/ Special interest</strong></td>
<td>OCD</td>
<td>Using the net</td>
<td>Playing in water and hoses</td>
</tr>
<tr>
<td><strong>Business</strong></td>
<td>Walgreens</td>
<td>Hughes Water Garden</td>
<td>Horse Barn</td>
</tr>
<tr>
<td><strong>Business need</strong></td>
<td>Organized aisles</td>
<td>Keeping the ponds clean</td>
<td>Horses need access to water</td>
</tr>
<tr>
<td><strong>Employment opportunity</strong></td>
<td>Facing all merchandise</td>
<td>Scooping the duckweed from all ponds</td>
<td>Wash and fill all horse troughs</td>
</tr>
</tbody>
</table>
W.E. Leads to Paid Employment

7

Students hired by WE businesses
Generating Community Engagement

- Cultivating a Community of Practice
- Networking
- Established and potential community partners
- Recognizing all stakeholders
- Celebrating successes
- Expressing gratitude
- Shifting mindsets
- Fostering community between students and mentors/businesses

W.E. Program Appreciation & Information Night

Please join us for an evening to celebrate the Work Experience (W.E.) Program community partners and their engagement in expanding vocational and educational opportunities for Victory’s students.

**when:**
Wednesday, April 24, 2019
7:00 - 9:00 p.m.

**where:**
Victory Academy’s Community Room
12165 SW Tooz Rd. Sherwood

**what:**
student & guest speakers, community networking, information sharing, coffee & desserts!

Please click HERE to RSVP!

(we are grateful for your response by April 17th)
Why?
Final Questions & Thank you!

Sula Willson, M.Ed.  
Transition Specialist, Victory Academy  
molly@victoryacademy.org  
www.victoryacademy.org


Additional resources...
In-School Vocational Training
In-School Vocational Training

Embedded within the Classroom

- Job Shadowing & Internships (Victory Academy Staff)
- Classroom Careers
- Classroom Chores
- Task boxes

Bloom Coffee Shop

- All students participate
- Located at Victory Academy
- Students rotate through different jobs every 6 months
- Open three days a week to staff and the community
- Supported environment
- All paid positions

Small Groups & 1:1s

- Career-Specific Skills Courses (Project Discovery’s Graphic Design & Accounting)
- Career Awareness
- Entrepreneur courses (art, Etsy, budgeting, etc.)
- Self-Awareness & Self-determination
- Job-specific skills (Food Handler’s Cards)
- Independent living
- Transportation skills
- Soft skills
In-School Vocational Training: Embedded within Classroom
Classroom Careers

Redwood Classroom Career: Head Chef

Name: ____________________________
Position beginning: ____________________________ (date)

List of Duties

Each week by Friday:
Choose a recipe. It can be printed out or from a video.
Make a shopping list. Remember to check which ingredients we already have!
Label the ingredients and put them away.

Redwood Classroom Career: Travel Agent

Name: ____________________________
Position beginning: ____________________________ (date)

List of Duties

By Friday:
Email the people at the Smart Bus office to tell them our CBI plan for Tuesday.

By Tuesday:
Help make the CBI plan for the class to use on the Smart Board.
Copy the scavenger hunts.

On Tuesday:
Lead the CBI meeting.
Pass out the scavenger hunts and clipboards if needed.

Redwood Classroom Career: Time Keeper

Name: ____________________________
Position beginning: ____________________________ (date)

List of Duties

Morning:
At 9:00 check with a teacher to see if we are ready to start our morning meeting.
Shake the maraca and make the announcement to the class.

As Needed:
Shake the maraca and announce the next activity or set a timer if a teacher requests it.

Afternoon:
Make sure your afternoon jobs are finished.
Re-set the Daily Schedule. Take a picture of it and print out 3 copies.
Write in the individual specials and after school classes.
Clear off the Plan for the Day.
How did I do at my Redwood Career?

Career: Accountant  Date: 6-24-17

I remembered to do my jobs. ☑️ ☑️ ☑️ ☑️ ☑️
I asked for help if I needed it. ☑️ ☑️ ☑️ ☑️ ☑️
I was cheerful and friendly about doing my jobs. ☑️ ☑️ ☑️ ☑️ ☑️
I improved at my jobs. ☑️ ☑️ ☑️ ☑️ ☑️

One thing that I really liked about this career was ________________________________

taking and giving money

One thing that I didn’t like about this career was ________________________________

announcing the budget

Career: Accountant  Date: June 2017

1. Do you feel that I have improved in this job since the start?
   Circle One: Yes or No

2. What is something that I can work on?
   Remembering to do some of the tasks that maybe weren’t your favorite but were part of this career (reimbursements, announcing the balance to the class)

3. What is something that I am good at?
   Using the cash register, sorting the cards & remembering to do your daily tasks.

4. How has my attitude been during this Work Experience Program?
   Good and hard-working!

Other comments:
You are a reliable and consistent worker on the cash register and really improved on using friendly words with your classmates.
Job Shadowing

- Students intern with a school employee/specialist
  - Reading to an elementary school class
  - Assistant to the Art Specialist
  - Assistant Special Olympics Coach
  - Shadowing cleaning and front desk staff
In-School Vocational Training: Bloom Coffee Shop
What is Bloom?

Entirely student-run coffee shop.

Open 3 days a week for 1 hour each.

Paid positions for all Transition students.

Open to the community.
Bloom Coffee Shop: Jobs

• Customer Service
  ○ Barista
  ○ Cashier
  ○ Chef
• Production
• Clean Up
• Set up
• Purchasing

• Baking
• Accounting
• Development and Marketing
• Social Media Representatives
• Resident Artists
Bloom Goals

• Teach foundational job skills

• Provide new experiences

• Promote informed choice—students need to know *how* to do a job before they can accurately identify if they *like* the job

• Track preferences and interests from an early age
“Low stakes”, controlled environment; “practice round”
<table>
<thead>
<tr>
<th>Present Level</th>
<th>Student 1</th>
<th>Student 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong></td>
<td>Uses AAC device to communicate immediate wants/needs. Currently working to expand foundational vocabulary</td>
<td>Verbal communicator practicing moderating voice tone, using indirect language</td>
</tr>
<tr>
<td><strong>Emotional regulation</strong></td>
<td>Engages in SIB or may attempt to elope when stressed or frustrated</td>
<td>Proficient at using ‘cool tools’ such as asking for a break as needed.</td>
</tr>
<tr>
<td><strong>Independent Living</strong></td>
<td>Independently use the bathroom, still requires verbal directions to complete hygiene routines</td>
<td>Practicing hygiene habits such as showering daily and shaving before work.</td>
</tr>
<tr>
<td><strong>Applied academics: math</strong></td>
<td>Goals include reading digital clocks, counting money with 1:1 correspondence, using fractions to measure ingredients</td>
<td>Learning algebra at grade level</td>
</tr>
<tr>
<td><strong>Applied academics: reading</strong></td>
<td>Goals include identifying &amp; responding to community safety signs, using AAC to answer Wh?</td>
<td>Goals include inferencing from text, using a graphic organizer to write summative essays</td>
</tr>
<tr>
<td>Skill domain</td>
<td>Student 1</td>
<td>Student 2</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Social communication</td>
<td>Use an AAC device to greet customers and ask “What would you like?”</td>
<td>Greet customers with appropriate tone and professional language</td>
</tr>
<tr>
<td>Advocacy</td>
<td>Use AAC to ask for help with unknown tasks</td>
<td>Ask for help with new/unknown tasks</td>
</tr>
<tr>
<td>Self-monitoring</td>
<td>Remain in chair for duration of shift</td>
<td>Arrive at work on time and leave at shift end</td>
</tr>
<tr>
<td>Applied academics</td>
<td>Count out change up to $5.00</td>
<td>Identify incorrect payment values</td>
</tr>
<tr>
<td>Executive functioning</td>
<td>Identify if a task is easy or difficult</td>
<td>Remember and initiate work tasks</td>
</tr>
<tr>
<td>Job-Specific Tasks</td>
<td>Navigate card reader to take payments</td>
<td>Navigate card reader to take payments</td>
</tr>
</tbody>
</table>
Low-stakes environment

“Dignity of risk”

Natural consequences

Examples

○ Student A’s classroom career is the travel agent. Student A forgets to email the bus driver. The bus doesn’t come. The students don’t go on CBI.

○ Student B’s classroom chore is to plug in the iPads. Student B forgets to plug in the iPads. Students don’t have access to iPad breaks the next day.

How do we support students in moments of “failure”?
In-School Vocational Training:
Transition Time
Individualized Exploration & Planning

Career-specific courses
- Graphic design, accounting
- Digital citizenship
- Entrepreneurial skills classes
- Social and soft skills instruction
- Resume & portfolio building
- Transportation training
- Safety and independent living skills
- Learning apartment

Personal goal setting

Focus on increasing self-awareness & self-determination