

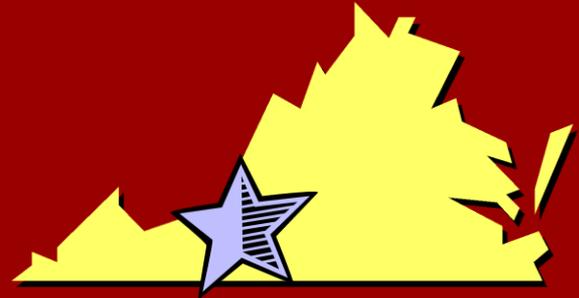
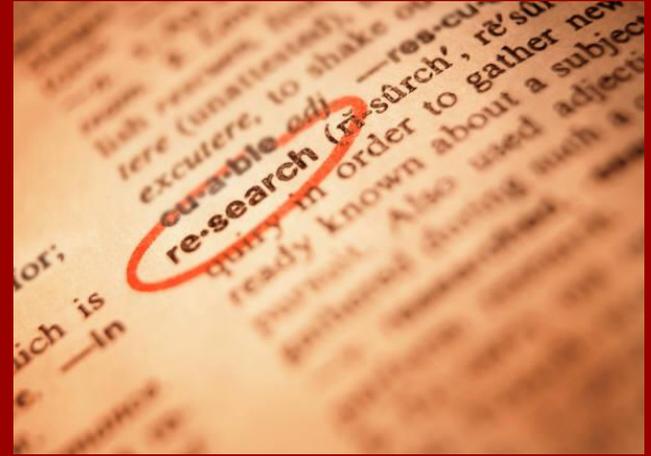


Schoolwide Expectations that Promote Student Success for Achieving Transition Goals

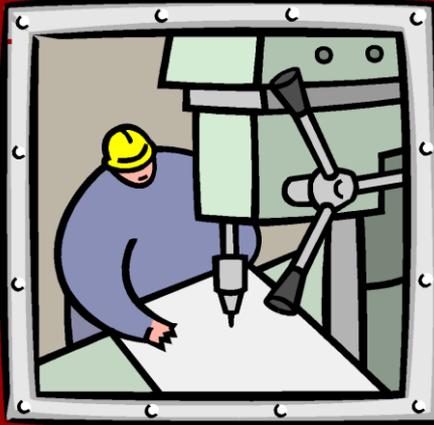
Presented by: Tommy Barber, Maxine Casey, and Tim Robers

The History of the Student Job Description:

- Research Project: Survey and Analysis of Jobs for the Mentally Retarded in Southwest Virginia” 1978 Southwest Virginia Training Center, Hillsville Virginia.



The Generic Vocational Competencies



– Found in the U.S. Department of Labor's Dictionary of Occupational Titles

The Generic Work Skills

- Verbal Skills
- Numerical Skills
- Spatial Skills
- Form Perception Skills
- Clerical Skills
- Motor Coordination Skills
- Manual Dexterity Skills
- Finger Dexterity Skills

The Generic Physical Abilities

- Lifting
- Carrying
- Pushing
- Pulling
- Climbing
- Balancing
- Stooping
- Kneeling
- Crouching
- Crawling
- Reaching
- Handling

Work Habits:



- **Attend Consistently**
- **Attend On Time**
- **Set Up The Worksite Properly**
- **Know/Demonstrate The Safety Rules**
- **Work On Task**
- **Follow Directions**
- **Reduce Excessive Wastes of Work Materials**
- **Display a Proper Tool Storage Habit**
- **Display a Proper Materials Storage Habit**
- **Display Proper Clean-Up Skills**

Social Skills:

Display positive supervisor
interactive skills by:



- Asking for assistance from one's supervisor
- Giving assistance to one's supervisor when asked properly
- Receiving directions from one's supervisor
- Communicating frustration, complaints, constructive criticism, etc., to one's supervisor properly and without argument
- Receiving reprimands, constructive criticism, etc., from one's supervisor properly and without argument
- Conversing with one's supervisor without: (1) profanity or (2) exaggerations

Social Skills:

Display positive coworker interactive skills by:



- Properly asking for assistance from ones co-worker (s)
- Giving one's co-worker (s) assistance when asked properly
- Communicating frustrations, constructive criticism, etc., to ones co-workers properly and without argument
- Receiving complaints, constructive criticism, etc., from ones co-workers properly and without argument
- Giving verbal directions, commands, etc., to one's co-worker(s)
- Receiving verbal directions, commands, etc., from ones co-worker(s) when asked properly
- Conversing with ones co-worker(s) without:
(1) profanity or (2) exaggerations

Social Skills:

Work without distracting one's coworkers by:



- Touching them personally or with objects
- Visual distractors
- Sound or Verbal distractors

– Values

Display the Following Universal Vocational Values as They Apply to Ones “World of Work” by:

- Working without damaging the property of ones co-worker(s)
- Working without stealing items from ones co-worker(s)
- Being truthful with everyone
- Working with intensity, interest, and enthusiasm until the task is completed
- Aspiring for perfection in ones workmanship, no matter what work task
- Accepting individual differences that exist in co-workers, supervisor, etc.
- Belief that realizing one's vocational abilities and interests are essential ingredients in building a positive self-respect in adulthood
- Belief in the work ethic as being the mechanism for establishing and perpetuating one's livelihood

History

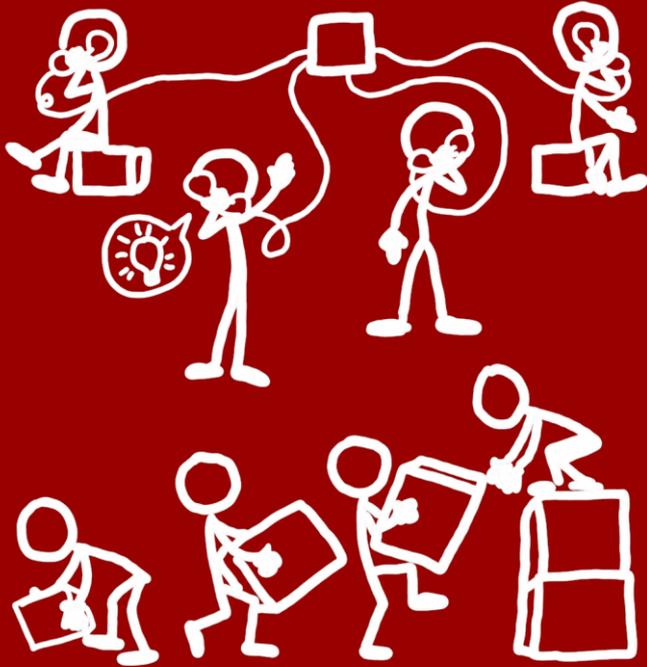
Individualized Vocational Projects

ITS

Industrial Training Systems

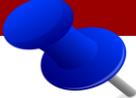
Assessment-Curriculum-Placement-Profit

History

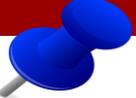
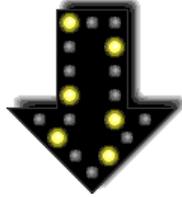


- Volunteer Job Placement Evaluation
- On-The-Job Placement Evaluation

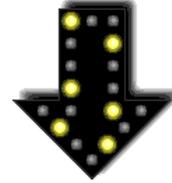
The Individualized Vocational Projects Approach



Assessment/Curriculum For the
"Generic Vocational" Competencies



Assessment/Curriculum For the
"Wood Manufacturing" Competencies



Vocational Student Development



Service / Product Projects for Money

“STUDENT JOB DESCRIPTION” (K-12)

Robert M. “TOMMY” BARBER, ED.D

1st Printed 2001

2nd Printed 2004

- **A system of behavioral standards**
- **General student study habits that will improve grades**
- **Improves the character qualities of students**
- **Applies equally to academic and vocational programming, classes, etc.**
- **Readies one to be a more successful employee in the (teen and adult) “world of work”**

THE STUDENT JOB DESCRIPTION



One of the major responsibilities (or job) that the United States of America asks of its children and youth (ages 5 – 17) is to educate themselves and perform the job of a student to the best of their abilities.

Thus, all HopeTree students are expected to perform the below Student Job Description which develops student work habits, social skills and work values.

Student Work Habits

The Student...

1. Is punctual to class/ **one's job**
2. Wears appropriate clothes to school/ **one's job**
3. Maintains appropriate personal cleanliness and appearance at school/ **on the job**
4. Begins school/ **job** task(s) appropriately
5. Follows school/ **company** and classroom/job safety rules
6. Completes learning/ **job** tasks efficiently
7. Behaves appropriately during class changes, breaks or lunch/ **work breaks or work meal**
8. Takes initiative in performing class work/ **job** duties
9. Uses school/job materials/ **equipment** economically and with respect
10. Stores school/ **job** equipment, machines, etc. properly
11. Stores school/ **job** materials properly
12. Cleans school/ **job** site properly
13. Cooperates in team learning/ **work** activities
14. Maintains regular school/ **job** attendance
15. Demonstrates problem-solving skills at school/ **on the job**

Student Social Skills

The Student interacts properly with teachers/**Supervisors** and **peers/coworkers and customers** by...

16. Asking for assistance properly
17. Giving assistance properly
18. Following directions with a good attitude
19. Expressing frustrations/complaints properly
20. Receiving frustrations/complaints properly
21. Not using profanity or exaggerations
22. Showing respect to teachers/**supervisors** and peers/**co-workers**
23. Not distracting others while performing class assignments/ **job duties**
24. Conversing appropriately with teachers/**supervisors**, and peers/**co-workers, and customers**
25. Giving support (care) to others/ **on the job**

Student Work Values

The Student...

26. Is truthful
27. Is respectful
28. Is trustworthy
29. Is responsible
30. Is loyal
31. Is self-disciplined
32. Strives to perform at a high quality of class work/ **job performance**
33. Values his/her school/**vocational** abilities and interests
34. Believes in self-improvement through further education/**vocational** training, professional development, etc.
35. Recognizes and respects individual differences in others at school/ **on the job**

Development of HopeTree Academy PowerTools

- 2009 Inservice with PowerTools Inc.
- Introduced to a simple framework and challenged to make it fit our program.

A

A CCEPT

RESPONSIBILITY

B

BE

IN CONTROL

OF

YOUR WORDS

AND

ACTIONS

C

C
COMMUNICATE
APPROPRIATELY

D

DONT

DISCOUNT

SELF OR

OTHERS

HopeTree Academy Power Tools





HopeTree Academy

Mission Statement

HopeTree Academy provides a safe and secure educational environment where students with unique educational needs, often at-risk and in-crisis, grow emotionally and socially, develop academic and job skills while connecting with vital resources.

—

Reduce critical incidents which detract from a student's educational experience

- **Number of out of out of school suspensions**
- **Number of in school suspensions**
- **Number of unexcused absences**
- **Number of missed assignments**



POWER TOOLS

**HOPETREE
ACADEMY**



HILLTOPPERS

ACCEPT RESPONSIBILITY

1. PUNCTUAL TO CLASS
2. WEAR APPROPRIATE CLOTHES TO SCHOOL
3. MAINTAIN APPROPRIATE PERSONAL CLEANLINESS AND APPEARANCE IN SCHOOL
4. BEGIN SCHOOL TASKS PROMPTLY
5. COMPLETE LEARNING TASKS APPROPRIATELY
6. BEHAVES APPROPRIATELY DURING CLASS CHANGES, BREAKS AND LUNCH
7. TAKE INITIATIVE IN PERFORMING CLASSWORK
8. MAINTAIN REGULAR SCHOOL ATTENDANCE
9. DEMONSTRATE PROBLEM SOLVING SKILLS
10. BE RESPONSIBLE
11. BE SELF-DISCIPLINED
12. STRIVE TO PERFORM AT A HIGH QUALITY OF CLASS WORK
13. VALUE YOUR SCHOOL ABILITIES AND CLASSWORK
14. BELIEVE IN SELF-IMPROVEMENT THROUGH FURTHER EDUCATION

BE SAFE WITH ACTIONS AND WORDS

1. FOLLOW SCHOOL AND CLASSROOM SAFETY RULES
2. USE SCHOOL EQUIPMENT PROPERLY AND WITH RESPECT
3. STORE SCHOOL EQUIPMENT AND MACHINES PROPERLY
4. CLEAN SCHOOL SITE PROPERLY
5. COOPERATE IN TEAM LEARNING ENVIRONMENTS
6. REFRAIN FROM SAYING OR TEXTING UNLAWFUL OR ABUSIVE LANGUAGE TO OTHERS



COMMUNICATE RESPECTFULLY

1. ASK FOR ASSISTANCE
2. GIVE ASSISTANCE PROPERLY
3. FOLLOW DIRECTIONS WITH A GOOD ATTITUDE
4. EXPRESS FRUSTRATION/COMPLAINTS PROPERLY
5. RECEIVE FRUSTRATION/COMPLAINTS PROPERLY
6. DO NOT USE PROFANITY OR EXAGGERATIONS
7. SPEAK APPROPRIATELY WITH TEACHERS AND PEERS
8. BE TRUTHFUL WITH OTHERS

DO NOT DISCOUNT YOURSELF OR OTHERS

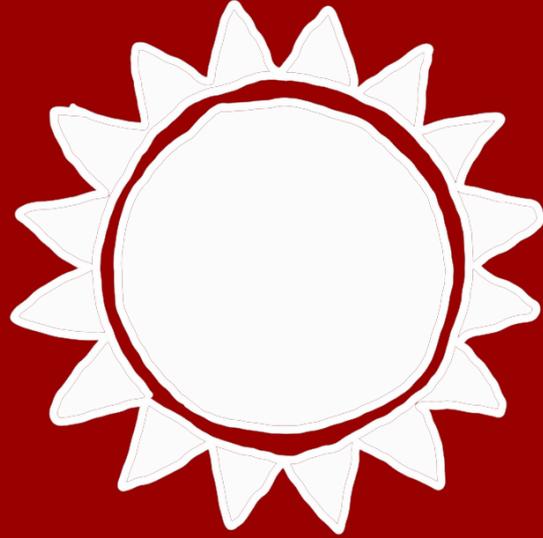
1. RESPECT YOURSELF AND WHAT YOU ARE TO OTHERS
2. RECOGNIZE AND RESPECT INDIVIDUAL DIFFERENCES IN OTHERS AT SCHOOL
3. SHOW RESPECT TO TEACHERS AND PEERS
4. DO NOT DISTRACT OTHERS WHILE PERFORMING CLASS ASSIGNMENTS
5. GIVE SUPPORT (CARE) TO OTHERS
6. BE TRUSTWORTHY TO OTHERS
7. BE LOYAL TO OTHERS AND TO YOUR OWN BELIEFS AND VALUES

Creating Buy-in



Student Buy-in

Morning Starter



Student Performance Sheet

Last, First

Date: 4/30/19

Class	Present	Tardy	Score	Re-entry	Comments
Breakfast					
1					
2					
3					
Lunch					
4					
5					
6					
7					

Power Tools

Accept Responsibility

Be Safe with Words and Actions

Communicate Respectfully

Do Not Discount Yourself or Others

Transitions:

#	Score	Comment
b-1		
1-2		
2-3		
3-L		
L-4		
4-5		
5-6		
6-7		
7- Bus		

Expectations

- Kind
- Responsible
- Productive
- Participate
- Cooperate
- Safe





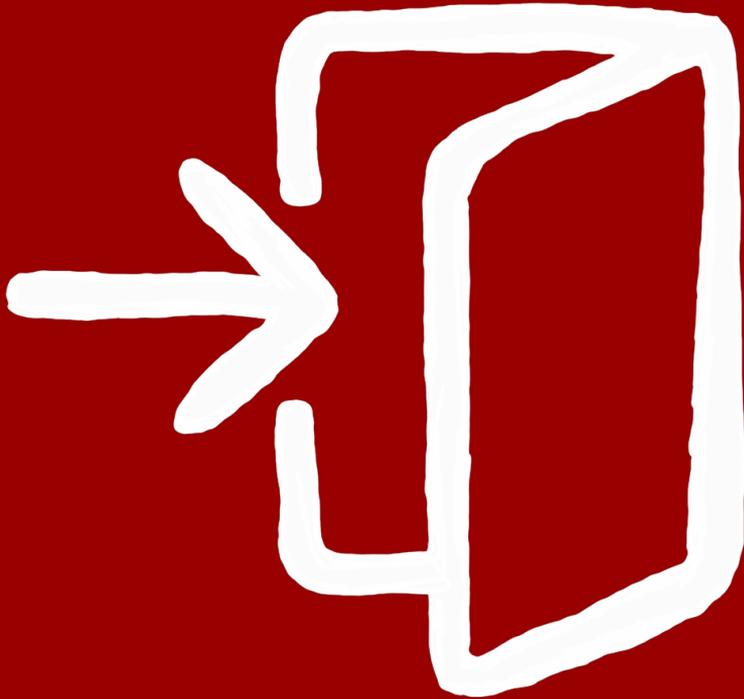
If you can handle
a situation calmly
and respectfully,
please do.

If you cannot,
please don't, and
self advocate by
asking for staff.





Re-Entry



- Reinforce HopeTree Academy PowerTools
- Identify unacceptable behavior.
- Student identifies the PowerTool(s) they struggled with.
- Behavior is processed with a behavior support staff or other professional.
- A replacement behavior is identified.
- Student returns to class for the next class period.



- | | |
|--------------------|------------------|
| Austin, Steve | Allen, Gabriel |
| Bethel, Emily | Burton, Matthew |
| Conner, Corey | Lee, Kaleb |
| Crockett, Alex | Rodriguez, Juan |
| Crockett, Brighton | Shannon, Zachary |
| Croft, Cody | Scott, Adam |
| Eden, Virginia | Swain, Kaleb |
| Ferguson, James | Stigall, Hunter |
| Gardner, Bradley | Thomas, Matt |
| Hansen, Dakota | Tolan, Zachary |
| Hill, Jordan | Town, Anthony |
| Horton, Logan | Van, Noah |
| Jarvis, Mike | West, Ben |
| Johann, Zachary | Whitlock, Angel |
| Marshall, Pedro | Young, Tanya |
| McKinney, "C.B." | |

**NICE
JOB!**

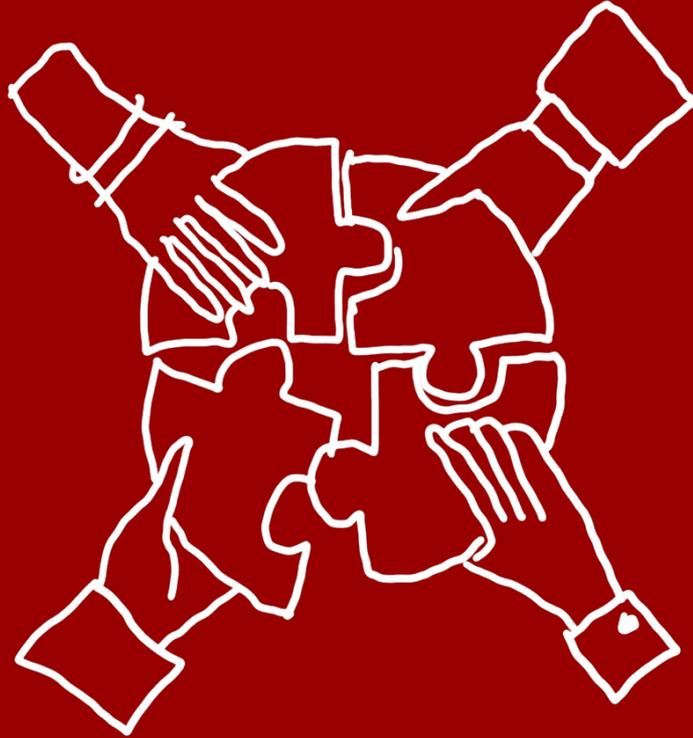
4/26/19

Incentives

SWAG

Wacky
WEDNESDAY

Stakeholder Communication



QuickSchools

04/11/2019	Behavior	Behavior	3 / 3	-
04/10/2019	Behavior	Behavior <i>Comments: Not being productive in 5th.</i>	2.89 / 3	-
04/09/2019	Behavior	Behavior <i>Comments: Not wearing sweatshirt correctly.</i>	2.89 / 3	-
04/08/2019	Behavior	Behavior	3 / 3	-
04/05/2019	Behavior	Behavior <i>Comments: 2nd period - Received a 2 for slow to work.</i>	2.88 / 3	-
04/04/2019	Behavior	Behavior <i>Comments: Too much talking and goofing off in 7th.</i>	2.89 / 3	-
04/03/2019	Behavior	Behavior	3 / 3	-
04/02/2019	Behavior	Behavior	3 / 3	-
04/01/2019	Behavior	Behavior <i>Comments: 2nd period- Received a reentry for no work and disrespect. 6th period - Received a 1 for no work.</i>	2.11 / 3	-
03/29/2019	Behavior	Behavior <i>Comments: Breakfast- Received a reentry for dress code. 5th period - Received a 1 for head down. 7th period - Received a 2 for on the computer messing around. Received a reentry for horseplay on the steps.</i>	1.75 / 3	-
03/28/2019	Behavior	Behavior	3 / 3	-

Wrap-Up

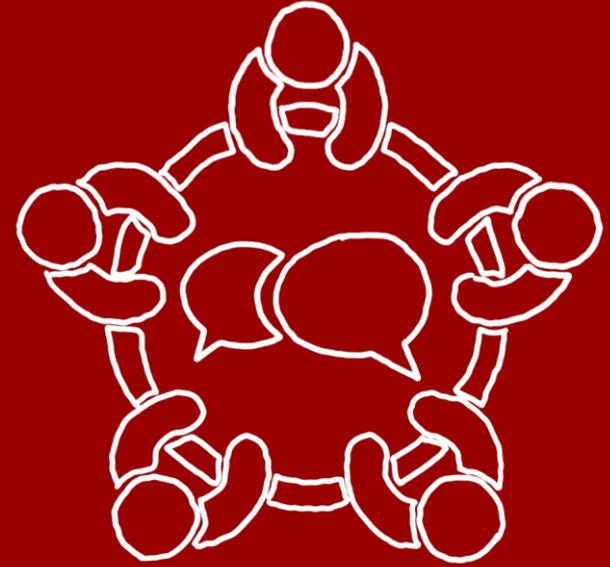


- Administrative Staff meets with Behavioral Support Team to discuss all scores that are 2.7 or lower.
- We identify if there is a pattern of behavior or academic deficiency.
- If a pattern exists we identify possible program changes and make contact with stakeholders.

Hot Wash



- Review expectations for the day.
- Discuss behavioral / academic concerns.
- Discuss intervention planning with all staff.



Excellent
2.95 and above

Above Average
2.90 to 2.94

Average
2.80 to 2.89

Below Average
2.70 to 2.79

Poor
2.69 and below

Therapeutic Options

- Behavior Support
- School Social Worker
- Clinicians
- TDT
- One on One
Instructional Assistants



Transition



Diploma Options / Graduation

- Advance Studies Diploma (Public School)
- Standard Diploma (Public School)
- Applied Studies Diploma (Public School)
- HopeTree Academy Standard Diploma
- HopeTree Academy Life Career Diploma



Transition at HopeTree Academy

- Partnering with The Department of the Aging and Rehabilitative Services(DARS) including Pre-Employment and Training Services(Pre-ETS) program
- Partnering with Workforce Development including Workforce Innovation and Opportunity Act(WIOA)
- On the Job Training Program



Certifications Presently offered at HopeTree Academy

- Culinary Arts - Servsafe Manager (National Restaurant Association)
- Automotive Service Excellence (ASE Certification)
- Welding(American Welding Society)
- Workplace Readiness



Future Training and Certifications

- Home Health Aide
- Certified Nursing Assistant
- Industrial Maintenance
- Materials Handling



THANK

YOU!