



Workshop Session Key	
General	These sessions include information relevant to all Project SEARCH® partners.
Education/Curriculum	These sessions are intended for educational partners and on-site staff responsible for teaching employability skills.
Skills Training/Job Search	These sessions are intended for Skills Trainers, Job Developers, Vocational Rehabilitation staff and others responsible for the internship process, skill building and the job search.
Research	These sessions are designed to share information on current research involving Project SEARCH® or are related to our skill-building processes and outcomes of employment.
Business	These sessions are intended for our business partners and anyone interested in the “business led” perspective.
Autism	These sessions are intended for Project SEARCH® partners and on-site staff who serve students with autism.
Technology	<p>These sessions share technology equipment and strategies that can be used with interns, on internships and jobs!</p> <p><i>The technology sessions will take place on Wednesday and Thursday</i></p> <p><i>Bring your laptop or tablet!</i></p>

The numbers under the room location indicate the corresponding PowerPoint and any handouts on the flash drive you received at registration.

## Wednesday, July 26, 2017 10:30 am - 11:45 am Workshop Session 1

<b>Salon D</b>  <b>01</b>	<p><b>Project SEARCH® 101 <i>Great for new programs!</i></b></p> <p>An overview of the Project SEARCH model including history, core model components, partnerships, funding, and staff roles and responsibilities. Recommended for first-time conference attendees and those just beginning on the Project SEARCH journey.</p> <p><b>Speakers:</b> <i>Erin Riehle, Director, Project SEARCH, Cincinnati Children’s Hospital, Cincinnati OH; Susie Rutkowski, Co-Director, Project SEARCH, Cincinnati Children’s Hospital, Cincinnati, OH</i></p>
<b>Salon E</b>  <b>02</b>	<p><b>Project SEARCH® Curriculum and Schoology</b></p> <p>The Project SEARCH team at Butler Technology and Career Development School revised the curriculum in 2016 to better serve the students we work with and be more user friendly for the staff. In addition, we have transitioned to Schoology as the Project SEARCH Curriculum Management System. This hands on session will provide information regarding the updated Project SEARCH Curriculum Management System and Schoology. You will learn how to access, utilize and share great lessons, activities, resources and network with one another. <b>Please bring a computer or tablet.</b></p> <p><i>Mollie McIntosh, Project SEARCH Instructor, UC Hospital, West Chester, OH; Katie Fancher, Project SEARCH Instructor, Atrium Hospital, Middletown, OH; Rosi Wood, Project SEARCH Instructor, Miami University, Oxford, OH</i></p>
<b>Zambezi</b>  <b>03</b>	<p><b>Project SEARCH® In The City (WDC)</b></p> <p>Project SEARCH Hilton Worldwide is based in Washington, D.C., and just concluded its second successful year. We had a 50% hire rate, and an 80% retention rate for those who were hired. Our home base is the Embassy Suites Convention Center! Due to necessity and proximity, other nearby Hilton properties are used for internships and employment. Being based in urban downtown D.C. comes with positive and challenging aspects. We will share the benefits of having a program in an urban area: access to public transportation, employment opportunities, and connectivity with other hotels, as well as the barriers to intern success: homelessness or hotel living, financial challenges, exposure to serious crime, fear for safety, runaways, and public transportation limitations. Consequently, we have developed strategies for success, such as linking with school system and long term resources, job development in the city, creative approaches to travel training, and accommodating the needs of families who live in urban settings. We will also share some ideas for engaging interns socially and using community resources (free museums, etc.) for outings, and how to work through time restrictions (getting home before dark to be safe, for instance) and traveling at certain times to specific locations because we rely heavily on public transportation schedules and options.</p> <p><i>Emaleigh Phelps, Skills Trainer/Job Developer, Embassy Suites, SEEC, WDC; Rebecca VanGilder, Consultant, Ivymount School, Rockville, MD; Justine Zawatski, Project SEARCH Instructor, Ivymount School, Embassy Suites, WDC</i></p>
<b>Nile</b>  <b>04</b>	<p><b>Developing the Business and Intern Partnership at TSYS (A Financial/Customer Service Company)</b></p> <p>The process of students with disabilities transitioning from the high school environment to the company environment was both challenging for the interns and the TSYS staff. Their success in this first year is due to a team effort and the input of all persons involved with the interns. It was a “hurry and learn” process for all involved. TSYS is a highly secured environment. The company prides itself on excellence and client satisfaction. Attention to detail and getting things right the first time are key performance indicators. Intensive training was involved for the interns, learning all the rules and regulations, the safety aspect, as well as developing work ethic skills, while attempting to teach them soft skills that can be used at other jobs. Some of the challenges were: communication skills, limited soft skills, money management, time management skills, being independent, problem solving skills, and social interaction with co-workers, etc.</p> <p>This session will discuss problems that arise and how the team worked together to develop strategies to alleviate the problems quickly and effectively. As events occurred, they were immediately addressed. Some problems were addressed within the classroom, while others had to be addressed in various sites within the company. We will discuss developing, planning, and orchestrating all the facets of creating a workable partnership for the business as well as the internship: 1. The Business 2. Develop realist goals for the interns 3. Introduce as many soft skills as possible 4. Locate, correct, any re-enforce obstacles 5. Teamwork</p> <p><i>Pino Davis, Director of Quality. Business Liaison, TSYS, Columbus, GA; Paula Dukes, Special Education Director, Muscogee County Schools, Columbus, GA; Loretta Fuller, Project SEARCH Instructor, TSYS, Columbus, GA; Destinie Smith, Skills Trainer, TSYS, Columbus, GA</i></p>
<b>Orange</b>	<p><b>Video Marketing and Innovative Marketing Strategies</b></p> <p>This session will help your team develop creative marketing strategies to increase program awareness for both prospective interns and potential employers using video and “mock interview” events. You will learn innovative</p>

<p><b>05</b></p>	<p>techniques and strategies designed to increase your applicant pool, develop new employment sites for graduates, and spread awareness about your program within the community.</p> <p><b>Goodbye paper resume, hello video resume.</b> Video resumes more accurately showcase an individual’s strengths, personality, and capability as opposed to a paper resume. It also serves as a broader marketing tool to help educate and breakdown any stigma associated with an individual’s abilities.</p> <p><b>Capture the essence of your program.</b> Thanks to Hilton Worldwide Travel with Purpose Action Grant, the Project SEARCH Nashua program developed a 7-minute documentary highlighting two success stories at St. Joseph Hospital and Homewood Suites. The grant allowed the program to hire a professional video production company, which as a result, created a high-quality product that captured the heart of Project SEARCH. This session will discuss how the grant came about, the pros and cons of hiring a production company, creating and managing a production schedule, and how to plan and develop your stories to create a quality video.</p> <p><b>Practice Makes Perfect.</b> A Mock Interview Event is an opportunity for your site to get your interns in front of as many different employers as possible. It is also a great way to prepare your interns for actual interviews, get a pulse on job development readiness, develop new employment relationships, and market your program. In 2016, Project SEARCH Nashua hosted its first Mock Interview event at Homewood Suites. 17 employers participated, six interns were hired at various companies and every intern had the opportunity to experience 2-3 formal sit-down interviews before starting their job hunt. This session will discuss the steps involved in planning and running a mock interview event of your own.</p> <p><i>Mark Robillard, Manager of Career and Business Services, The Plus Company, Nashua NH; Liz Wood, Manager of Career Training, The PLUS Company, Nashua, NH; Jamie Gregoire, Project SEARCH Instructor, St. Joseph’s Hospital, Nashua, NH; Rick Welsch, Skills Trainer, St. Joseph’s Hospital, Nashua, NH</i></p>
<p><b>Sagewood</b></p> <p><b>06</b></p>	<p><b>Year Seven, Now What?</b></p> <p>So, you have made it past the first few years and growing pains of a new project. Congratulations! Now the real fun begins! How does a program sustain itself? How about continuing to build those business relationships? What about having a new group each year with different backgrounds, various socio-economic ideals, and different functioning levels? Since year 1 we have experienced challenges such as pregnancies, arrests, gang participation, transportation little to no family involvement, recruitment difficulties, socio-economic status, past criminal records, participants being unable to pass a drug screen among others. To address those challenges he had to learn more about our community resources and how to access them. In addition we included in our curriculum age appropriate conversations about sexual education. We educated ourselves more about the peculiarities of our community. We learned about those who live there, the different cultures, social associations among many other things. Every year we look at the particular group of interns we are serving and we identify the gaps that need to be filled in. We have the students participate in offsite business lunches, and we encourage our interns to get together and participate in social activities outside Project SEARCH hours. We have also arranged mixers with other Project SEARCH sites so that our interns can share their program experiences with others who have gone through similar experiences. Today, you will leave this session with many ideas to try on your site so you can overcome challenges and to keep your curriculum fresh!</p> <p><i>Stacy Chapman, Employment Specialist, Didlake, Manassas, VA; Leslie Diaz-Ortiz, Virginia DARS; Nicole Nakamura, Project SEARCH Instructor, NOVANT Health Prince William Medical Center VA</i></p>
<p><b>Rosewood</b></p> <p><b>07</b></p>	<p><b>Developing Strategies for Addressing Challenging Behaviors in Project SEARCH®</b></p> <p>This session will focus on “best practices” for dealing with challenging behavior(s) in Project SEARCH. Participants will explore fundamentals of behavior principles as found in <i>applied behavior analysis</i>, while considering a variety of approaches on how best to use these concepts in areas such as; student selection, vocational behaviors, increasing appropriate soft skills on internships and in the training room. We will discuss ways to implement a host business code of conduct, utilize individual behavior contracts, develop interest surveys, conduct brief functional analysis of behavior, and use positive reinforcement and disciplinary measures for increasing outcomes. Participants are encouraged to come with personal examples of “what works” in their Project SEARCH site and a willingness to share these scenarios with the group. A wise man said, “Those who learned to collaborate and improvise most effectively have prevailed.” Our goal in this session is to make this happen.</p> <p><i>Liz Falk, Program Specialist, Project SEARCH, Cincinnati Children’s Hospital, Cincinnati, OH</i></p>
<p><b>Ironwood</b></p> <p><b>08</b></p>	<p><b>Effectively Using Technology to Manage &amp; Scale Your Operation</b></p> <p>Project SEARCH interns, teachers, administrators and employers are entrepreneurs, and the growth of the program over the past 21 years truly demonstrates that the entrepreneurial spirit is alive and well! However, there are many challenges on the road to success, as successful implementation often requires managing multiple systems. While many technology solutions are utilized, they remain siloed. Our session will focus on the ways can better manage your operation, through dynamic new methods of technology implementation, and demonstrate</p>

	<p>how one platform can address special education’s core needs. ONEder seamlessly integrates IEPs, with curriculum and state standards, enabling Project SEARCH entrepreneurs to more effectively manage their Interns. Project SEARCH lessons are delivered with a range of automatic accommodations, like highlighted text, and text to speech, and support the needs of the individual. The ONEder platform enables users to collect data on how individual Interns are tracking against their IEP goals, and access that data in real time, through simple, easy-to-interpret reports. We will demonstrate how ONEder facilitates collaboration amongst team members, from transition staff to employers, and aligns the team to your shared mission. ONEder will demonstrate the ways in which the effective use of technology can enable entrepreneurs to overcome their challenges and achieve better results, through data-driven decisions, as well as create processes that will ensure the effort can be replicated future Project SEARCH educators! We will demonstrate how ONEder can transform your Project SEARCH operation and save both time and money, allowing educators to invest more time on bringing about a meaningful impact.</p> <p><i>Dan Haskell, Vice President, Business Development, ONEder, Newark, NJ</i></p>
<p><b>Aloeswood</b></p> <p><b>09</b></p>	<p><b>The Able Tool: Achieving a Better Life Experience</b></p> <p>The Achieving a Better Life Experience (ABLE) Act of 2014, is what some are calling the most significant legislation that impacts individuals with disabilities since the ADA was passed in 1990. It allows individuals with disabilities and their families the ability to set up special savings accounts for qualified expenses. For the first time, eligible individuals and their families will be allowed to establish ABLE saving accounts that will not affect their eligibility for SSI, Medicaid and other public benefits. This tool allows individuals with disabilities the opportunity of work, earn an income, and save for their futures. Fifth Third Bank has developed a specific debit card and interest-bearing account that supports individuals with disabilities and their families in a variety of states. During this session you will learn the criteria needed to open an ABLE account, what are considered qualifying expenses, how the account is managed, the tax implications for the individual the their families and how this new legislation supports the employment goal of Project SEARCH.</p> <p><i>Ben Mendelsohn, Vice President, Senior Product Manager, Fifth Third Bank, Cincinnati, OH</i></p>
<p><b>Ebony</b></p>	

**Wednesday, July 26, 2017 1:00 pm - 2:15 pm Workshop Session 2**

<p><b>Salon D</b></p> <p><b>10</b></p>	<p><b>SEARCH for Excellence: 8 FREE Ways to Improve your Project SEARCH® Experience</b>  UPMC Project SEARCH staff and administrators will focus on 8 creative program elements that have proven successful for Project SEARCH in Pittsburgh. A repeat performance from last year, the presentation will highlight program features which include student participant professional development activities, implementing core model components and overall business engagement. If you are a new or existing Project SEARCH program you could benefit from the following 8 elements:</p> <ol style="list-style-type: none"> <li>1. Project SEARCH Candidate Tours</li> <li>2. Quality Assurance: The Glove Standard</li> <li>3. Time and Attendance Tracking</li> <li>4. Monthly student participant led Team Meetings</li> <li>5. Home Homework</li> <li>6. Monthly Management Meeting Presentations</li> <li>7. Business Liaison conversations: Coffee with Colleen</li> <li>8. Business Advisory Electronic Pen Pals</li> </ol> <p><i>Holly Opatick, Director of Transition Services, Goodwill of SWPA, Pittsburgh, PA; Craig Krieger, Project SEARCH Instructor, Mercy Hospital, Pittsburgh, PA</i></p>
<p><b>Salon E</b></p> <p><b>11</b></p>	<p><b>Vocational Fit Assessment</b>  Individuals with intellectual disabilities are employed at significantly lower rates than the general population. Transition to post-secondary education or employment is the primary indicator of positive outcomes for young adults, but many individuals with IDD are unable to achieve this outcome due to a variety of personal and systematic factors (Butterworth &amp; Migliore, 2015). Job matching is defined as “the collaborative, data-based decision-making process used by transition teams to determine the best fit between an individual’s abilities and preferences and the job’s environment and occupational demands” (Persch et al., 2015). Vocfit.com provides a systematic procedure for matching individuals with ID to community-based employment. Vocfit.com provides detailed information regarding (1) job seeker interests, skills, strengths, and needs and (2) workplace needs, requirements, and demands. The website allows individuals to explore occupational interests, assesses worker abilities and job demands, and creates a customized report to identify the pros and cons of each potential job match. Attendees of this session will learn about the research behind systematic job matching and customized employment support. They will also have the opportunity to create their own account at Vocfit.com and explore how the online tool can support transition planning at a Project SEARCH site.</p> <p><i>Dennis Cleary, MS, OTD, OTR/LOSUMC, The Ohio State University Division of Occupational Therapy, Columbus, OH; Andrew Persch PhD, OTR/L, BCP, Director of the Transition, Employment, and Technology (TET) Lab, The Ohio State University, Columbus, OH</i></p>
<p><b>Zambezi</b></p> <p><b>12</b></p>	<p><b>Introduction to the New Project SEARCH® Database</b>  We are in the process of upgrading the Project SEARCH database to more effectively track our outcomes and manage our growth. The redesigned database will have several new features that will create a less cumbersome and more rewarding user experience: 1. The new database will have a work-flow that is better aligned with Project SEARCH implementation and operations; 2. Program sites will be able to enter and manage their own information on partner organizations and personnel; 3. Database users will have the ability to view and verify their program site’s outcome information on demand; and 4. Designated individuals at each program site will have authority to manage database and website access for their own personnel. This session will provide an introduction to the new database, and a demonstration of the new features it will offer. It should be of interest to all Project SEARCH practitioners, regardless of their role in data entry. Data collection benefits everyone involved in Project SEARCH because it provides evidence of our program’s effectiveness, which we can share with families, program partners, and funders. It also helps us to strengthen our program through continuous evaluation and outcome tracking.</p> <p><i>Sandy Beer, Program Specialist, Project SEARCH, Cincinnati Children’s Hospital, Cincinnati, OH; Maryellen Daston, Ph.D., Program Specialist, Project SEARCH, Cincinnati Children’s Hospital, Cincinnati, OH</i></p>
<p><b>Nile</b></p> <p><b>13</b></p>	<p><b>Resorts, Internships and Retention</b>  Traci Jones will lead a panel of Kalahari Resorts &amp; Conventions two Instructors and two Interns. We will learn the following from these experts: Interns expectations of the program, how a resort can improve on work environments and what it takes to become an associate. The instructors will educate us on Internship Development and communicating with Supervisors &amp; Managers.</p>

	<p><i>Traci Jones, Corporate Director of Human Resources, Kalahari Resorts, Wisconsin Dells, WI; Mason Messenger, Project SEARCH Instructor, Kalahari Resort, Pocono Mountain, PA, Pamela Sorci, Project SEARCH Instructor, Kalahari Resort, Wisconsin Dells, WI</i></p>
<p><b>Orange</b></p> <p><b>14</b></p>	<p><b>Tools for Empowerment: Beyond Employment into Leadership</b></p> <p>This presentation will highlight practices and structured activities that support interns’ personal growth and self-esteem in order that may have the confidence to not only perform but to lead. Interns at Mission Project SEARCH start the morning with personalized and group affirmations and reflective moments to pause, focus on their breath, and calm themselves before starting their work day. According J. David Creswell, Assistant Professor of Psychology in CMU's Dietrich College of Humanities and Social Sciences, "An emerging set of published studies suggest that a brief self-affirmation activity at the beginning of a school term can boost academic grade-point averages in underperforming kids at the end of the semester. This new work suggests a mechanism for these studies, showing self-affirmation effects on actual problem-solving performance under pressure." The interns are also encouraged to give presentations to the group on topics that they are passionate experts on. Mission Project SEARCH interns participate in health and wellness activities and mindfulness lessons. At our site, we believe “Happy, healthy, confident interns are the most productive.”</p> <p><i>Emily Danicu-Grosso, Project SEARCH Instructor, Mission Hospital, Arc of North Carolina, Asheville, NC</i></p>
<p><b>Sagewood</b></p> <p><b>15</b></p>	<p><b>Partners Make It Possible: From Host Business Internship to Community Employment in a Childcare Setting</b></p> <p>Steven Covey said it best, “Begin with the end in mind.” Knowing there is a high demand with equally high turnover in the childcare profession, it made sense to cultivate this opportunity. Working with the host business liaison to develop an internship within the hospital’s childcare facility, selected interns would be making a commitment to a career in childcare. After successful implementation of the internship, an online childcare certification class was identified. Division of Vocational Rehabilitation agreed to fund the course and the team provided necessary accommodations. A community childcare facility was invited to participate in a classroom activity, Speed Interviewing, where they were first introduced to Project SEARCH. Interns completed the certification class and became licensed by the Delaware Department of Education. Working with our adult service providers, interviews were scheduled and employment was secured. Learn how our team worked to implement this highly successful career pathway for our interns.</p> <p><i>Lisa Enright, Project SEARCH Instructor, Bayhealth Medical Center, Wilmington, DE; Catherine A. Salvato, Ed.D, MSN, RN, NEA-BC, Director of Education &amp; Business Liaison, Bayhealth Medical Center, Wilmington, DE</i></p>
<p><b>Rosewood</b></p> <p><b>16</b></p>	<p><b>Adult Project SEARCH® in Kansas</b></p> <p>Adult models of Project SEARCH are becoming more and more common. Although the philosophies and structure of high school models and adult models of Project SEARCH are very similar, understanding the key differences is important in structuring an adult model. In this session we will discuss some of the differing structural components, such as the involvement of a Developmental Disability Organization and an educational partner. We will also discuss the philosophical importance of adult status, and how it can be reinforced both in class and in in the host business. In this presentation, we will provide some examples of how we have accomplished this in Johnson County, Kansas. <b>Recommended pre-requisite: Project SEARCH 101®</b></p> <p><i>Forrest Austin, Skills Trainer, Johnson County Government, Olathe, KS; Kim Perry, Community Employment Team Leader, Johnson County Developmental Supports, Olathe, KS; Bernadette Russ-Cohen, Skills Trainer, Embassy Suites, Johnson County Developmental Supports, Olathe, KS</i></p>
<p><b>Ironwood</b></p> <p><b>17</b></p>	<p><b>Supporting Employment through Family Involvement</b></p> <p>Project SEARCH recognizes that family plays a critical role during the Project SEARCH year in helping interns achieve successful employment. This session offers a plan for the Project SEARCH year that combines the employment meeting and Family Involvement. Interns are not the only ones learning new skills, moving from school services to employment is a big shift for families as well. The instructor from the Beaumont Health site in Troy, MI will take you through a month by month plan complete with topics, schedules, document tools, and recommended presenters/partners. Now with six years’ experience as a site, the lessons learned have been incorporated into helping families understand and contribute to the employment process for their young adult.</p> <p><i>Carolyn Van Noord, Project SEARCH Instructor, Troy Beaumont Hospital, Troy, MI</i></p>

<p><b>Aloeswood</b></p> <p><b>18</b></p>	<p><b>Promising Practice: How Workforce Boards Can Quickly Form Partnerships and Increase Program Success</b></p> <p>The Bergen County Workforce Development Board (WDB) was the first WDB in the country to lead and manage a Project SEARCH program from inception through completion. The key to its continuing achievements are the quality partnerships already established within its Disabilities Committee. These existing partnerships contributed to the successfulness of consecutively launching two Project SEARCH programs in less than a year’s time. WDBs are seasoned intermediaries, experienced resource brokers, and experts in facilitating the formation of diverse state and local partnerships by fostering collaborations to help meet the workforce needs of their communities. WDB’s are the perfect centerpiece for Project SEARCH programs because its legislative foundation is to develop strategic programs that create career pathways for individuals, particularly those with barriers to employment, and to develop business partnerships that create quality job opportunities. Because of these well-established connections, WDBs are positioned to best leverage funding, utilize resources, engage partners, and navigate relationships. WDBs are a catalyst for collaboration! Learn how to strategically partner with local Workforce Development Boards in your area to develop or strengthen your Project SEARCH program as we explore the evidenced-based model used in Bergen County, NJ.</p> <p><i>Tammy Molinelli, Executive Director, Bergen County Workforce Development Board, Hackensack, NJ; Carol Polack, Business Manager, Bergen County Workforce Development Board, Hackensack, NJ</i></p>
<p><b>Ebony</b></p> <p><b>19</b></p>	<p><b>Goodbye Paper Resume, Hello Video Resume!</b></p> <p>The purpose of this hands-on technical session is to teach you how to create compelling video resumes for your interns on a limited budget. Video resumes are a powerful tool to market your interns to potential employers and showcase their abilities and personalities, while also educating employers. Video resumes provide a much more effective way to market your interns over the traditional paper resume or even visual resumes. This hands on session will teach you how to develop your very own video resumes to compete in an increasingly digital world and competitive employment landscape. It will include:</p> <ul style="list-style-type: none"> <li>• Viewing sample video resumes</li> <li>• How to develop “elevator speeches” that work with video and coincide with internship rotations</li> <li>• What video camera equipment you can use (such as your smartphone)</li> <li>• Evaluating video editing software to use (free options available)</li> <li>• Importance of capturing good audio</li> <li>• Video editing and videography techniques</li> <li>• How to share videos with employers</li> </ul> <p><i>Mark Robillard, Manager of Career and Business Services, The Plus Company, Nashua, NH; Liz Wood, Manager of Career Training, The PLUS Company, Nashua, NH; Jamie Gregoire, Project SEARCH Instructor, St. Joseph’s Hospital, Nashua, NH; Rick Welsch, Skills Trainer, St. Joseph’s Hospital, Nashua, NH</i></p>

**Wednesday, July 26, 2017 2:45 pm - 4:00 pm Workshop Session 3**

<p><b>Salon D</b></p> <p><b>20</b></p>	<p><b>Project LIFE: A Multiyear Transition Program for Students Who Need a Little More Time</b></p> <p>Butler Tech started their first Project SEARCH program 11 years ago and quickly realized that there were many students that needed additional training before attending Project SEARCH. This started a 10 year journey that eventually evolved into a best practice transition program continuum consisting of three Project LIFE programs (serving up to 60 students per year) and three Project SEARCH programs (serving up to 36 students per year). The positive employment outcomes and Project SEARCH team member testimony related to the readiness of LIFE students coming to SEARCH are proof, that the additional programming provided by Project LIFE has made a positive difference in the success of our students. Project LIFE is a multi-year high school transition program developed by Butler Technology and Career Development Schools in Southwest Ohio. It is designed to assist students with disabilities to gain and practice skills needed to prepare for greater success in Project SEARCH and/or future adulthood environments. The program and course of study have been developed to provide students with additional training that they need to increase overall independence and soft skills that will enable them to find greater success in Project SEARCH and future community employment. In addition to the daily community work experiences offered, the program also includes a specific and focused independent living component that gives students additional time that they may need to grasp and practice concepts related to financial literacy (cost of living needs), adult living skills, and self-determination. Please join us as we share information about this program and offer opportunities for replication.</p> <p><i>Reena Fish, Supervisor of Special Education Transition Programs, Butler Technology and Career Development, Middletown, OH; Michelle Bumgarner, Project LIFE Instructor, Butler Technology and Career Development, Middletown, OH</i></p>
<p><b>Salon E</b></p> <p><b>21</b></p>	<p><b>Teaching Those Complicated Skills with Options for Success</b></p> <p>This session will look at those job tasks which are difficult to teach because the correct next step or steps vary according to the received response. How do we analyze, write and record progress on those tasks successfully? This is an interactive session where some ideas will be presented, discussion will follow. Your ideas are encouraged so together we can all improve our skills in this area.</p> <p><i>Liz Garnham, Occupational Therapist, Supported Employment Consultant, Rezzo, Italy</i></p>
<p><b>Zambezi</b></p> <p><b>22</b></p>	<p><b>Increasing Mentor's Confidence to Support Interns</b></p> <p>Learn about new tools for Mentor/Manager training including:</p> <ul style="list-style-type: none"> <li>• Manager's Guide – Project SEARCH 101 for Department Managers</li> <li>• Mentor's Guide – Specific information for department mentors so that they can be confident in their role</li> <li>• Disability Awareness PowerPoint with a User's Guide – For presentations to host business departments, additional co-workers and leadership</li> <li>• One page description of these resources and where to find them in the Resource Guide</li> </ul> <p><i>Linda Emery, Program Specialist, Project SEARCH, Cincinnati Children's Hospital, Hillsboro, OH; Paula Johnson, Program Specialist, Project SEARCH, Cincinnati Children's Hospital, Lake Oswego, OR</i></p>
<p><b>Nile</b></p>	<p><b>Creating Communication That Works</b></p> <p>In today's visually savvy world, people are more inclined to engage with reading material that is organized well, communicates concisely, and looks nice. It can be intimidating to be expected to create and share information about your program and to suddenly be responsible for designing materials with no design background. Thankfully, there are lots of templates and programs that have been designed by experts that you can use! In this session we will learn about and practice using free or inexpensive templates that can enhance your program's communication, focusing specifically on increasing:</p> <ul style="list-style-type: none"> <li>- Appeal – people want to read things that look good</li> <li>- Directness – less time for people to engage with the same ideas</li> <li>- Control – what <i>you</i> want people to focus on</li> <li>- Access – who can read it, how will they read it, access it, etc.</li> </ul> <p>We will walk you through some of the templates we have used in Project SEARCH Winnipeg in an effort to improve our communication: Program and Intern Staff Room Posters; Reverse Job Fair Poster; Newsletters, to name a few.</p> <p><i>Meaghan Jones, Project SEARCH Instructor, Health Sciences Centre, Winnipeg, Canada</i></p>

<b>Orange</b>  23	<b>Change and Continuity: The Impact of Organizational Change at a Project SEARCH® Site</b> Nothing is ever as easy as it looks and nothing is truer than that when working in a retail setting. Cabela's, in partnership with Millard Public Schools and Nebraska VR, became the first retail site for Project SEARCH in 2015. Due to the ever changing world of retail, we have become adept to change and have therefore developed successful strategies for effectively communicating and problem solving with all stakeholders. This has enabled us to build meaningful relationships and to create a culture that values challenging and engaged experiences for all. Participants in this session, will learn organizational change theory plus strategies and techniques that will empower mentors and management to make decisions that will lead, train and develop the intern in the personal and vocational skills necessary to lead to competitive employment. <i>Kendall Rider, Project SEARCH Instructor, Cabela's La Vista/Omaha, NE</i>
<b>Sagewood</b>  24	<b>Using iMovie's to Create Internships and Market Your Project SEARCH® Program</b> iMovie's can be utilized in all different ways to market your Project SEARCH program. Learn how Project SEARCH at CHRISTUS Trinity Mother Frances Health System utilizes iMovie's to promote the interns and develop new internships throughout the hospital. Project SEARCH at CHRISTUS Trinity Mother Frances Health System began in 2015 with 8 internship possibilities and grew to 30+ internships in their first year by promoting and sharing their videos. Learn how quickly you can create an iMovie's to market the work your interns are doing throughout the host business and make all feel a part of the Project SEARCH experience. <i>Katherine Devine, Project SEARCH Coordinator, CHRISTUS Trinity Mother Frances Health, Tyler ISD, Tyler, TX</i>
<b>Rosewood</b>  25	<b>Managing Multiple Sites: Size Isn't Everything...</b> Currently, we lead four Project SEARCH sites in the DC metropolitan area at the National Institutes of Health, Montgomery County Government, Smithsonian Institution, and Hilton Worldwide. As of spring 2017, we have a 65% hire rate across all four sites. Of these 65% of interns who were employed after graduating from our Project SEARCH sites, 90% have retained paid employment. In this presentation, we will be targeting experienced Project SEARCH teams with whom we can share the benefits, challenges, and strategies of managing across multiple Project SEARCH sites. Managing multiple sites in a skillful way requires the dichotomy of visionary leadership and attention to tactical details. Additionally, we will share techniques we've employed in handling complex interpersonal interaction with interns, teams, business liaisons, supervisors/mentors, and families. We will discuss techniques for handling unique internship sites and complex work, as well as share best practices for recruitment, working with partners, and improving employment outcomes. <i>Steve Blanks, Director of Workforce Development, SEEC, Silver Spring, MD; Lu Merrick, Director of the Post High School and Project SEARCH programs, Ivymount School, Rockville, MD; Rebecca VanGilder, Consultant, Ivymount School, Rockville, MD</i>
<b>Ironwood</b>  26	<b>Model Fidelity Review for Continuous Improvement</b> Are you planning to have a Fidelity review next year, wonder what it is like and how to best prepare? This workshop will provide an overview of the Project SEARCH Fidelity audit tool and the two-day process. Speakers will also share their program's experience and offer advice on how to prepare to gain the most from the experience and what they found to be most helpful for supporting continuous improvement. <i>Lyn Andrews, Program Reviewer, Project SEARCH, Seattle WA; Allyson O'Leary, Project SEARCH Manager, Easterseals SE Wisconsin, Waukesha, WI</i>
<b>Aloeswood</b>  27	<b>PATHS, MAPS, and Graphic Facilitation</b> PATHS, MAPS, and Graphic Facilitation will be explored in an active participatory manner intended for a small group. All session attendees will be part of the process as the Focus Person, the Planning Circle, or the Facilitators. You will work on a business or personal struggle to develop a plan. <i>Bonnie Seery, Ph.D., GA Project SEARCH Statewide Coordinator, Retired Special Education Director, Thomasville, GA</i>
<b>Ebony</b>  28	<b>Effectively Using Technology to Manage and Scale Your Operation</b> Project SEARCH interns, teachers, administrators and employers are entrepreneurs, and the growth of the program over the past 21 years truly demonstrates that the entrepreneurial spirit is alive and well! However, there are many challenges on the road to success, as successful implementation often requires managing multiple systems. While many technology solutions are utilized, they remain siloed. Our session will focus on the ways can better manage your operation, through dynamic new methods of technology implementation, and demonstrate how one platform can address special education's core needs. ONEder seamlessly integrates IEPs, with curriculum and state standards, enabling Project SEARCH entrepreneurs to more effectively manage their Interns. Project SEARCH lessons are delivered with a range of automatic accommodations, like highlighted text, and text to speech, and support the needs of the individual The ONEder platform enables users to collect data on how individual Interns are tracking against their IEP goals, and access that data in real time, through simple,

easy-to-interpret reports. We will demonstrate how ONEder facilitates collaboration amongst team members, from transition staff to employers, and aligns the team to your shared mission. ONEder will demonstrate the ways in which the effective use of technology can enable entrepreneurs to overcome their challenges and achieve better results, through data-driven decisions, as well as create processes that will ensure the effort can be replicated future Project SEARCH educators!

*Dan Haskell, Vice President, Business Development, ONEder, Newark, NJ*

***Look to see if your state is having a Statewide Meeting - see page 10 for details!***

**Thursday, July 27, 2017 9:00 am – 10:15 am Workshop Session 4**

<p><b>Salon D</b></p> <p><b>29</b></p>	<p><b>Trainee/Hire Evolution: Introduce...Engage...Employ</b>                  This break out, group discussion will benefit all Business Liaisons as well as current and future employers of Project SEARCH trainees/graduates/hires. This session will include an overview of both programs at UPMC Mercy and UPMC Passavant as well as details on introducing, engaging and employing trainees. Real life scenarios/ roadblocks will also be discussed regarding Project SEARCH trainees and graduate/hires.  <b>Introduce:</b> Group introductions with the executive leadership team, featured in company newsletter "Inside Extra," individual trainee updates at monthly leadership meeting; informational flyer for patient packets.  <b>Engage:</b> Participation in hospital-wide activities, fundraisers and events, class valedictorian and mentor of the year award; mentor touch base meetings during rotations.  <b>Employ:</b> From Roadblocks to Smooth Sailing: Current trainee experiences issues with an eating disorder. We will share how we, as a large health care system, provided initial resources and support for trainee and family. Former trainee, now employed for 7 years, experiences inappropriate outbursts in the workplace as a result of not following diet restrictions; unique accommodation i.e. scheduled off for every holiday and birthday has proven successful.  <i>Lindsay Kelley, Human Resources Consultant, Passavant Hospital, Pittsburgh, PA; Amanda Suski, Senior Human Resources Consultant, Mercy Hospital, UPMC, Pittsburgh, PA</i></p>
<p><b>Salon E</b></p> <p><b>30</b></p>	<p><b>Red-Teaming in Project SEARCH®</b>                  Red-Teaming is common practice in both the US and UK Military Security and Defense services. This idea is presented as a useful tool to both give and receive a 'painless' critique of your plans, ideas and decision making. Red Teams are colleagues who are your critical best friends, their role is to find and alert you to the holes in your ideas, thinking, evidence, planning, goals and anything else you present to them. This is to ensure you make the best most efficient use of your resources moving forward. This session is an introduction to the ideas, basic rules and how you can use them in the continuous improvement of your Project SEARCH program.  <i>Liz Garnham, Occupational Therapist, Supported Employment Consultant, Rezzo, Italy</i></p>
<p><b>Zambezi</b></p> <p><b>31</b></p>	<p><b>Engaging Classroom Experiences with a Twist of Fun</b>                  This session is for beginning programs or those looking to make the classroom experience more meaningful. We will be looking at using videos, technology, and guest speakers to enhance the learning experience for the interns and to make the classroom more engaged. Demonstrations will be given on how to incorporate videos into your classes that are educational and entertaining. Have you ever used Charlie Chaplin to teach a class? Have you ever discussed vacations and taken the fun parts such as the theme park, or a special dinner, or the plane ride and made it into a math problem? See how many hours you need to work to pay for that trip? Have you asked a bank come and explain the difference in savings, checking or debit? Have you used Monster or Indeed to help with job development or practice filling out applications? Experience ways to make class fun and educational.  <i>Vanessa Herrmann, Project SEARCH Instructor, East Tennessee Children's Hospital, CP Center, Knoxville, TN</i></p>
<p><b>Nile</b></p> <p><b>32</b></p>	<p><b>The Evolution of the "Weigh Master": A Start to Finish Synopsis from Idea to Invention</b>                  For the second year in a row, a team from Concord High School was named national champions in the SourceAmerica Design Challenge. Nine seniors and two sophomores tackled a new problem at a local nonprofit dog treat bakery called "Waggies by Maggie and Friends" that employs people with disabilities. Their presentation will cover their evolution of their device called "The Weigh Master" from August 2016 until now including observation and brainstorming, product development and testing, and what has now become a business venture. Come see just how impressive this group of high school students really is and how their work has had a tremendous impact on people with disabilities not only in their back yard, but across the country.  <i>Concord High School, Wilmington, DE, SourceAmerica National Champions: Jordan Estock, Engineering Instructor; Team Members: Rowan Davis, Justin DiGiovanni, Dylan McAllister, Abhinav Ratnagiri, Nick Reith, Surya Shakamuri, Josh Stone. Recipient of the Weigh Master: Becky</i></p>
<p><b>Orange</b></p> <p><b>33</b></p>	<p><b>Integrating Technology to Increase Student Interns' Health, Fitness, and Personal Responsibilities</b>                  During this session we will share our success utilizing technology to improve student interns' health, stamina, and independence. During our first year of our Project SEARCH program we have incorporated 6 Chromebooks, 2 iPads, and Fitbits for every intern. We will demonstrate how we created Google Accounts for each intern so they have access to their own G Suites to create an email address and Google Drive where they create resumes, letters, upload photos, create presentations, and share documents that they will have access to throughout their adult lives. We will also demonstrate how we utilize Google Drive to create a shared Project SEARCH Steering committee folder so all members can collaborate and have access to documents and resources at all times. We will also share how we incorporated Fitbits into daily lessons in combination with Health Matters: The</p>

	<p>Exercise and Nutrition Health Education Curriculum for People with Developmental Disabilities. Interns record all food and water consumed during the day, plus their daily activity is tracked by logging active minutes throughout the day, calories burned, total steps, and miles traveled during the day. Project SEARCH instructor is able to make connections with intern Fitbit data and Health Matters curriculum for student interns to learn the importance of nutrition and physical activity. We were also able to identify how the Fitbit can be used to make adaptations for the Interns to improve time on task and their time management skills. With the access to two iPads we incorporated a time in and time out app that student interns utilize to sign in and out for their internship rotations and for their lunch breaks. This data is incorporated into real life math lessons.</p> <p><i>Mason Messinger, Project SEARCH Instructor, Kalahari Resort, Pocono Manor, PA; Dawn Diagnault, Director of Career Options and Opportunities, Human Resources Inc., Effort, PA</i></p>
<p><b>Sagewood</b></p> <p><b>34</b></p>	<p><b>Catch us in the ACT!</b></p> <p>This program is about developing and communicating expectations for performance and behavior from everyone involved in the Project SEARCH Program. This includes the interns, their parents or loved ones, staff at the business, and partner agencies. It will also address accountability to those communicated behaviors and will illustrate some key successes in implementation. We are currently in our third year, and have definitely learned from our past experiences, and made improvements along the way. We will use our ACT (Accountability, Communication, Teaching) acronym to make the presentation interactive and fun.</p> <p><i>Jeni Mowry, Business Liaison, Manager of Volunteer and Customer Services, The Miriam Hospital, Providence, RI</i></p>
<p><b>Rosewood</b></p> <p><b>35</b></p>	<p><b>Project SEARCH® in a Small Town... Digging In to the Treasures Used In Making Rural Work!</b></p> <p>Project SEARCH was started and has been proven to work in large cities, so how well does it work in a small town? Historically Project SEARCH has been successful in large cities, can rural Project SEARCH continuously be successful? How do you pick a rural host site? What are the key components to success in a small town? What resources do small towns have that you don't see in larger cities? Get answers to all these questions and more as we explore and dig in to the hidden treasures found in small towns! During this session we will discuss:</p> <ul style="list-style-type: none"> <li>- How to choose a successful host site in small towns</li> <li>- How to identify key components to success in rural Project SEARCH</li> <li>- Finding the hidden "treasures" or resources in a small town and using them</li> <li>- Successful strategies for placement in a small town</li> <li>- Using your connections without losing them</li> </ul> <p>Success can happen anywhere with any person given the right environment and supports see how we help make it happen in South Georgia, Come on by Y'all!</p> <p><i>Tom Cribb, Project SEARCH Instructor, Southeast Georgia Health Services, LLC, Waycross, GA; Doug Hughes, Project SEARCH Instructor, Colquitt County Medical Center, Moultrie, GA; Cathe Hoskins, Project SEARCH Instructor, Grady General Hospital, Cairo, GA</i></p>
<p><b>Ironwood</b></p> <p><b>36</b></p>	<p><b>Favarh Email Mentor Program Partnered with UnitedHealthcare</b></p> <p>Since August 2015 Favarh and UnitedHealthcare has worked together to educate our Project SEARCH interns on how to format a professional email, advocate for advice on professional development topics, and develop the needed skill of networking.</p> <p><i>Sandy Finnimore, Project SEARCH Instructor, UConn Health Center, Farmington, CT Tammy Annis, Director of Transition Services, Arc of Farmington Valley, Farmington, CT; Kim Nettleton, Director, Strategic Solutions Product Team, UnitedHealthcare, Houston, TX</i></p>
<p><b>Aloeswood</b></p> <p><b>37</b></p>	<p><b>Project SEARCH® and Occupational Therapy – Better Together</b></p> <p>Occupational therapy offers a unique perspective that can enhance existing Project SEARCH partnerships to facilitate successful transition to employment. Occupational therapists' expertise in the areas of task analysis, acquisition of new roles, and identifying compensatory strategies can bring valuable insight to Project SEARCH teams. Furthermore, partnership with collegiate OT programs may allow for research opportunities to solidify Project SEARCH as an evidence-based transition program for youth with disabilities. This presentation will feature several occupational therapists who have worked in Project SEARCH programs for many years. The Project SEARCH model will be described, with special attention given to occupational therapy's unique role to help improve student success and employment outcomes. Best practices in transition to employment will be shared. Attendees will develop familiarity with occupational therapy and understand how to build new partnerships between OT programs and Project SEARCH sites across the nation. These partnerships can include fieldwork, doctoral experiences, and opportunities to help select Project SEARCH interns.</p> <p>Learning Objective 1: Describe Occupational Therapy as a profession and its unique contribution to employment for individuals with disabilities.</p> <p>Learning Objective 2: Identify Occupational Therapy's unique contribution to the Project SEARCH model.</p>

	<p>Learning Objective 3: Describe how a Project SEARCH site can identify and work with Occupational Therapy academic programs for fieldwork (internships) and learning opportunities.</p> <p><i>Dennis Cleary, MS, OTD, OTR/LOSUMC, The Ohio State University Division of Occupational Therapy, Columbus, OH; Andrew Persch PhD, OTR/L, BCP, Director of the Transition, Employment, and Technology (TET) Lab, The Ohio State University, Columbus, OH</i></p>
<p><b>Ebony</b></p> <p><b>38</b></p>	<p><b>Video Resume's Made Simple: One District's Mission for all Students to Have a Visual Resume</b></p> <p>Orange County Public Schools in Orlando, Florida has three successful Project SEARCH sites. Two years ago, a plan was developed to train all staff in how to create visual resumes/portfolios with a goal for every student to have a portfolio as they approach the job development phase.</p> <p>Cannon Cameron, Ph.D. Program Specialist, ESE Transition Services, Orange County Public Schools, Orlando, FL</p>

**Thursday, July 27, 2017 10:30 am – 11:45 am Workshop Session 5**

<p><b>Salon D</b></p> <p><b>39</b></p>	<p><b>Prospects for an Impact Evaluation of Project SEARCH®: An Evaluability Assessment</b></p> <p>Project SEARCH (PS) has emerged as a promising program to address the challenges related to improving employment outcomes of youth with disabilities. Recent monitoring and evaluation efforts suggest favorable employment outcomes for PS participants, but there has not yet been a rigorous impact evaluation with a large sample to demonstrate that these outcomes are substantially better than they would be if the participants had only relied on services and supports that are available outside of Project SEARCH. We present several design options for a rigorous impact evaluation of Project SEARCH. Relying on information we gathered from site visits and document reviews, we propose two leading evaluation designs: one under the existing setting, where we take PS sites, students, and other partners as given; and another under a demonstration setting, where we allow for the evaluation to play a role in determining the setting within which these players interact. Under the existing setting scenario, we propose a matched comparison group design with eligible youth from areas not served by PS matched with individuals from areas served by the program. Under a demonstration scenario, we propose a randomized experimental evaluation, the gold standard for impact evaluation. For practical reasons, we recommend pursuit of the existing setting design first as we believe this design would meet the standards of rigor necessary for the findings to be credibly used to inform policy and, importantly, would be by far the most feasible and least expensive to implement. Implementing either of the leading evaluation designs would require collaboration with PS and other entities, including the participating state VR agencies and SSA.</p> <p><i>Lori Timmins, Research Economist, Mathematica Policy Research, Princeton, NJ</i></p>
<p><b>Salon E</b></p> <p><b>40</b></p>	<p><b>Project LIFE: Course of Study, Assessments and Data Tracking</b></p> <p>Join members of Butler Technology and Career Development School’s Transition team as they provide more information about their Project LIFE program continuum. This presentation will focus on the program course of study components, accompanying assessments and data tracking tools that provide ongoing and timely information to all members of the student’s transition team. (Please consider attending: "Project LIFE: A multi-year transition program for students who need a little more time" session for additional information). Please bring a computer or tablet.</p> <p><i>Reena Fish, Supervisor of Special Education Transition Programs, Butler Technology and Career Development, Middletown, OH; Michelle Bumgarner, Project LIFE Instructor, Butler Technology and Career Development, Middletown, OH</i></p>
<p><b>Zambezi</b></p> <p><b>41</b></p>	<p><b>Project SEARCH® Successes and Challenges in a Global Business Environment</b></p> <p>We are excited to highlight the unique challenges and great successes we've had in introducing the Project SEARCH program in a global business environment. Dow Chemical is not a traditional business in that it is a chemical company but it is also global, so interacting with employees in India for our Information Technology needs, or union personnel for our plant environments has proven to be unique. Our learnings are valuable when considering the non-traditional placement outside the hospitals but also encouraging for those facing challenges. We will highlight the ways that we've addressed some unique challenges to implementation and also highlight the types of internships we've developed at our chemical company.</p> <p><i>Rhonda Henning, HR – Talent Lifecycle Team Leader &amp; Project SEARCH Business Liaison, Dow Chemical Company, Midland, MI; Kelly Brandle, Project SEARCH Instructor, Dow Chemical Company, Midland ESA, Midland, MI</i></p>
<p><b>Nile</b></p> <p><b>42</b></p>	<p><b>That’s a Unique Job! – Developing Non-Traditional Jobs</b></p> <p>Best Buddies Jobs is known for finding non-traditional jobs for people with IDD. We have been especially successful developing unique jobs for participants from our six Project SEARCH partnerships by capitalizing on the wide variety of skills learned during their internships. We will profile six non-traditional jobs developed through person-centered planning and creative job development strategies.</p> <ul style="list-style-type: none"> <li>• Keyon works full time at the Staples Center in downtown Los Angeles where he sets up for the LA Kings, Lakers, and Clippers games.</li> <li>• Michael loved providing patient care in his internships. He now works at a nursing rehabilitation facility as a hospitality attendant and his long-term goal is to become a CNA.</li> <li>• Zoo Miami is not just a Project SEARCH site. Chris has been working at the Zoo for 5 years and got his driver’s license so he can transport food from the warehouse to the restaurants.</li> <li>• Vu got his dream job right after graduation. He drives a shuttle at a parking facility at the airport. The employer is so happy, they’re always open to hiring.</li> <li>• An engineering firm producing airplane parts needed an assistant to handle all of the machinist's tools. Sean works full time with benefits including a 401k.</li> </ul>

	<ul style="list-style-type: none"> <li>• Dave is a Warehouse Assistant with the Miami Marlins. This is a year-round position unlike most sports-related positions, and it met all of Dave's criteria for employment.</li> </ul> <p><i>Jen Gelhardt, Employment Consultant, Best Buddies Jobs, Albuquerque, NM; Jessica Patton, Director, Best Buddies Jobs, Miami, FL</i></p>
<p><b>Orange</b></p> <p><b>43</b></p>	<p><b>Promoting Health and Leadership in Project SEARCH® Programs</b></p> <p>For people with intellectual/developmental disabilities, maintaining health and wellness is essential to achieving and maintaining independence, participating in society, and preventing the onset of secondary health conditions. Yet, people with disabilities (PWD) experience poorer health than the general population and alarmingly higher rates of obesity and related conditions. The University of Cincinnati UCEDD and Strong Center for Developmental Disabilities at University of Rochester implemented and evaluated the evidence-based HealthMessages curriculum with Project SEARCH students. HealthMessages is a 12-week health promotion program which uses peer-to-peer facilitation to learn about physical activity and hydration; as well as making healthy choices, lifestyle changes, and setting goals. This presentation will provide a summary of lessons learned from the pilot project. But, more importantly, we want to hear from you! Participants will engage in discussion about barriers, facilitators and strategies for supporting health literacy education in Project SEARCH classrooms. Feedback from session participants will help to inform the development of tools and resources for Project SEARCH instructors with the aim of increasing the number of programs that actively incorporate healthy living as part of the Project SEARCH curriculum.</p> <p><i>Julie Christensen, Director, Center for Disabilities and Development (UCEDD), University of Iowa, Iowa, IA; Maryellen Daston, Program Specialist, Project SEARCH, Cincinnati Children's Hospital, Cincinnati, OH</i></p>
<p><b>Sagewood</b></p> <p><b>44</b></p>	<p><b>Facilitating a Student Directed IEP in Project SEARCH®</b></p> <p>Our Project SEARCH IEP's last approximately one hour. Our goal is always that all parties feel valued and respected through a process that is structured, intentional, and person-centered. Some of our Project SEARCH parents have stated that these were the best IEP's they have ever attended. The reason why they are so special is because they are led by our Project SEARCH interns. Families enjoy seeing their young adults advocate and present during the IEP. Interns operate from a script and start the meeting with introductions. They share a document that lists parental rights and then they share a poster that describes the gifts and talents they learned through the Discovery Process. Parents have an opportunity to learn about rotations by viewing iMovies that interns have created. Interns share social skills that they are working on when they present their mock interview video footage. We review post-secondary goals, progress reports, and evaluations to establish IEP goals and objectives. We talk about their transition plan and the activities they will be participating in throughout the school year. Finally, we visit agency linkages and talk about "next steps" to provide a smooth transition to adult services. We look forward to sharing the process with you.</p> <p><i>Llara Baska, Project SEARCH Instructor, Lawrence Memorial Hospital, Lawrence, KS</i></p>
<p><b>Rosewood</b></p> <p><b>45</b></p>	<p><b>An Exploration of Job Analysis</b></p> <p>Job Analysis (JA) is a systematic exploration, study and recording the responsibilities, duties, skills, accountability, work environment and ability requirements of a specific job. It also involves determining the relative importance of the duties, performance standards, employer pet peeves and needed attributes for a given job. So how do you develop a thorough JA? How can interns utilize the JA? How can the JA assist the team to assess skill acquisition and determine training needs? This session will offer ideas, examples, successes and strategies from presenters and participants. Join us; Let's network!</p> <p><i>Judi Goldston, Program Manager, National Center for Disability Education and Training, University of Oklahoma, Norman, OK; Dennis Moore, Project SEARCH Instructor, Mercy Hospital, Oklahoma City, OK</i></p>
<p><b>Ironwood</b></p> <p><b>46</b></p>	<p><b>Building A Calendar for Success: Utilizing Families and Communities</b></p> <p>This session will detail the activities of successful programs by creating an annual calendar of the Project SEARCH year. Important topics such as student recruitment, internship development, leadership/empowerment weeks, job search, health &amp; wellness, family involvement and marketing will be folded into the year. Gain information of how to utilize families and engage communities in the business setting for positive program results. Veteran Project SEARCH Coordinator, her husband and son will share their own experiences, challenges and successes, while actively engaging ideas from the audience.</p> <p><i>Patti K. Moore, Upper Valley Medical Center Project SEARCH Coordinator, Troy, OH; Randy Moore, Upper Valley Career Center Chaperone Troy, OH; Kelton Moore, Upper Valley Medical Center Volunteer, Troy, OH</i></p>

<p><b>Aloeswood</b></p> <p><b>47</b></p>	<p><b>A Project SEARCH® Case Study: Blue Cross &amp; Blue Shield of Rhode Island</b>  Blue Cross &amp; Blue Shield of Rhode Island (BCBSRI) first accepted Project SEARCH students for the 2015-2016 school year. During this workshop, we will discuss BCBSRI as a case study about the ways in which a small, highly administrative organization welcomed seven interns. Through this collaboration of state agencies, a public school system, a nonprofit organization, and a private employer, we held ourselves strictly to the Project SEARCH guidelines. Additionally, BCBSRI works closely with the Project SEARCH teacher to assist in closing gaps, when they arise, by leveraging our internal resources to provide additional program features such as public speaking opportunities, physical fitness, and Spanish language lessons. Through this session, attendees can learn about the experience of one Project SEARCH site and walk away with strategies to identify internship opportunities in an administrative environment, and setting interns up for success through an open house, interviews, employment planning sheets, strict process, and other supports.  <i>Stephanie Huckell, Manager of Culture, Diversity &amp; Inclusion, BCRSR, Cranston, RI; Kelly Starliper Morris, Project SEARCH Instructor, BCBSRI, Cranston, RI</i></p>
<p><b>Ebony</b></p> <p><b>48</b></p>	<p><b>Work with the Award Winning Concord High School Engineers: Hands on Help for Job Accommodations</b>  Come and create a job accommodation based on a real issue with an intern and internship. Bring your own challenge or work on one with others! Materials will be provided to help your creative juices flow while working with the High School Engineers from Concord High School in Wilmington, DE: <i>SourceAmerica National Champions: Jordan Estock, Engineering Instructor; Team Members: Rowan Davis, Justin DiGiovanni, Dylan McAllister, Abhinav Ratnagiri, Nick Reith, Surya Shakamuri, Josh Stone</i></p>

**Thursday, July 27, 2017 1:00 pm - 2:15 pm Workshop Session 6**

<p><b>Salon D</b></p> <p><b>49</b></p>	<p><b>The Project SEARCH® Journey Worth Sharing: Lessons Learned Through Adversity and Determination</b>                  Sometimes the greatest challenges in life are those that provide the greatest opportunity for personal growth. As the eldest of nine children, Tricia grew up in a family with both parents and several siblings who were diagnosed with a disability. Their family endured extreme poverty, homelessness, alcohol and drug abuse as well as survived the death of a sibling. Following the death of both parents, Tricia and her husband Pete adopted Tricia’s brother in 2003. Nathan is diagnosed with a developmental disability. In 2014 Nathan graduated from Project SEARCH in Menomonie, WI. Nathan excelled as an intern and was looking forward to graduation when suddenly his world, along with the dreams of Tricia and Pete, came to a screeching halt in February of 2014. Perseverance, advocacy, self-determination and tenacity were key to Nathan’s eventual graduation from Project SEARCH. Their family’s journey provides opportunity to understand, reflect as well as insist on active communication between the host business, steering committee, skills trainers, teacher as well as other possible external employers. Based on research, professional and personal experience, Tricia will share her ideas to encourage engagement with non-traditional and difficult to engage families. The audience is sure to enjoy this interactive session that is intended to inform and provide opportunities to identify potential employment barriers. She will also provide strategies for teaching essential self-advocacy and employment soft skills to the interns; improving the lifelong outcomes for all. Attendees will also leave with a comprehensive list of online family engagement resources for professionals as well as families and caregivers.  <i>Tricia Thompson, Family Advocate, Waisman Center, University of Wisconsin, Madison, WI</i></p>
<p><b>Salon E</b></p> <p><b>50</b></p>	<p><b>Project SEARCH® Curriculum and Schoology</b>                  The Project SEARCH team at Butler Technology and Career Development School revised the curriculum in 2016 to better serve the students we work with and be more user friendly for the staff. In addition, we have transitioned to Schoology as the Project SEARCH Curriculum Management System. This hands on session will provide information regarding the updated Project SEARCH Curriculum Management System and Schoology. You will learn how to access, utilize and share great lessons, activities, resources and network with one another. Please bring a computer or tablet.  <i>Katie Fancher, Project SEARCH Instructor, Atrium Medical Center, Middletown, OH; Mollie McIntosh, Project SEARCH Instructor, West Chester Hospital, West Chester, OH; Rosi Wood, Project SEARCH Instructor, Miami University, Oxford, OH</i></p>
<p><b>Zambezi</b></p> <p><b>51</b></p>	<p><b>Making the Most Out of the Business Advisory Board</b>                  Your business advisory board can be a great asset to your program in so many ways. Kristy will share ways she has worked together to not only prepare interns for employment and gain employment. She will discuss activities throughout the year and ways they market Project SEARCH to the local business community. She will also share ways they have gained funding for their program through grants and community resources.  <i>Kristy Mitchell, Project SEARCH Instructor, Bartow County Schools, Cartersville Medical Center, Cartersville, GA</i></p>
<p><b>Nile</b></p> <p><b>52</b></p>	<p><b>Using the Health Matters Curriculum with the Project SEARCH® Program Model</b>                  Project SEARCH is committed to supporting health and fitness education during the transition to employment. Accordingly, Project SEARCH partnered with UnitedHealthcare last year to provide Project SEARCH sites with <u>Health Matters: The Exercise and Nutrition Health Education Curriculum for People with Developmental Disabilities</u>. More recently, we were awarded a grant from the Ohio DD Council to study the use of the Health Matters curriculum in the context of Project SEARCH. As a first step, we surveyed Project SEARCH Instructors on their experience with the Health Matters curriculum and other health and fitness activities. The purpose was to learn about both the successes and obstacles that instructors encountered. The results of that survey will be presented here, and we plan to gather additional information from members of the audience in an informal focus-group discussion. Ultimately, we plan to create and test a clear set of guidelines for integrating the Health Matters curriculum into Project SEARCH in a manner that will optimize learning of health and fitness principles without interfering with the primary Project SEARCH goal of competitive employment.  <i>Maryellen Daston, Program Specialist, Cincinnati Children’s Hospital, Cincinnati, OH; Julie Christensen, Director, Center for Disabilities and Development (UCEDD), University of Iowa, Iowa City, IA; Dennis Cleary, Co-Director of the Transition, Employment, and Technology (TET) Lab, Columbus, OH; Karen Guo, Occupational Therapy Doctoral Student, The Ohio State University, Columbus, OH; Beth Marks, Research Associate Professor, University of Illinois, Chicago, IL; Jasmina Sisirak, Research Assistant Professor, University of Illinois at Chicago; Chicago, IL</i></p>
<p><b>Orange</b></p> <p><b>53</b></p>	<p><b>Business and Intern Led Skills Assessment Day</b>                  What a better way to conduct Skills Assessment Day than to let the interns lead? Interns at the Sheraton Hotel in Memphis, Tennessee along with the supervisors led the Assessment Day for the 2017-18 school year. Each intern was assigned an assessment station based on their comfort level along with a supervisor from each</p>

	<p>rotation site to present the task for rating. Due to their own experiences and working with others, interns could explain, demonstrate and accommodate potential interns. Participants will learn how to design and implement a Skills Assessment Day led by Interns.</p> <p><i>Pat Beane, Reginal Manager, Shelby County Schools, Memphis, TN; Diana Gray, Project SEARCH Instructor, Sheraton, Memphis, TN; Machel Pugh-Smith, CEO Milestone, Memphis, TN; Latosha Rayford, VR Counselor, Memphis, TN</i></p>
<p><b>Sagewood</b></p> <p><b>54</b></p>	<p><b>Internship Development/Experience</b></p> <p>This interactive session will inform the attendees of how Murfreesboro's Project SEARCH team sought out, developed, and implemented new internships. We will encourage participants to share their current rotations and participate in brainstorming new ones. The session will begin with an interactive "Get to Know you" game. The presentation will detail the internships that have been developed at the Embassy Suites for the interns to gain marketable skills. For the hands on portion of the presentation, each attendee will name their location and give one example of an internship that they could develop (with help and encouragement from presenters and other attendees). Once they come up with a new idea they will be given a "hidden gem". We want to encourage "outside of the box thinking" and stress the importance of always adding new internships.</p> <p><i>Elizabeth Kirby, Project SEARCH Instructor, Rutherford County Schools, Embassy Suites, Murfreesboro, TN</i></p>
<p><b>Rosewood</b></p> <p><b>55</b></p>	<p><b>Strategies for Improving the Effectiveness of Employment Planning Meetings</b></p> <p>2015-2016 was the first year of the Project SEARCH at Blue Cross Blue Shield Rhode Island program. While we had many successes, we knew we needed to increase effective communication and increase accountability of our partners in order to develop more meaningful employment outcomes, but how? In this workshop we will discuss our program's strategies for improving the effectiveness of monthly employment meetings in order to better develop meaningful employment outcomes. We will reflect on what worked for our program, what didn't and how this lead to the development of our employment planning tools. Through this session, attendees will participate in a mock employment conference using our modified MAPS (making action plans) approach to guiding discussion and creating a goal oriented step action plan.</p> <p><i>Kristen Livesey, VR Counselor, Cranston, RI; Kelly Starliper Morris, Project SEARCH Instructor, BCBSRI, Cranston, RI</i></p>
<p><b>Ironwood</b></p> <p><b>56</b></p>	<p><b>The Sand, the Palm Tree, and the Hammock: Synthesizing Team Communication and Year-Round Planning</b></p> <p>As a Project SEARCH team we are extremely fortunate to be able to update, tweak, and make improvements on an annual basis in our efforts to provide the very best support and services to our Project SEARCH interns. Project SEARCH at Upstate University Medical Center in Syracuse was the first Project SEARCH site in New York. We have had to make adjustments to our programming in a changing environment but we have learned to make the most of each other's talents. Our team has included the same core members for 8 out of the 9 years we have been operating. Our tools for communication include structured meetings and the use of an annual calendar that we create at our "Year End Wrap-Up Meeting" at the end of June, which of course includes a pot-luck lunch to kick off our focus and work. We will share the structure of our meetings including what we call our weekly small team meetings, our monthly steering team meetings (aka large team), our pre-scheduled parent meetings, our job development meetings, and impromptu support meetings with students who are struggling in an area of employment readiness. We created a joke that we are the sand, the palm tree, and the hammock because as seriously as we take our jobs and helping interns often become first generation wage earners in their families, we also know that not taking ourselves too serious and supporting each other is just as important. Michele is the sand, she can be soft, gritty, and firm when necessary. Christine is the palm tree, she provides the necessities for students to grow and provides lessons of the seasons even when it's hot, and Katherine is the hammock adding calm and bringing us together to appreciate the swing of life with our interns.</p> <p><i>Katherine Teasdale – Edwards, Syracuse City Schools, Syracuse, NY; Christine Gustke, Project SEARCH Instructor, Update Medical University, Syracuse, NY; Michele Dack, ACCES-VR Counselor, Syracuse, NY</i></p>
<p><b>Aloeswood</b></p> <p><b>57</b></p>	<p><b>Setting the Stage for Success</b></p> <p>The most successful productions have one thing in common; the work they put in before the show. Learn effective strategies for recruiting interns and preparing them for success. Welcome parents and students to Project SEARCH through a parent/student orientation that will facilitate a successful year beginning on day one. By clearly communicating program rules, policies, and expectations, acquiring needed information, and all necessary forms you will be able to avoid delays in instruction and miscommunications among stakeholders. Topics covered will include: recruiting, planning, organizing, presenting information effectively, and a list of information and forms needed to ensure a successful year and secure employment for your interns.</p> <p><i>Christie Roland, Project SEARCH Instructor, Huntsville Hospital, Huntsville City Schools, Huntsville, AL; Thomas Kay, Skills Trainer, Huntsville Hospital, Huntsville, AL</i></p>

**Ebony**

**58**

**iMovies, Film Made Easy for Résumés, Video Customer Files, Program Brochures, Training & More**

“A picture paints a thousand words”, said Frederick R. Barnard referencing the benefits of still graphics. This number increases exponentially with film! Come learn more about this powerful tool. From initial contact with a potential employer, a person with a disAbility can represent themselves more effectively; a video resume during an interview allows an employer to see a potential employee instead of stopping at perceived barriers. It can also establish the primary relationship between the employer and employee, with a teacher or employment specialist in a secondary role. Employers tell us this kind of self-advocacy allows for a stronger connection with the person interviewing which increases the odds of a job offer. Youth and adults with disAbilities tell us they feel more confident. Here’s our tag line: “I see it, so be it!” When marketing your program or strengthening employer engagement, film allows you to tell powerful stories; it breaks through peoples understanding, moves them beyond what they think they know, to expanded ideas. It also allows for consistency when turnover of support staff or supervisors occur. Film allows us to set the bar of performance and accommodation needs more effectively. Making a strong film requires understanding the basics of iMovie and an eye for visual storytelling. Join us to review preparation and structure, place holders, capture techniques and basic editing. Learn to post and share under HIPAA guidelines. View samples and hear perspectives of this strong tool!

*Jennifer White, Director, Able Opportunities, Inc., Hansville, WA*

**Thursday, July 27, 2017 2:45 pm – 4:00 pm Workshop Session 7**

<p><b>Salon D</b></p> <p><b>59</b></p>	<p><b>Servant Leadership Meets Project SEARCH®: Seeking Improved Outcomes for Interns on the Spectrum</b>                  What does the future look like for young adults with autism? For many, it is not one of independence, employment, or community connection. Even for those who complete a Project SEARCH program, the success rate is more than 20 points below Project SEARCH’s overall success rate. Kennedy Health Project SEARCH is working to change that. The program has embraced Kennedy Health’s Servant Leadership culture and is setting its sights on higher outcomes for interns with autism. In this presentation, the business liaison, will define Servant Leadership and explain how it has transformed Kennedy’s culture and is enhancing the experiences of the interns. Peggy Chapman, the lead educator, will explain the characteristics of autism while dispelling common stereotypes that limit interns' progress. Ernie Laux, the program teacher, will share how the culture of Servant Leadership coupled with the Project SEARCH program has transformed the interns’ lives. Interns are flourishing in an environment where respect, compassion, empathy and community engagement are modeled in the halls, the cafeteria, and the departments of Kennedy Health. Participants will understand the philosophy of Servant Leadership; learn strategies like the 5-10 rule to build connections; understand common attributes of autism; and take away tools for positive interaction with interns on the autism spectrum. Kennedy Health Project SEARCH is one of only 3 programs in NJ, all implemented in 2016. Kennedy’s program is also a pilot site for the autism enhancement initiative through UNC TEACCH funded by NEXT for Autism.  <i>Debbie Deissroth, Business Liaison, Kennedy Health, Cherry Hill, NJ; Peggy Chapman, Principal, Y.A.L.E. School, Cherry Hill, NJ</i></p>
<p><b>Salon E</b></p> <p><b>60</b></p>	<p><b>Vocational Fit Assessment</b>                  Individuals with intellectual disabilities are employed at significantly lower rates than the general population. Transition to post-secondary education or employment is the primary indicator of positive outcomes for young adults, but many individuals with IDD are unable to achieve this outcome due to a variety of personal and systematic factors (Butterworth &amp; Migliore, 2015). Job matching is defined as “the collaborative, data-based decision-making process used by transition teams to determine the best fit between an individual’s abilities and preferences and the job’s environment and occupational demands” (Persch et al., 2015). Vocfit.com provides a systematic procedure for matching individuals with ID to community-based employment. Vocfit.com provides detailed information regarding (1) job seeker interests, skills, strengths, and needs and (2) workplace needs, requirements, and demands. The website allows individuals to explore occupational interests, assesses worker abilities and job demands, and creates a customized report to identify the pros and cons of each potential job match. Attendees of this session will learn about the research behind systematic job matching and customized employment support. They will also have the opportunity to create their own account at Vocfit.com and explore how the online tool can support transition planning at a Project SEARCH site.  <i>Dennis Cleary, MS, OTD, OTR/LOSUMC, The Ohio State University Division of Occupational Therapy, Columbus, OH; Andrew Persch PhD, OTR/L, BCP, Director of the Transition, Employment, and Technology (TET) Lab, The Ohio State University, Columbus, OH</i></p>
<p><b>Zambezi</b></p> <p><b>61</b></p>	<p><b>Your Digital Footprint: Putting Your Best Foot Forward!</b>                  Social media is a powerful tool that impacts students, employees, employers, and businesses. This impact can be positive or negative. Social media and the internet have given a whole new meaning to the saying, "your reputation precedes you." What does your digital footprint say about you? How can you modify your online presence to reflect your offline personality, performance, and potential? Join me and learn the best practices for social media and putting your best (digital) foot forward!  <i>Lisa Enright, Project SEARCH Instructor, Bayhealth, Wilmington, DE</i></p>
<p><b>Nile</b></p> <p><b>62</b></p>	<p><b>Better Health by Health Education &amp; Sustained Employment</b>                  The critical relationship between employment status and health is well established. Health education can enrich a Project SEARCH experience and increase the likelihood of sustained employment for Project SEARCH interns through better health. Join representatives from the Community Plan of Texas who will share how the Health Matters curriculum was implemented at their site. This session will encourage Project SEARCH on-site teams to understand the correlation between employment and health and wellness as well as best practices for implementing the health related curriculum.  <i>Jillian Hamblin, Chief Operating Officer, UnitedHealthcare Community and Plan of TX, Houston, TX; Patti Moore, Upper Valley Career Center Project SEARCH Coordinator of Upper Valley Medical Center, Sidney, OH; Alexandra Needler, Project SEARCH Business Liaison, UnitedHealthcare, Houston, TX; Jessica Treybig, Fort Bend ISD Project SEARCH Teacher at UnitedHealthcare, Fort Bend, TX</i></p>

<b>Orange</b>  <b>63</b>	<p><b>Dear First Year Project SEARCH® Team:</b></p> <p>Everything is going to be okay. We promise. It won't always be easy, but it will always be worth it. This year, we moved to a new host site and broke in a new teacher. We had new managers and directors with our non-profit and school partners. Oh, and did we mention that none of these changes happened until two months before the first day of school? We'd like to share our successes, some tools, and timelines to help you get on your feet during the first year. Let's talk about what building relationships with the host business and partners really look like, where to begin and how to maintain. We will share our communication structure and what's working for us. Also, how do Core Team, Executive Team, Application Committee, the school districts and partner agencies all work to get anything done? What about internship meetings? How often? Who should come? What happens? Managing all of these moving parts is one key to the success of your program. Please repeat our successes and learn from our failures!</p> <p><i>Felisha Clay, Director of Human Resources &amp; Business Liaison, Embassy Suites, St. Louis, MO; Kristen Tiger, Project SEARCH Instructor, Embassy Suites, St. Louis, MO</i></p>
<b>Sagewood</b>  <b>64</b>	<p><b>Project SEARCH® Texas Wesleyan University: Unique Approach, Distinct Style, Exceptional Location</b></p> <p>Among the first programs in the State of Texas, the Project SEARCH Program at Texas Wesleyan University is unique due to its location. The student interns assigned to the program blend into the fabric of college life by navigating the campus to work-based rotations in the various departments that comprise the university. According to site host representative and charter steering committee member, Jon Veilleux, Project SEARCH provides mutual benefits to both the university as well as to the student interns served through the program. He estimates that each intern works at least 10,000 hours each academic year, the equivalent of at least 9 full-time staff members. The interns have come to be valued, appreciated and requested by department heads to an extent that placement options exceed the capacity to fill them. The distinctly unique nature of Project SEARCH-Texas Wesleyan University makes it exceptional among sites by using natural supports and practical applications of technology in ways that enhance independence among young adults in the world of work.</p> <p><i>Dianne Hawkins, Director of Special Education, Fort Worth School District, Fort Worth, TX</i></p>
<b>Rosewood</b>  <b>65</b>	<p><b>"I Have my ID."</b></p> <p>Through a unique collaboration with the Disabilities Independence Group, The Wallet Card was introduced to the Project SEARCH sites in South Florida, (The City of Miami, Zoo Miami and The City of Hialeah). This is an opportunity for people with developmental disabilities to learn how to effectively and safely communicate with law enforcement officers when they are out in the community and present a card with detailed information about their specific disability and its behavioral implications.</p> <p><i>Rafael T. Abreu Jr., Assistant Program Coordinator, Parks and Recreations, Disabilities Division, Miami, FL</i></p>
<b>Ironwood</b>  <b>66</b>	<p><b>Tools for Assessing Student Growth and Readiness for Competitive Employment</b></p> <p>This hands-on session will demonstrate a cross-systems approach to assessment of student growth and readiness for competitive employment within the context of transition-to-work programs. Workshop participants will learn how on-going feedback from student participants, instructors, job coaches, business supervisors, and families is collected and used to inform classroom instruction and internship development. Additionally, readiness for competitive employment is assessed using a standardized measure. Assessment data is used to frame ongoing discussions with students and their circles of supports, as well as to engage vocational rehabilitation and developmental disabilities services early in the process to ensure seamless transition to work upon completion of the school program. Session participants, through active use of the various assessment tools, will learn how this collaborative process, currently being implemented and evaluated within several Project SEARCH programs, is used to map out individualized paths to employment based on student career interests and acquired skills. Following a brief overview of the formalized student assessment process and timeline, and the tools utilized, a descriptive case study will be reviewed to provide session participants with a detailed illustration of how the assessment process engages multiple stakeholders. The session will wrap-up with a hands-on activity designed to allow session participants to engage in an assessment simulation exercise. During this exercise, participants will have the opportunity to use the assessment tools and to engage in discussion and dialogue with other session attendees.</p> <p><i>Julie Christensen, Director, Center for Disabilities and Development (UCEDD), University of Iowa, Iowa, IA</i></p>

<p><b>Aloeswood</b></p> <p><b>67</b></p>	<p><b>Swim Team, Film Screening</b>          What would you do if your community gave up on your child? In New Jersey, the parents of a boy on the autism spectrum take matters into their own hands. They form a competitive swim team, recruiting diverse teens on the spectrum and training them with high expectations and zero pity. What happens next alters the course of the boys' lives. SWIM TEAM chronicles the extraordinary rise of the Jersey Hammerheads, capturing a moving quest for inclusion, independence and a life that feels winning.  <i>*Lara Stolman, Swim Team Director and Producer will have a short Q &amp;A session following the film.</i></p>
<p><b>Ebony</b></p> <p><b>68</b></p>	<p><b>iMovies, Film Made Easy for Résumés, Video Customer Files, Program Brochures, Training &amp; More</b>          “A picture paints a thousand words”, said Frederick R. Barnard referencing the benefits of still graphics. This number increases exponentially with film! Come learn more about this powerful tool. From initial contact with a potential employer, a person with a disAbility can represent themselves more effectively; a video resume during an interview allows an employer to see a potential employee instead of stopping at perceived barriers. It can also establish the primary relationship between the employer and employee, with a teacher or employment specialist in a secondary role. Employers tell us this kind of self-advocacy allows for a stronger connection with the person interviewing which increases the odds of a job offer. Youth and adults with disAbilities tell us they feel more confident. Here’s our tag line: “I see it, so be it!” When marketing your program or strengthening employer engagement, film allows you to tell powerful stories; it breaks through peoples understanding, moves them beyond what they think they know, to expanded ideas. It also allows for consistency when turnover of support staff or supervisors occur. Film allows us to set the bar of performance and accommodation needs more effectively. Making a strong film requires understanding the basics of iMovie and an eye for visual storytelling. Join us to review preparation and structure, place holders, capture techniques and basic editing. Learn to post and share under HIPAA guidelines. View samples and hear perspectives of this strong tool!  <i>Jennifer White, Director, Able Opportunities, Inc., Hansville, WA</i></p>

***Look to see if your state is having a Statewide Meeting - see page 10 for details!***

**Friday, July 28, 2017 8:30 am - 9:45 am Workshop Session 8**

<b>Salon D</b>  <b>69</b>	<p><b>Innovative Tech: Changing Employment Outcomes</b></p> <p>An evolution in technology as accommodation came quickly after the first iPad was released in 2010. Now, it's hard to imagine life without a smart device! Mobile screens and apps are allowing for a profound change in accommodation options, normalized on a device carried by the masses. We are not going back. If you haven't caught the wave, now is the time! Students and adults with disabilities, families, teachers, CRPs and employers, are celebrating increases in job opportunities, job performance, faded coaching supports, increased direct communication, more consistent production, clear motivation and notable pride in the workplace. Join us for a review of person centered strategies to bring into higher tech accommodations, and specific apps that strengthen independence, to capitalize on technology as a great equalizer.</p> <p><i>Jennifer White, Director, Able Opportunities, Inc., Hansville, WA</i></p>
<b>Salon E</b>  <b>70</b>	<p><b>The Working World: Lessons from Project SEARCH® - The Journey from Sheltered Workshops to Employment</b></p> <p>The Project SEARCH training model, adapted to serve adults, has proven to be an effective method of assisting former sheltered workshop participants and other individuals receiving services in a segregated setting, to learn the marketable skills they need to gain integrated employment in their communities. The goal of this session is to share the lessons from two hospital programs in Oregon, both the successes and the challenges, so that our experiences can inform other providers, government agencies, and employers who may be interested in expanding opportunities for their customers.</p> <p><i>Hannah Burgess, Project SEARCH Instructor, PeaceHealth Sacred Heart Medical Center, University District, Eugene, OR; Kayla Hall, Program Manager, Project SEARCH, Kaiser Permanente Sunnyside Medical Center, OR; Leauriy Polk, Project SEARCH Instructor, PeaceHealth SacredHeart Medical Center at RiverBend, OR; Kari Seals, Program Manager, Project SEARCH, Kaiser Permanente Westside Medical Center, Hillsboro, OR</i></p>
<b>Zambezi</b>  <b>Nile</b>  <b>71</b>	<p><b>Outside the Box: Using Model Fidelity in a Non-Traditional Setting</b></p> <p>The Project SEARCH model can work effectively in non-traditional businesses. The Project SEARCH program at Syracuse University is an adult program connected to a four-year college experience for students with intellectual disabilities. Graduates of InclusiveU can apply for Project SEARCH as a culmination of their higher education experience, and participate in internships throughout the university. Because the university is not a traditional Project SEARCH host, program staff have had to be innovative in maintaining model fidelity in a decentralized business. The partnership with the university has impacted the creation of internships, job analysis in independent departments, student development (moving from the role of "student" to the role of "employee"), travel training during internships, and strategies for monitoring interns on a wide-spread urban campus. The program makes use of technology to help students stay organized and to improve self-monitoring while working independently.</p> <p><i>Brianna Shults, Internship and Employment Coordinator, Syracuse University, Syracuse, NY</i></p>
<b>Orange</b>  <b>72</b>	<p><b>Leading with Fire - Marketing, Collaboration and Application Process Facelift</b></p> <p>Capturing interest in Project SEARCH and recruiting takes time. Having a social presence sounds great, but how can it be done effectively? How can we generate interest in a program that is new? Learn how to create simple Google Forms to capture interest from sites such as Facebook and have leads come in year round. Use Facebook as a recruiter tool and post updates often. As the senior instructor surrounded by new instructors in both new and existing programs, how can you best mentor these sites to create a Project SEARCH that is cohesive, yet individualized? Parents are confused by multiple opportunities; how we navigated the waters to a successful recruiting year. Other documents will be shared as skill station ideas used in a government setting.</p> <p><i>Lesa Genovese, Project SEARCH Instructor, Minnesota State Government, St. Paul, MN</i></p>
<b>Sagewood</b>  <b>73</b>	<p><b>The Use of Visuals and Structured Learning as Tools for Success!</b></p> <p>The use of visuals and a structured environment are so beneficial to the success of young adults on the autism spectrum and any person with a developmental disability. Visuals become their accommodation and play an important role in their success in the workplace for internship and follow along services. My goal for presenting is to give educators, job coaches and other professionals' tools and an understanding that through the use of visuals and structure we can successfully position people to be independent in all tasks related to their job and daily lives. I want people to think outside the box, brainstorm and develop tools that will assist in their teaching techniques. This training could be beneficial for new and seasoned educators starting their first program to get some great structure and ideas to get going.</p> <p><i>Aimee Gilbert, Project SEARCH Instructor, Finger Lakes Health, Geneva, NY</i></p>

<p><b>Rosewood</b></p> <p><b>74</b></p>	<p><b>Introduction to the New Project SEARCH® Database</b></p> <p>We are in the process of upgrading the Project SEARCH database to more effectively track our outcomes and manage our growth. The redesigned database will have several new features that will create a less cumbersome and more rewarding user experience: 1. The new database will have a work-flow that is better aligned with Project SEARCH implementation and operations; 2. Program sites will be able to enter and manage their own information on partner organizations and personnel; 3. Database users will have the ability to view and verify their program site’s outcome information on demand; and 4. Designated individuals at each program site will have authority to manage database and website access for their own personnel. This session will provide an introduction to the new database, and a demonstration of the new features it will offer. It should be of interest to all Project SEARCH practitioners, regardless of their role in data entry. Data collection benefits everyone involved in Project SEARCH because it provides evidence of our program’s effectiveness, which we can share with families, program partners, and funders. It also helps us to strengthen our program through continuous evaluation and outcome tracking.</p> <p><i>Sandy Beer, Program Specialist, Project SEARCH, Cincinnati Children's Hospital, Cincinnati, OH; Maryellen Daston, Ph.D., Program Specialist, Project SEARCH, Cincinnati Children's Hospital, Cincinnati, OH</i></p>
<p><b>Ironwood</b></p> <p><b>Aloeswood</b></p> <p><b>75</b></p>	<p><b>Making Memphis Work: Challenging Year 1 to Year 3 Achievement</b></p> <p>LeBonheur Project SEARCH started in August of 2014 in the heart of Memphis, TN at Le Bonheur Children’s Hospital. Shelby County Schools, Vocational Rehabilitation, Le Bonheur Children’s Hospital and a Community Rehabilitation Provider (CRP) worked collaboratively to ensure the Assessment Day went smoothly, and 14 interns were selected. The program began with 14 interns and lots of zest. The Le Bonheur hospital associates worked with children with disabilities, and were anxiously anticipating working with the interns. The CRP was one of the largest in the city and were confident that the 100% employment goal would be easily met. The successful veteran teacher was experienced in Work Based Learning and had worked with the job coaches and some of the interns previously. Everything seemed perfect. Nevertheless by May, the program had plummeted. Rotation sites were contemplating hosting future interns; five interns were no longer in the program; and the year closed with only 42% of the interns employed. Find out how this program turned around with hard work, commitment, staff changes and grit!</p> <p>This interactive session will discuss working through challenges such as:</p> <ul style="list-style-type: none"> <li>• Changes in staff &amp; CRP changes</li> <li>• Working with difficult students and parents</li> <li>• Rigorous recruitment efforts</li> <li>• Maintaining transparent communication amongst partners</li> <li>• Adding an additional host site</li> <li>• Providing meaningful instruction</li> </ul> <p><i>Pat Beane, Reginal Manager, Shelby County Schools, Memphis, TN; Jlahna Chatman, Project SEARCH Instructor, LeBonheur Children's Hospital, Memphis, TN; Machele Pugh-Smith, CEO Milestone, Memphis, TN; Latosha Rayford, VR Counselor, Memphis, TN; Katherine Whitfield, Business Liaison, LeBonheur Children's Hospital, Memphis, TN</i></p>