

# *Systems of Work*



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# Systems of Work



- Introduction to community work
- Definition of community work
  - *Why are these experiences important?*
  - *What do we see as the benefits?*
  - *What makes an experience successful?*
  - *What is a student really doing at a work site?*
    - ✦ *Is there more to work than the job task?*

# Community, Connections, Confidence



- Establishing oneself as part of a community outside school or home
- Making connections with people and causes
- Expanding one's personal network of employer references and relationships
- Gaining confidence from trying new things, meeting new people, asking questions and learning about one's strengths and challenges in a professional setting
- Ownership over one's experience

# Building Experience



*Using your resume as a tool  
of self-awareness and a  
celebration of ability*

# Building Experience



## Education

**Cotting School, Lexington MA**

2001- 2013

## WORK EXPERIENCE

**Brain Injury Association of Massachusetts, Westborough, MA**

August 2011- present

Title: Office Assistant

Responsibilities: I help with clerical work such as organizing mailings.

**Cotting School Entrepreneurs, "Kate and Mike's Pet Products"**

July- August 2012

Title: Small Business Leader

Responsibilities: I created pet products and sold them at a craft fair. I wrote a business plan and managed a budget.

**Magic Garden Children's Center, Lincoln, MA**

October 2012- March 2013

Title: Classroom Volunteer

Responsibilities: I used my communication device to lead a musical game for 10-15 preschool-aged children.

**T. J. Maxx, Bedford, MA**

July 2011-June 2012

Title: Store clerk assistant

Responsibilities: I completed a ten-step work task in order to prepare shoes for the selling floor.

**Buddy Dog Humane Society, Sudbury, MA**

June 2010-February 2011

Title: Shelter Volunteer

Responsibilities: I shopped for supplies needed for animals at Buddy Dog and delivered them weekly. I made scrapbook pages for some of the animals.

**Lahey Lexington, Lexington MA**

January 2010-June 2010

Title: Office Assistant

Responsibilities: I sorted and delivered the employee's mail.

**Brookhaven Nursing Home, Lexington MA**

September 2008-August 2009

Title: Friendly Visitor

Responsibilities: I arranged donated flowers and delivered them to the residents at Brookhaven.

## REFERENCES

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# What is community work?



- Community work means working amongst community members towards a collective goal:
  - *Students digitize patient records at a medical office to assist the office in a transition from paper to software storage*
  - *Students clean exhibits at a children's museum to keep the visitors safe and healthy*
  - *Students socialize animals at a farm so they can be used with school groups*
  - *Students pick up donations at local pet stores and sort them at a non-profit that helps low-income people keep their pets during hard times*

# What is community work?



- Community work programs that are part of a child's education can be:
  - *Internships*
  - *Paid work experiences*
  - *Internships that lead to paid work experiences*
  - *Short term*
  - *Long term*
  - *One hour a week or full days 5 days per week, depending on the program*

# Related Experiences



- Job shadowing
- Occupational interviews
- Career exploration
- Job fairs
- Mock job interviews/real job interviews
- Entrepreneurial pursuits
- Career awareness class: how to look and act professionally, how to search for a job, how to get a job, how to keep a job
- One time volunteer opportunities
- Fundraising



# Project Bridges Model



- Upper school students participate in a work session 1-2 times per week between 1.5 and 2 hours per session, rest of their week is dedicated to academics, therapies, specials
- Students work in pairs with a job coach
- Students work at one work site each school year
- About 40 students participate in the program each school year
- Students also work at school
- We offer Community Work Program in the summer: 5 weeks of work every school day

# Project Bridges Partners



- We have over 25 community partners, including:
  - TJ Maxx Bedford (20+ years)
  - Home Goods Bedford (20+ years)
  - Lahey Lexington Medical Offices (15 years)
  - Cambridge Public Library (15 years)
  - Xerox Corporation, Lincoln (15 years)
  - deCordova Sculpture Park and Museum (10+ years)
  - Waltham Police Department (10+ years)
  - Sancta Maria Nursing Facility, Cambridge (10+ years)
  - Drumlin Farm, Lincoln (3 years)
  - Lincoln Public Library (3 years)

# Examples



- Student is responsible for set up of table settings at local nursing home
  - She arrives at 10 a.m. after spending an hour at school
  - She collects a basket of creamers from the kitchen staff and refills the cream containers at each of the 17 tables
  - She returns and asks for a basket of sugars and refills the sugar packets at each table
  - She takes a 15 minute break at 11:00
  - She returns to work at 11:15 and folds enough napkins for each table setting
  - When the napkins are folded, she sets them at each place setting while other workers are putting out plates, salad dishes, silverware, beverage pitchers
  - At 12:00, the student reports to her supervisor what she did and what she was not able to complete and heads back to school

# Examples



- A pair of students work on Tuesday afternoons at the YMCA.
  - The pair works after lunch. They meet their job coach in the work office at 1:00.
  - They go over the “Are you Ready for Work?” checklist which includes supplies and appearance
  - The students travel to the worksite and arrive by 1:15.
  - They greet their co-workers and ask “What do you need help with today?”
  - The students work on folding towels and assembly of membership packets. They learn these two skills hands-on.
  - They ask for more work when they run out of papers. They ask for more towels when they run out of towels.
  - They find a professional way to tell their supervisor when they need to leave early due to a medical concern.

# How is community work beneficial to your child?



- Students can learn new things at any work site (skills and experience)
- Students can meet new people at any work site (references and networking)
- Students can learn about different jobs at any work site (career exploration)
- Students can learn about their strengths and challenges at any work site (self-awareness)

# How is community work beneficial to your child?



- Build your resume
- Show dedication
- Advocate for new tasks when appropriate
- Interact professionally
- Use strategies for emotional regulation/ build up your work stamina
- Time management
- Problem solving

# Examples



- A pair of students works tagging shoes at TJ Maxx.
- One student engages in 10 minutes of small talk with a co-worker before beginning work.
- The job coach addresses the situation and the student reports that she didn't know how to politely end the conversation.
- The job coach and student brainstorm ways to handle the situation next time.

# Why is community work important?



- Community work provides a unique experience for many skills to come together in one environment and/or situation.
- Goals from all different areas come into play at work. Students need to access skills and strategies across goal areas to be successful at work.
- Community work is an opportunity for students to enhance community engagement and make connections with new people.



# Physical Therapy



- Otherwise known as:
  - Learning about one's physical needs in a work setting
    - *Should I sit or stand? How long can I comfortably work for?*
  - Mobility
  - Accessing a new or unfamiliar environment: making the environment work for you
  - Accessing an environment with challenges or barriers
  - Using your time in PT to train your body to help you accomplish more at work
  - Safe travelling in the community and in the workplace

# Occupational Therapy



- Otherwise known as:
  - Using your abilities to complete a task in a way that works best for you
  - Exploring tools and accommodations that work for you
  - Using skills and strategies one has learned at school on the job

# Speech and Language/Communication



- What are my modes of communication?
- What are my challenges around communication?
- How will these be the same or different at work?
  - ✦ *Will unfamiliar people understand me without my communication device?*
- How do I communicate clearly and efficiently with my supervisor?
  - ✦ *Full sentences, loud voice, repeat if necessary*
- What kinds of communication do I need at work?
  - ✦ *Listening, following directions, asking for clarification, small talk*

# Social Skills



- Is the way I interact with people different at work than at other places?
- Formal approach to learning about the differences
- Greetings at work vs. greetings with friends or family members
- Conversation topics at work vs. conversations at home or with friends

# Behavior/Emotional Regulation



- **Otherwise known as:**
  - Work stamina
  - Employing strategies at school more independently in the workplace
  - Asking for breaks
  - Learning about the appropriate kinds of breaks and how long they might last

# Literacy



- Otherwise known as reading on the job:
  - Entrance/exits
  - Directories
  - Written directions, checklists
  - Employee Handbooks

# Mathematics



- Using math skills to complete job tasks such as:
  - Inventory of office supplies to be delivered
  - Counting pudding cups in a kitchen
  - Estimating: *How much more do we need? Some? A few? A lot?*

# Self-Determination



**what do you think?**

Name: \_\_\_\_\_

Directions: Rate the categories 1-3 based on what you like best.

<b>Business/Retail</b>		_____
<b>Social Services</b>		_____
<b>Food Service/ Maintenance</b>		_____
<b>Office/Clerical</b>		_____
<b>Horticulture/Environment</b>		_____
<b>Library/Media</b>		_____

*Project Bridges Job Fair asks students to represent job and job areas as well as think about future interests.*



# Self-Determination



## Student Rating Form Language of the Work Site

### 6 Things Students Need to Say and Do

#### Star Rating System for Skills

★	1 star means someone had to show you what to do
★★	2 stars means you did it, but you needed some help remembering what to do or say
★★★	3 stars means you did it independently. You know what to SAY and Do on the job!

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Skill	What to Do	Rate Your Independence		
greeting	Use the best appropriate work greeting. Remember to use eye contact	★	★★	★★★
about conversation	Use appropriate work conversation. Remember ask about the other person, too..."and you?"	★	★★	★★★
ask for Work	Ask your supervisor for something to do at work.	★	★★	★★★
ask for help	Ask your supervisor or co-worker for some help at work	★	★★	★★★
closing	Say good-bye to your supervisor and your co-workers. Remember to use good eye contact	★	★★	★★★
reflection	Ask your job coach to talk with you about your job today.	★	★★	★★★

My goal for next week is:

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**Six Things to Say and Do at Work Curriculum:**  
*Greeting/ Eye Contact, Short Polite Conversation, Ask for Work, Ask for More Work, Ask for Help, Closing/Good-bye, Reflection*

# What are some questions to explore as your child participates in community work?



- What does it mean to make a “good impression?”
- What kind of clothing is appropriate for this work site?
- What are the different jobs I am observing at this work site?
- How are my social interactions at work different than my interactions at school and home?

# What are some questions to explore as your child participates in community work?



- Where are the opportunities for increased independence at work?
- How is my current experience connected to my future plans?
- What am I learning about myself?
- What am I learning about the kinds of jobs that are available?
- How much help is too much?

# What is collaboration?



*Collaboration is a shared set of values  
and goals between the school and  
workplace*

# What does collaboration look like?



- Drumlin Farm and Cotting School
  - Students access the farm for both academic/science-based purposes and vocational purposes on a regular basis
  - The farm actively recruits people with disabilities to provide feedback on accessibility
  - The farm has applied for and received numerous grants to advance people with disabilities connecting with nature preservation
  - The farm staff actively works to **include** people with disabilities in programming and seeks the contributions of this population to create, adjust and advance programming

## How do we include students in the collaborative process?



- Regular reflection and check-ins
- Include students in goal creation
- Make students accountable for their goals
- Provide real world experiences: job fairs, job shadowing, guest speakers
- Ask for feedback from students
- Respect the vision of the student
- Advocate for the student
- Help the student advocate for him or herself

# Job seeking strategies



What are my experiences?

Who are my connections?

What am I interested in doing?

What are small steps I can take to get to a big goal?

# Marketing vs. Matching



*Marketing oneself based on skills and experiences vs.  
matching oneself based on the “big picture” of a  
workplace*





**POST-SECONDARY EMPLOYMENT GOAL** (what do you want to do when you finish school?):

**BENCHMARKS OR SHORT TERM GOALS** (suggested steps that will help you to attain your goal):

- 1)
- 2)
- 3)
- 4)
- 5)

**TRANSITION SERVICES** (adult services that might help you attain your goal):

**ACTIVITIES** (things that you can do that might help you attain your goal):

**COURSES OF STUDY** (classes that will help develop the skills necessary to attain your goal):

## Project Bridges Schedule

October 2, 2014

A.M. shift 9:30-12:30 P.M. shift 1:00-3:30

MORNING	Manday	Tuesday	Wednesday	Thursday	Friday
Placement:	Waltham Crossing Dining Room	TI Maxx	Waltham Police	TI Maxx	Shire Pharmaceuticals
Job Coach(es):	Nisinzweig	Cunningham	Stoller	Cunningham	Tighe
Student(s):	India S.	Michaela M., Brian R.	Megan L.	Michaela M., Brian R.	Aleksey F., Peter G.
Vehicle:	VAN 5	VAN 5	CHEVY	VAN 5	VAN 7
Placement:	EPIC	Home Goods	deCordova Membership 10/15	Waltham Crossings	Epioustan Feast
Job Coach(es):	Newton	Nisinzweig	Cunningham	Nisinzweig	Cunningham
Student(s):	Austin C.	Mike M., Tristan T.	Rebecca Kand Sylvie L.	Mike M., Tristan T.	Jacob M., Lily S
Vehicle:	Chevy	VAN 5	VAN 5	Lane's car or van 8	VAN 4
Placement:		Sacra Maria	Cambridge Library	Sacra Maria	Lahey Lexington Medical Offices
Job Coach(es):		Sousa	Tanner	Sousa	Newton
Student(s):		Hannah C, Julissa D.	Jeremy M	Hannah C, Julissa D.	Sarah J, Alice W
Vehicle:		VAN 7	VAN 7	VAN 7	CHEVY
Placement:		Rhynay's Friends	Drumlin Farm	Home Goods	Discovery Museum
Job Coach(es):		DeAngella	Newton	DeAngella	Nisinzweig
Student(s):		Matthew M., Colin M.	Kathryn F	Matthew W., Colin M	Georgina B, Paulo A
Vehicle:		VAN 4	VAN 1	VAN 4	VAN 3
Placement:		Mustard Seed MarketPlace	Perkins Technology/Radio 10/15	Eastern Mountain Sports	
Job Coach(es):		Tanner	Nisinzweig	Tanner	
Student(s):		Dan S.	Sam P.	Perrin T	
Vehicle:		CHEVY	van 4	CHEVY	
AFTERNOON	Monday	Tuesday	Wednesday	Thursday	Friday
Placement:	Waltham Children's Hospital	Mahoney's	<b>EARLY RELEASE</b>	Lincoln Public Library	Waltham Crossings Dining Room
Job Coach(es):	Cunningham	Nisinzweig		Stoller	Stoller
Student(s):	Julie B. (*11:30 lunch)	Matthew M, Andrew M		Davis B	Lexi A
Vehicle:	VAN 5	CHEVY		CHEVY	CHEVY
Placement:	Waltham Crossings	Drumlin Farm Data Collection		Xerox Corporation	Home Ec Shopping
Job Coach(es):	Nisinzweig	Newton		Mrs. Cunningham	Tighe
Student(s):	Abby S., Daisy L.	Elise D.		Ryan C	Robert B.
Vehicle:	CHEVY	VAN 3		VAN 5	VAN 7
Placement:		YMCA Waltham			
Job Coach(es):		Cunningham			
Student(s):		N. Sayana, V. Grifoni			
Vehicle:		VAN 1			



## Senior Class of 2014

### Project Bridges Work History



Thank you to deCordova, Home Goods, TJ Maxx, YMCA Waltham, Brookhaven Assisted Living, Magic Garden Children's Center, Birthday Wishes, L.L. Bean and the First Presbyterian Church in Waltham!