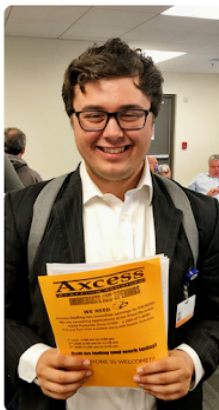


WE DON'T JUST
PREPARE STUDENTS FOR THE

FUTURE

WE ALSO PREPARE IT FOR THEM.
UT FUTURE: Post-secondary Education Program



Mentor Handbook 2017-2018

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IMPORTANT DATES

Event	Date	Notes
FUTURE Orientation	August 21 & 22	
Fall Classes Begins	August 23	
Fall Break	October 5-6	
Thanksgiving Break	November 23-24	
End of Fall Semester	December 5	FUTURE classes end
Spring Semester Begins	January 10	
MLK Holiday	January 15	
Spring Break	March 12-16	
Spring Recess	March 30	
End of Spring Semester	April 27	FUTURE classes end
Graduation	May 12	FUTURE graduates with the College of Education

Please refer to the mentor calendar for updated event details.

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PROGRAM OVERVIEW

The University of Tennessee FUTURE Postsecondary Education Program is a 2-year program culminating in a Future at the University of Tennessee Utilizing Resources for Employment (FUTURE) Certificate and job placement.

The program provides academic, social, vocational, and independent living skills to students aged 18-29 with intellectual and developmental disabilities and autism who have completed high school. Participation in the FUTURE Program provides students with a local/regional option for continuing their education beyond high school to increase their employment opportunities. The FUTURE Program features an individualized schedule for each student based on their personal career aspirations achieved through a person-centered planning process.

Mission

The mission of the FUTURE Program is to empower students to achieve gainful employment in the community.

Goal

The primary goal of the FUTURE Program is to provide a college experience in which students will expand their social skills and work skills through academic and career development that will encourage lifelong learning and career outcomes.

Individual Programs of Study

The FUTURE Program is committed to establishing an individualized program of study for each student based on his or her interests and academic, social, and vocational needs.

Professional Dispositions

The FUTURE Program is dedicated to influence lifelong learning through:

Friendliness

Understanding

Tenacity

Utility

Respect

Enthusiasm



POLICIES AND RULES

Please pay close attention to our policies and rules as they help to ensure:

- the safety of the FUTURE students.
- that The University of Tennessee will accept the FUTURE Program as a viable and useful campus program.
- that appropriate and professional behaviors are exhibited by FUTURE students; this will help the students acquire and maintain relationships within the campus community and in their future work environments.

FUTURE students are expected to:

1. Develop problem-solving skills as they progress toward becoming independent, self-directed learners.
2. Demonstrate a commitment to life-long learning and personal growth through reflection and a willingness to learn from others and past experiences by seeking constructive feedback.
3. Work with staff and other students to improve overall learning.
4. Maintain his/her position as a positive role model for others in regular attendance, grooming, punctuality, and demeanor in classroom, work and campus activities.
5. Accept responsibility for what occurs in the classroom and for other campus responsibilities.

6. Demonstrate:
 - a. Positive work habits and interpersonal skills
 - b. A positive attitude
 - c. Dependability
 - d. Honesty
 - e. Respect for others that contribute to a safe, orderly, learning environment.
7. Participate in growth activities within and outside of the program
8. Maintain positive communication with staff and other students to enhance the learning experience for all.
9. Use sound judgment and thoughtful decision making with consideration of the consequences.

FUTURE students and Educational Mentors are expected to adhere to the following policies and rules:

1. Supervision of FUTURE students is only available on M-F from 8am to 5pm barring special circumstances. Before or after hours, staff, faculty and mentors will not be available for oversight.
2. If FUTURE students do not come on campus during a regularly scheduled school day, or if they are going to be more than a few minutes late, they are to call or text the FUTURE staff.
3. FUTURE students are **not permitted to ride in a vehicle driven by another FUTURE student or mentor during program hours.**
4. FUTURE students are permitted to visit dorms and apartments when invited. They may visit with members of the same sex without another person present. However, visiting members of the opposite sex is only permitted if there is more than one other person present.
5. Educational Mentors are **not permitted to give FUTURE students money or purchase meals for them.** In a situation where the student has forgotten lunch money, please help the student problem-solve or contact a staff member for assistance. Our goal is for students to be as independent as possible.
6. In order to assist with learning appropriate social behaviors, FUTURE students may contact their mentors minimally each day through electronic means (such as text or Facebook message). We understand that the world of technology and social media has changed the way college students communicate and most FUTURE students are very active on these platforms. We do not wish to restrict the amount of contact FUTURE students have with UT friends, however, we do not want the Educational Mentors to feel overwhelmed by constant communication from FUTURE students.
 - a. More than minimal communication is appropriate when FUTURE students need to check-in on meeting plans, or respond to a question from a mentor, a member of staff, or a UT friend.
 - b. **As an Educational Mentor, if you feel a student is contacting you excessively or inappropriately please address this with FUTURE staff as soon as possible.** Appropriate social behaviors, including contact, are essential skills for FUTURE students to learn - practicing this with Educational Mentors is a large element of the mentor/student relationship.
7. Mentors are to maintain a professional relationship with students, which includes refraining from dating FUTURE students. We address this with FUTURE students at the start of each semester and reiterate it as necessary.

SAMPLE FUTURE STUDENT SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00a – 10:30a	Digital Literacy	Life Skills I	Digital Literacy	Life Skills I	Expanded Study Time

10:30a – 12:00p	Career and Life Planning I	P.E. Course	Career and Life Planning I	P.E. Course	Study Hall
12:00p – 1:00p	Lunch with Mentor	Lunch with Mentor	Lunch with Mentor	Lunch with Mentor	Lunch with Group
1:00p – 2:30p	Academic Audit Course	Internship 2 pm – 4 pm	Academic Audit Course	Internship 2 pm- 4 pm	Social Activity
2:45p – 4:00p	Study Hall		Study Hall		Social Activity
dent schedules will vary for first and second year students. Course times change each semester.					

GENERAL MENTOR RESPONSIBILITIES

Job Coach	Support: Offer support at job site and encourage student independence and problem solving.	Attire: Discuss appropriate dress for job site and remind student of hygiene for work.	Punctuality: Check schedule to make sure student is on-time and informed.	Social Skills: Practice social interactions and learn appropriate social conduct.	Feedback: Be aware of student needs and interactions and report to staff.
Workout Buddy	Activity: Choose activity with student or participate in physical exercise course activities.	Attire: Discuss appropriate attire for different exercise activities and remind the student of the dress code at TRECS/HPR.	Equipment and Safety: Explore how to safely use different types of equipment.	Social Skills: Practice social skills and practice good gym practices to develop healthy habits.	Time: Practice time management.
Lunch Buddy	Choices: Take turns choosing venue and practice navigating to different places on campus.	Healthy Choices: Assist with healthy choices and practice portion control.	Mobility: Assist when needed with managing food, trays and VOL card.	Social Skills: Practice table manners, practice social skills, and remind to clean up table.	Time: Practice time management.

d y					
In - C l a s s S u p p o r t	Planning: Update student planner by recording assignments to practice organizational skills.	Note-taking: Help the student take basic class notes. (You can be their scribe for notes if needed). Ask staff for support if necessary.	Listen: Encourage the student to listen to the lecture and help to select the main idea(s).	Participate: Help the student participate in group and in-class activities. Facilitate communication with classmates if needed.	Time: Help to be punctual to class and practice time management.
A c a d e m i c T u t o r	Planning: Help student clearly write in planner what they need to do to complete assignments.	Review: Review class notes and upcoming assignments in agenda/syllabus. Check Canvas sites for assignments and discuss tasks with the student.	Listen: Ask student to break down the task into smaller steps.	Quality: Ask for clarification to ensure student's understanding of the task and be a scribe if necessary.	Time: Track when assignments are due to practice time management and planning.
<i>This is an overview of each mentor role. See the specific expectations and responsibilities of each mentor role for more information.</i>					

EXPECTATIONS

FUTURE students will need assistance with keeping themselves organized and staying on top of the many activities of their college life. In collaboration with the FUTURE curriculum, Educational Mentors will help guide FUTURE students into becoming more independent individuals.

1. **Update Student Planner/Calendar** – Help FUTURE student keep an up-to-date planner and remind students to use their planner as a reminder of what needs to be completed that day/week. Encourage each student to use their calendar to manage time and keep track of when to be at each location for class. Foster independence by empowering students to problem-solve.
2. **Read Emails** – All college students use email many times a day to stay in touch with friends, to organize their time, and to get messages from professors and employers. During this time you will remind and help the FUTURE student read email, and then act on each one.
3. **Reply/Write Emails** – After the emails have been read, it is important to help the FUTURE student determine which emails need a reply. Then reply to those emails together! There may also be messages that the FUTURE student wants to write and send.
4. **Check Canvas** – Students need to check for new announcements, changes to class meeting times, or find updated readings and assignments. Help the student to access Canvas by visiting UTK's homepage, scrolling down and clicking Online@UT under the Communication header.
5. **Give Feedback** – Mentors spend the most amount of time with FUTURE students on campus. Mentors are expected to be aware of interactions and issues that may arise as well as successes that occur for each student. Mentors are expected to provide feedback to staff about student performance.
6. **Check Facebook** – Most college students use Facebook and the FUTURE students are no exception. Some FUTURE students may need to be reminded to check their Facebook page for any wall/event posts while other students may need help determining how much Facebook and social media time is too much.

If necessary, help the student problem-solve. The problem-solving steps we use are:

1. Define the problem. What do you need to fix?
2. Brainstorm solution options and write them down.
3. Look at your options. Can you really do it?
4. Make a plan of action.
5. How did it work?
 - a. Yes - you are finished!
 - b. No - go back to step 2 and pick a different option.

Each FUTURE
one
serve as his

ACADEMIC TUTORS

student should have at least
designated mentor that will
or her Academic Tutor or

“Study Buddy”. As a tutor, the expectations are a little higher than those of a workout or lunch buddy. Keep in mind that if you ever feel overwhelmed, please feel free to let a staff member know. More than anything we hope that a friendship can be developed between you and the FUTURE student while also recognizing that learning together is fun!

Here are some guidelines:

1. Use respectful and “people first” language in all phases of support activities.
2. Help the FUTURE student develop a positive self-concept.
3. Review the independent learning contract at the start of each meeting. Check Canvas and email to help the student plan. Check the student’s agenda to discover what assignments are due soon.
4. Encourage the FUTURE student to discuss what they did in class with you. Help them to make connections with the course material and their own experiences to make the material relevant to their lives.
5. Keep the FUTURE student on track with completing their independent learning contract for their classes by utilizing their planner.
6. Do **NOT** do their assignments for them.
 - a. Demonstrate the first step.
 - b. Keep asking for clarification on the student’s understanding.
 - c. Help the FUTURE student write down what they need to do for assignments.
 - d. Encourage the student to use resources like the Writing Center when needed.
7. Read through a chapter together.
8. Ask the student questions about what they are reading.
9. Academic Tutors are expected to report to staff with student progress or any issues of which they may become aware during study time.
10. Academic Tutors are expected to communicate with In-Class Supports to get information about in-class performance and course work.
11. If there is more than one Academic Tutor working with a FUTURE student, then the Academic Tutors are expected to communicate progress reports for each study time to each other.
12. Have some fun!

No homework? What should I do with my FUTURE mentee?

There are plenty of things that you and the FUTURE student can do together! Your first goal should be to complete any assignments that are due. When students have no homework there are other things you can do during study time.

Some suggestions include:

- Record all due dates on the calendar in the planner at the beginning of the semester.
- Review feedback from previous assignments.
- Go over notes and review lecture material from FUTURE classes as well as academic classes.
- Go to the Writing Center and use resources there to work on writing skills.

IN-CLASS SUPPORTS

Each FUTURE student should have at least one designated mentor that will accompany him or her to each academic class. As an In-Class Support, the expectations are a little higher than those of a workout or lunch buddy. Keep in mind that if you ever feel overwhelmed please feel free to let a staff member know. More than anything we hope that a friendship can be developed between you and the FUTURE student while also recognizing that learning together is fun!

Here are some guidelines:

1. Use respectful and “people first” language in all phases of support activities.
2. Help maintain a positive academic environment for the student by being encouraging.
3. Serve as a resource for the course instructor.
4. Help the student navigate to class and find a seat where they will be able to pay attention with minimal distractions.
 - a. Help keep the student focused during classes; discourage sleeping or use of electronic devices during class.
5. Assist the student with note-taking during class. Help the student identify key concepts they will need to complete course work.
6. Keep the FUTURE student on track with completing their independent learning contract for their classes by utilizing their planner.
7. Do **NOT** do in-class assignments for them.
 - a. Demonstrate the first step.
 - b. Keep asking for clarification on the student’s understanding.
 - c. Help the FUTURE student write down what they need to do for assignments.
 - d. Encourage the student to use resources like the Writing Center when needed.
8. Model and encourage appropriate social behavior in the classroom.
9. Encourage student participation and inclusion with group activities.
10. In-Class Supports are expected to report to staff with student progress or any issues of which they may become aware during class time.
11. In-Class Supports are expected to communicate with Academic Tutors to get information about in-class performance and course work.
12. Have some fun!

WORKOUT BUDDIES

Healthy living is one aspect of the FUTURE Program curriculum. Together with their workout buddy, FUTURE students will learn the benefits of exercise and social interaction.

Mentors who sign up as a workout buddy should pay full facility fees to have access to TRECS and other campus amenities. As a workout buddy, you will be expected to attend physical exercise classes with a FUTURE student. You may participate in the class as a peer support or offer encouragement for the student from the sidelines. If the student is not enrolled in a physical exercise course, you will be expected to help the student choose an activity to do during their designated workout time and participate while supporting the student in the activity.

Here are some guidelines:

1. Use respectful and “people first” language in all phases of support activities.
2. Help maintain a positive environment for the student by being encouraging.
3. Serve as a resource for the course instructor.
4. Help the student navigate to class.
5. Encourage the student to dress appropriately so they are prepared to participate in the class.
6. Keep track of any activities the student needs to complete for the class.
7. Do **NOT** do in-class assignments for them.
 - a. Demonstrate the first step.
 - b. Keep asking for clarification on the student’s understanding.
8. Model and encourage appropriate social behavior in the workout facilities
9. Encourage participation and inclusion with group activities.
10. Workout Buddies are expected to report to staff with student progress or any issues of which they may become aware during their exercise routine.
11. Have some fun!

LUNCH BUDDIES

Having friends to sit with at lunch can make the college experience less intimidating. Often FUTURE students enjoy having lunch with each other; so one Lunch Buddy may be paired with several FUTURE students for lunch.

Here are some guidelines:

1. FUTURE students have the opportunity to bring lunch from home or use their meal plan (VOL card) or debit card.
 - a. **Please do not pay for their meals or swipe your card for them!**
 - i. If they happen to forget their lunch or VOL card, help them problem solve or alert a staff member – being a FUTURE student is about learning how to become as independent as possible! Before you leave for lunch, ask the student if they have a way to pay for lunch if they plan to buy lunch.
2. Take turns picking the venue for lunch.
 - a. Lunch does not need to happen at the same place, same table, and same seat. Help the FUTURE student be creative with meals and encourage healthy choices. FUTURE students will be working on living a more active lifestyle and being conscientious about what they put into their bodies.
3. In large group settings, please be sure to sit near and interact with your FUTURE student instead of only interacting with other mentors or friends.
 - a. Eating a meal together is always an excellent real-life setting to practice social skills.
 - b. Social skills come naturally to many, but to others reading social cues can be confusing and difficult. Help them understand what is and is not appropriate.
 - c. Table manners are included in this learning experience.
4. Some FUTURE students may struggle with balancing a tray and maneuvering around the cafeteria with their food. Some may have a physical disability, which makes it difficult to carry a lunch tray.
 - a. If a student is having a hard time carrying their food tray and drink, help them problem solve. Think of ways they could manage on their own before doing it for the student.
 - b. Be ready to help out if a student cannot maneuver on their own.
5. Managing and keeping track of time is a valuable lesson and a struggle for many of the FUTURE students. Your help with this would be greatly appreciated!
6. Taking care of your surroundings is very important. Remind the FUTURE student to clean up their space, push in their chair, and place their tray and garbage in the appropriate places. As with any of your friends, let the student know (quietly) if they have food on their face or in their teeth.
7. FUTURE students may need to travel from lunch to their next class, so it is helpful to review with the student where they need to go after lunch.
8. Lunch Buddies are expected to report to staff with student progress or any issues of which they may become aware during lunch.
9. Have some fun!

JOB COACHES

A Job Coach works directly in a training or placement site. The goal of the Job Coach is to help FUTURE students learn the specific requirements of their job, learn work-related activities and requirements, such as time and attendance rules, and learn appropriate social and work-related behaviors when dealing with supervisors and co-workers.

A Job Coach provides educational services in the work environment for students with disabilities. Instruction is provided in the community work setting, which allows the student increased opportunities to learn employability skills and behaviors. It is imperative to follow the individualized learning goals and objectives for each assigned student as well as demonstrate professionalism in your daily activities. You will be setting an example for the student on the proper way to dress, behave and interact in the workplace. There are numerous areas, therefore, that you should be conscious of when you perform your job as a Job Coach.

Part of your role as a Job Coach will be to demonstrate the following:

- Proper dressing and grooming skills. You will be entering the workplace as a volunteer, but you will need to match the level of professionalism that the rest of the office demonstrates.
- Punctuality
- Appropriate ways to interact with others in the workplace.
- Ability to pro-actively problem solve.
- Effective communication
- Patience

Here are some guidelines:

1. Use respectful and “people first” language in all phases of support activities.
2. Become familiar with your FUTURE student’s internship agreement, job duties, and learning objectives designed for their work site. Make certain that they carry out these goals and objectives as assigned.
3. Communicate with the Internship Coordinator about job training sites on a systematic and consistent basis, including problems and concerns. You will be expected to help “troubleshoot” problems that occur in work sites, such as production problems, the method of performing tasks, relationships with co-workers, boredom, frustration, etc. These problems need to be addressed and communicated with the Internship Coordinator.
4. Follow workplace policies for protecting the health, safety, and well-being of students. These policies may vary; therefore, you will need to refer to your site’s policies. It is vital that you follow your student’s site policies and procedures for confidentiality very carefully.
5. Collect and record data about student performance. It is important, too, for you to understand that your job is a part of a much larger picture in the overall life of the students you are working with. Each job site enables those students to gain valuable skills. It will be extremely helpful for you to maintain detailed reports on how the student is doing at the work site. The information should include any changes noted in the student’s behavior, their attitude about doing the work, the speed with which they are able to pick up assigned tasks, and how well the student is able to do the assigned tasks when you are not directly prompting them. Later, this information will be valuable to adult service providers in helping to determine the types of work skills that best match the student’s unique strengths, interests and abilities.
6. Follow through with suggestions and procedures given by the Internship Coordinator and all FUTURE staff. These instructions may come to you in the form of a task analysis, where specified job tasks are broken down into smaller, teachable increments. Remember the internship experiences are to be learning experiences for the student. Your role will be to assist them in learning the appropriate social skills and the necessary work skills.
7. Facilitate communication with employers, as appropriate. This would include, among other things, schedule adjustments, changes, and feedback of student and staff performance.

8. Serve as the liaison between FUTURE and the student's internship site setting. Remember, you are a public relations ambassador.
9. A Job Coach may be asked to ensure that students have reliable transportation to and from their internship.

A Job Coach may also be asked to be a part of the student's person-centered planning and/or transition team. Job Coaches may begin a semester by visiting more frequently. Our goal is for students to learn to be independent in a work environment; therefore, as the semester continues our Job Coaches may go to the internship sites less frequently.

PROVIDING STUDENT SUPPORT

People often think that the word "disability" only refers to people using a wheelchair or walker. On the contrary, 74% of Americans who live with a severe disability do not use such devices. Therefore, a disability cannot be determined solely on whether or not a person uses assistive equipment.

The term invisible disability refers to symptoms such as debilitating pain, fatigue, dizziness, weakness, cognitive dysfunctions, mental disorders, hearing and vision impairments. These are not always obvious to the onlooker, but can sometimes or always limit daily activities, range from mild challenges to severe limitations and vary from person to person.

Some of the FUTURE students have Invisible Disabilities. They have learned to cope with their disabilities by blending in. You may, without thinking twice, assume competency. However, it's always safe to double-check their understanding. For academic tutors, having the student rephrase what they read or learned in their own words would be ideal. Also, try asking the student to state the main idea of a reading passage. This will help you assess comprehension.

An example of making sure the FUTURE student understands how to navigate campus independently would be to follow them back from afar and make sure they make it from point A to point B the first time. If you can't follow them physically, a good back-up plan would be to ask them to verbally tell you how they would navigate back (using landmarks and building names).

When conversing with the FUTURE students try to ask them more open-ended questions that require more than a "yes" or "no" response so that they can better learn how to express and articulate themselves. This is a way that you could help them learn how to be a self-advocate!

PLEASE NOTE: As with all college students, FUTURE students have the right to privacy. This includes information about specific disabilities such as disability labels or categories. The FUTURE Program will not disclose personal information about FUTURE students including disability specifics to mentors or others. Each student has the right to discuss his or her personal information with those whom they choose.

PEOPLE-FIRST LANGUAGE

What is People First Language?

People First Language describes what the person HAS, not what the person IS. People First Language puts the person BEFORE the disability. People should make reference to the person first, then the disability. For example, people should say “a person with a disability”, rather than “a disabled person”. (More examples are included at the end of this section). People First Language also means avoiding the use of words or phrases that evoke pity or fear, or that have a negative connotation. One should avoid words such as abnormal, birth defect, burden, deformed, disfigured, invalid, imbecile, idiot, moron, palsied, retarded, spastic, tragic, victim, suffers from, or stricken with.

Why?

If people with disabilities are to be included in all aspects of our communities--in the ordinary, wonderful, and typical activities most people take for granted--we must talk about them, and they must talk about themselves, in the ordinary, wonderful, typical language others use about themselves.

Language is powerful. When we misuse words, we reinforce the barriers created by negative and stereotypical attitudes. When we refer to people with disabilities by medical diagnoses, we devalue and disrespect them as members of the human race. For too long, labels have been used to define the value and potential of people who are labeled. Often, when people hear a person's diagnosis, they automatically make assumptions. Assumptions are made about the person's potential, what he or she can or can't do, whether he or she can learn, be employed, or live in the community. We must believe all people with disabilities are real people with unlimited potential, just like all people. People will live up (or down) to our expectations. If we expect people with disabilities to succeed, we cannot let labels stand in their way. A person's self-image is strongly tied to the words used to describe the person. We must not let labels destroy the hopes and dreams of people with disabilities and their families. *The only label a person really needs to use is his or her name.*

History

Certain words used to describe people with disabilities have a historic and often very derogatory origin. For example, the word “handicapped” has a historic origin, which refers to a person with a disability having to beg on the street with “cap in hand”. People with disabilities do not want to be the recipients of charity or pity. They want to participate equally with the rest of the community. A disability is a functional limitation that interferes with a person's ability to walk, hear, talk, learn, etc. **ONLY** use “handicap” to describe a situation or barrier imposed by society or the environment.

Even in our casual language, we use words that have historic origin in the world of disability. For example, words such as “moron”, “imbecile”, and “idiot” were once used as technical terms to describe and categorize people with disabilities. When we use this language in our everyday lives, it is insulting and degrading to people who have disabilities.

*In 2010 Rosa's Law changed the reference in federal law from **mental retardation** to **intellectual and developmental disability**.*

Examples of People First Language:

SAY...

people with disabilities
he has a cognitive disability
she has autism
he has Down syndrome
she has a learning disability
he has a physical disability
she's of short stature
he has an emotional disability

INSTEAD OF...

the handicapped or disabled
he's mentally retarded
she's autistic
he's Downs
she's learning disabled
he's quadriplegic/crippled
she's a dwarf (or midget)
he's emotionally disturbed

she uses a wheelchair or mobility chair

she's wheelchair bound or confined to a wheelchair

he has a brain injury

he's brain damaged

accessible parking

handicapped parking

Common Courtesies

1. If the disability isn't germane to the conversation, don't mention it.
2. Remember, a person with a disability is not necessarily chronically sick or unhealthy.
3. Don't automatically assume a person with disabilities in a public place needs your assistance. Offer assistance, but wait until your offer is accepted before you help. Listen to any instructions the person may give.
4. A wheelchair is part of one's personal body space. Leaning or hanging on it, or pushing it unasked, is annoying and rude.
5. When speaking to a person who uses a wheelchair for more than a few minutes, place yourself at eye level with that person. This will spare both of you a sore neck.
6. Share the same social courtesies with everyone. If you shake hands with people you meet, offer your hand to everyone, regardless of disability.
7. Consider the needs of people with disabilities when choosing a location for an event.
8. When speaking about people with disabilities, emphasize achievements, abilities and individual qualities. Portray them as they are in real life: sons, daughters, parents, employees, etc.
9. When talking to a person who has a disability, speak directly to that person, not through a companion. For people who use sign language, speak to them, not to the interpreter.

REMEMBER, the disability community is the largest minority group in our nation, and it's all-inclusive. It includes people of both genders and of all ages, as well as individuals from all religions, ethnic backgrounds, and socio-economic levels. About the only things people with disabilities have in common with one another are 1) having a body part that is different and 2) facing prejudice and discrimination. It is important to remember people with disabilities are individuals. *Even if they share the same diagnosis, they should still be treated as individuals.*

WHEN TO WORK SOFTWARE

When To Work is the software you will use to view your schedule and request time off. You can also choose to trade shifts or pick up any shifts that are made available. This will be one of the primary ways that we will communicate with you.

The Basics:

- If you have not used When To Work, you will be given a temporary username and password that you will later be able to customize.
- When you log in you can add/change any info and set up email and text alerts. You can choose to have this information available to "all employees" (mentors) or just managers.
- The right side of your employee interface will show your next shift and any alerts and notices that the managers might have posted. "What's New" is on the left. This lets you know what has happened since you last logged in i.e. new messages and new schedules.

- The buttons in the center of your employee interface or homepage are the same as the menu buttons at the top of the screen. This way, you can easily navigate the site.
- “Show My Schedule” will do just that. If you have a Gmail account you can click “Google calendar” and the schedule will upload onto your Google calendar.
- In the “Bulletin Section” managers will post bulletins for you to see. Check it!

Requesting Time Off:

- Click “Request Time Off” button. Use the calendar to select a date or you can type it in if you prefer.
- Request more than one day if you need to. You can even request a partial day off. Add a comment to explain what’s going on. Managers must approve it.
- You’ll be notified in your messaging section when your request has been approved but you can also set your alerts up so you can receive an email or a text when you get a message.

Pick up or trade open and available shifts:

- Under “Tradeboard” there is a list of shifts that have been posted for trade or drop. That means that someone was already assigned that shift and they have posted it because they are interested in trading their shift for someone else’s.
- Under “Unassigned and available shifts” there is a list of shifts that have not been assigned and are available for you to pick up. Click on the shift and click “Pick Up This Shift”. This request will be sent to and potentially approved by a manager.
- Keep in mind, you can write and send messages to managers or other mentors directly within the When To Work site.