

Access Tech Careers

Improving Access to Technological Education and Careers for Community College Students with Learning Disabilities: Landmark College's Professional Development Hybrid Course

Soft Skills				
(adapted from Office of Disability Employment Policy, U.S. Dept of Labor http://www.dol.gov/odep/pubs/fact/softskills.htm#)				
Hard Skills	Critical thinking & Problem solving	Teamwork & Collaboration skills	Professionalism & Work Ethic	Adaptability: Self-Awareness & Self-Advocacy
Reading	<ul style="list-style-type: none"> – Understands and recalls main ideas – Understands and recalls important details – Understands and recalls important procedures and policies – Understands and adopts new vocabulary – Employs effective reading strategies – Makes connections between texts and job tasks 	<ul style="list-style-type: none"> – Asks questions to clarify and extend learning – Shares understanding with team – Invites and considers other interpretations – Identifies and shares related/additional resources 	<ul style="list-style-type: none"> – Completes reading of technical and policy-related documents – Completes required readings on schedule – Uses computers only for work-related reading and tasks – Uses online tools to block access to distractions 	<ul style="list-style-type: none"> – Identifies when having difficulty with reading – Uses effective reading strategies – Uses appropriate supports for accessing reading (e.g. assistive technology) – Understands how disability law applies to school and work – Appropriately requests supportive accommodations for reading difficulty
Writing	<ul style="list-style-type: none"> – Asks questions to clarify writing requirements – Clearly states main ideas and concepts – Provides appropriate level and amount of detail to support main ideas – Uses appropriate writing formats – Uses graphic organizers when appropriate to illustrate concepts 	<ul style="list-style-type: none"> – Writes to support clear communication – Invites and incorporates feedback – Provides feedback when requested – Identifies and shares related/additional resources 	<ul style="list-style-type: none"> – Completes all required writing tasks on time – Uses standard English usage, grammar, spelling – Uses vocabulary appropriate for purpose – Revises for clarity, correctness, appearance 	<ul style="list-style-type: none"> – Identifies when having difficulty with writing – Uses effective writing strategies – Uses appropriate supports for producing and revising writing (e.g. assistive technology) – Understands how disability law applies to school and work – Appropriately requests supportive accommodations for writing difficulty
Oral Communication	<ul style="list-style-type: none"> – Practices effective listening – Expresses ideas effectively – Makes relevant responses 	<ul style="list-style-type: none"> – Speaks with purpose – Displays respect and tolerance for alternative views 	<ul style="list-style-type: none"> – Chooses appropriate time and place for speaking – Uses appropriate 	<ul style="list-style-type: none"> – Identifies when having difficulty with speaking/listening

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Oral Communication	<ul style="list-style-type: none"> - Practices effective listening - Expresses ideas effectively - Makes relevant responses - Concisely states main ideas - Provides appropriate level and amount of detail to support main ideas - Makes clear connections to work-related issues - Asks questions to clarify 	<ul style="list-style-type: none"> - Speaks with purpose - Displays respect and tolerance for alternative views - Asks questions to clarify - Restates ideas to confirm understanding - Invites and incorporates feedback - Provides constructive feedback when requested 	<ul style="list-style-type: none"> - Chooses appropriate time and place for speaking - Uses appropriate vocabulary and tone for audience - Is well-organized - Is clear and effective 	<ul style="list-style-type: none"> - Identifies when having difficulty with speaking/listening - Uses effective speaking/listening strategies - Takes notes to support memory - Understands how disability law applies to school and work - Can articulate how disability law applies to school and work - Requests supportive accommodations for speaking/listening difficulty
Math	<ul style="list-style-type: none"> - Understands and recalls math concepts - Analyzes problems for known and unknown information - Applies math concepts to problem solving 	<ul style="list-style-type: none"> - Asks questions to clarify the task at hand - Shares understanding and strategies with the group - Invites and considers other approaches to solving a problem 	<ul style="list-style-type: none"> - Completes assignments on time - Shows the steps and work required to solve problems on tests and assignments - Checks problems for accuracy 	<ul style="list-style-type: none"> - Identifies when having difficulty and seeks help from the instructor - Analyzes test problems for error type - Uses strategies to solve problems - Follows a routine for assignments that includes error analysis and self-reflection
Tech skills	<ul style="list-style-type: none"> - Applies course learning to solve real-life or scenario-based problems 	<ul style="list-style-type: none"> - Works effectively with teams to complete tasks - Takes leadership role when appropriate 	<ul style="list-style-type: none"> - Dresses appropriately for class and work setting and tasks - Promptly arrives for class - Arrives to class prepared to work productively 	<ul style="list-style-type: none"> - Can articulate how disability law applies to school and work - Requests supportive accommodations for task-related difficulties

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