# Session Six:

# Mobile Technology

# Using mobile technology to support employment and address barriers

# PowerPoint Notes, Slide Content and Alt Text

The following information includes the slide content, slide notes, and alt text for images on slides. PowerPoint slide notes are intended to enhance understanding of the information on the slide and can assist in facilitation of the content. However, not every slide requires notes in addition to the slide content. The identical slide note information below is also available in the notes section of the corresponding PowerPoint slideshow.

The information in the notes may assist the facilitator to:

1. Further explain the concepts on the slide
2. Prepare for and implement an activity
3. Offer additional information to the participants

## Slide 1: “What Works for Work”

Mobile Technology

Session Six

Using mobile technology to support employment and address barriers

**Alt Text:**

1: Logo for the Ohio Developmental Disabilities Council

2: Logo for the OCALI Lifespan Transitions Center

## Slide 2: What Is Mobile Technology?

* Mobile Technology uses cellular communication on a variety of devices to allow wireless access to data, information, and communication.
* World Wide sale of smartphones 6,378 billion in 2021

### Alt Text:

1. Tablets-

iPads and two other tablets

1. iPhone-

Person holding a smartphone in palm, screen is visible.

Slide Notes: Although most people are extremely familiar with mobile technology, begin the session with a brief discussion of the definition and the widespread use of the technology. Emphasize the point that with the widespread use and the ongoing advancement of the technology, this platform as become the focus of many supports and strategies for ALL people in their employment environments. This can and should include people with disabilities.

[Cellphone sales:](https://www.statista.com/statistics/330695/number-of-smartphone-users-worldwide/)

https://www.statista.com/statistics/330695/number-of-smartphone-users-worldwide/

Activity: As time permits, have a small group discussion. Ask participants to discuss the impact that mobile technology has on their own professional and personal life. How has it changed their life (or has it)? Tie up the discussion with the awareness that individuals with disabilities often benefit as much or more when provided access to and instruction on mobile technology.

## Slide 3: Mobile Technology

### Alt Text:

1. Mobile Technology Page One-

Mobile Technology overview. page one. From the Evidence Based Practices for Transition Youth. Available for download.

1. Mobile Technology Page Two-

Mobile Technology overview. page two. From the Evidence Based Practices for Transition Youth. Available for download.

Slide Notes: Form 04: Evidence Based Practices for Transition Youth (Handout)

Have participants locate these pages in the handout.

## Slide 4: It’s an App world, the Web just lives in it *(Source: FinancesOnline)*

There’s an app for everything

* 218 billion mobile apps downloaded in 2020

Apps dominate mobile usage

* 90% of consumer mobile time is spent in apps.

*Retrieved August 20, 2021, from https://financesonline.com/number-of-mobile-app-downloads/*

**Slide Notes:** *https://financesonline.com/number-of-mobile-app-downloads/*

## Slide 5: So Where Should I Begin!?!

With so many options available, is there a logical place to start when considering the use of apps

### Alt Text:

1. Pile of Colorful tiles-

## Small square tiles with picture of mobile apps on them all piled together.

## Slide 6: Begin with Preloaded Apps

Preloaded App Examples

* Calendar and Reminders for alarms and prompts
* Camera for visual schedules
* Video Camera for instructional video modeling
* Maps for transitioning to locations, transportation
* Clock, timer, alarm, stopwatch for staying on task, moving through a sequence of tasks
* Bedtime reminder on phone

## Slide 7: Example of Using Phone Camera

* Use the camera on your phone to create a visual schedule of tasks and place in an album.
* Teach the worker how to use this to move from one task to another. You can also create a slide show so worker can review all tasks at the start of their shift.

### Alt Text:

1. Ray's Job Tasks Album from Smartphone-

Screenshot of a cell phone folder labeled- albums- Ray's Job Tasks with three square tile images for tasks

Slide Notes: Use camera to take pictures of student on the job performing tasks. Initially this is used to teach the task. Later, the individual can use it in an interview to demonstrate competency and skill.

## Slide 8: Visual and Auditory PromptMore independence, no people support

* **Example:** Ray is a young man with DD who gets distracted on the job. He likes to talk to anyone about the Cleveland Guardians.
* The team brainstormed and decided to start with using the alarms that come with his phone.
* They tracked how many times each shift he stayed on task and if he met his goal, he was rewarded with listening to his favorite music on the phone during break.

**Alt Text:**

1. Cell phone alarm screen-

Screen with three alarms turned on for three different activities.

**Slide Notes:** Alarms can be individually named so the worker knows exactly what to do when the alarm sounds.

## Slide 9: Apps for Sleep

[Bedtime App](https://support.apple.com/en-us/HT208655)

* For workers or students who may not be getting enough sleep and are often tired while working.
* Set the desired amount of time to sleep each night, and the Clock app can remind it is time for bed and sound an alarm to wake for work

**Alt Text:**

1. Within Bedtime App-

smartphone screen showing set up for Bedtime app.

Slide Notes: Hyperlink on slide links to the apple support for Bedtime. https://support.apple.com/en-us/HT208655

Another option is a [short video](https://youtu.be/42E8L8vI_GQ) highlighting the functions of the app.  https://youtu.be/42E8L8vI\_GQ

**Slide 10**: **Which App or Mobile Technology Should I Use?**

## The team can use the SETT process to begin discussion and decision making​

* Developed by[Joy Zabala](https://exceptionalchildren.org/blog/sett-framework-and-evaluating-assistive-technology-remotely)​
* Gather data about each of the three areas of the process in order to inform the ‘Tool’ that is needed​
* Student (youth) Assessment​
* Environment​
* Task​

**Alt Text:**

SETT Handout- Student assessment, Environment, Task, tool

Table with two rows and four columns. hyperlink to webpage.

**Slide Notes:** Details of SETT on following slides

Joy Zabala

https://exceptionalchildren.org/blog/sett-framework-and-evaluating-assistive-technology-remotely

After reviewing the SETT slides (10-14), ask the group how this simple guideline might assist the team, the youth or families when selecting mobile technology apps.

## Slide 11: Sett: Student Assessment

* Identify and Build on Student PINS- Preferences, Interests, Needs, Skills/Strengths
* Learning Style. How Does the youth learn best?
* What other technology been used successfully? Low and high tech.
* What interventions have been successful for the youth to work efficiently and accurately?
* How independent is the youth currently?
* When is assistance most needed?

**Slide 12:** **sEtt Environment**

* Where is the target environment or environments?​
* How often do the change?​
* Describe the features and potential strengths and challenges of the environment ​
* In general, such as sound volume, light, movement, people, etc​
* Related to the student needs and strengths​

**Slide 13: SeTt: Task**

* What is to be accomplished? ​
* What is the specific task or tasks that the youth needs to complete in the targeted environment?​
* Job-related – Example: Steps of task, routines, organization​
* Communication​
* Social​
* Self-Monitoring – Example: Time, Pace, Breaks, Accuracy, etc.​

**Slide 14: SetT: Tool**

* Based on student assessment, targeted environment and the task to be completed, what are the features needed in the tool (device and/or app)?​
* Which type of device best meets the needs?​
* Smartphone? Tablet? Smart Watch? Assistive Tech Device?​
* What type of app would match the needed features or requirements of the task?
* What app offers ease of use for the youth?​

## Slide 15: Do you have the right tool? ​ Does the device match the learner?​ WHAT IS SIFTS?

[SIFTS](https://sifts.ocali.org/) is a quick and easy web-based survey tool developed primarily to support IEP teams who need assistance in matching student needs and strengths to AT features.​

## Alt Text:

Assistive Technology & Accessible Educational Materials Center and featured projects. hyperlink to main webpage.

**Slide Notes:** After review Student, Environment, Task, you will have a greater understanding for the Tool the student may use. But how do you know what technology is out there? Well, consider review the SIFTS ​

## website: https://sifts.ocali.org/​

## Slide 16: Assistive Technology (AT) Tools (Apps, Software, Hardware)

* [AT Selection](https://ataem.org/at-tools)​
* These links provide information on AT tools for team as they match features to specific devices that can be trailed

**Alt Text:**

Screenshot of website showing 3 app resources.

**Slide Notes:**

**AT Selection**

**https://ataem.org/at-tools**

## Slide 17: Rubric to Evaluate App

Tony Vincent

* learninginhand.com

### Alt Text:

1. Educational App Evaluation Rubric-

Table with eight rows and five columns. Available for download.

Slide Notes: This is Handout 06: App Rubric (Handout). Also found on this website: https://learninginhand.com/blog/ways-to-evaluate-educational-apps.html?rq=app%20assessment

The picture of the rubric links to the website. Use this rubric to facilitate the discussion on evaluating apps from the previous slide.

If time permits, review the learning In hand webpage article, review the categories of the rubric and discuss why these might be important to highlight when selecting an app.

**Slide 18: What’s Next?**

After exploring preloaded apps, and using SETT, SIFTS, & Rubric. Many teams find that student need schedules and lists ​

**Alt Text:**

Small square tiles with picture of mobile apps on them all piled together

**Slide Notes:** There are so many apps available it is impossible to review them all before making a choice. So, after using the alarms, clocks and camera preloaded on the phone, review apps that have positive reviews. Several are reviewed on the next few slides.​

## Slide 19: Evernote Basic

* [*Evernote Basic*](https://evernote.com/basic) is a free app for recording and organizing written information. Photos and voice memos can be inserted as well.
* For some pictures are a better visual support than printed words

### Alt Text:

1. Cell Phone-

Screen shows open folder -notebooks- Ray's job tasks with three tasks with word and images to complete tasks.

**Slide Notes:** Website for the hyperlink to Evernote basic is: https://evernote.com/basic

## Slide 20: CanPlan

* Visit the [CanPlan](https://www.canassist.ca/EN/main/programs/our-technologies/museum/canplan.html) web site
* Watch the video tutorial about using CanPlan
* Download an iPhone or iPad tutorial for CanPlan
* Free- iPhone and iPad only

### Alt Text:

1. Smartphone screen within CanPlan App-

Task shown on screen for washing clothes, washing machine picture and words to complete task.

Slide Notes: Visit the CanPlan web site

https://www.canassist.ca/EN/main/programs/our-technologies/museum/canplan.html

**Slide 21: MeMinder by CreateAbility**

Minimize frustrations throughout the day with MeMinder, a mobile app that can provide task management, video modeling or a talking pictures to-do list.​

Visit CreateAbility [website](https://www.createabilityinc.com/meminder/) to find out more.**​**

**Alt Text:**

Kindle and phone with visual to-do list on the screen

**Slide Notes:** MeMinder by CreateAbility website​

https://www.createabilityinc.com/meminder/

## Slide 22: Coaching Via Technology

* Virtually connect with job coach, teacher, AT specialist, or supervisor using video call apps
	+ [Facetime IOS](https://support.apple.com/en-us/HT204380)
	+ [Google Duo](https://duo.google.com/about/)

### Alt Text:

Video phone call-

Smartphone with facetime video call displayed on screen.

Slide Notes: Hyperlink for Facetime

https://support.apple.com/en-us/HT204380

Hyperlink for Google Duo

https://duo.google.com/about/

**Slide 23: Activity**

* Download one of the app resources mentioned on the previous slides
* Take a look. Did you get ideas for apps to try, or did you see some of your favorite apps?

**Alt Text:**

1. Pile of Colorful tiles-

Small square tiles with picture of mobile apps on them all piled together.

**Slide Notes**: Spend about 5 minutes looking at the selected resource and 5 minutes for discussion or reflection.

## Slide 24: Hands on Practice with Apps

**Create a Visual Schedule or a Video Model**

* To download an app from the Apple app store you will need an ID and password. Same for Google Play store.
* [Evernote Basic](https://evernote.com/) – recording and organizing written information
* [CanPlan](https://itunes.apple.com/us/app/canplan/id598687543?mt=8) - Create tasks in simple steps with photo and video instructions.
* [MeMinder-](https://www.createabilityinc.com/meminder/) task management, video modeling or a talking pictures to-do list

Slide Notes:

Evernote Basic: https://evernote.com/

Can Plan Link: https://apps.apple.com/us/app/canplan/id598687543

MeMinder: https://www.createabilityinc.com/meminder/

## Slide 25: App Practice Activity

## Complete as a team or individually

## Choose one app. Evernote Basic, CanPlan, MeMinder or any app to create a visual schedule or video model.

## Choose one of the scenarios on the next slide and using task analysis (05: TA Protocol (Handout), create steps in the app to teach the skill.

## Name each step and take pictures as a visual support

## Slide 26: App Practice Activity: Scenarios

* Cooking in kitchen using microwave
* Moving around the building to get to an assigned workstation
* Social skills- greeting
* Eye contact
* Turn taking
* Crossing the street safely
* Or your own idea

## Slide 27: App Practice Activity: Share Out

* **Share the app support** developed during the activity with the other participants or your colleagues.
* **Discuss or reflect** on the activity.
	+ Describe the profile of the individual that might benefit from the app used in the activity
	+ Consider vocational examples
* **Review** the app with other participants or colleagues.

## Slide 28: Self Instruction and Technology

* The following research examples highlight the use of a variety of examples of mobile tech used for self-instruction
* *Video Modeling* used with mobile technology is also effective to support self-instruction and independence
* “Self-instruction using videos or other supports on a mobile device is a pivotal skill and can increase independence for individuals with disabilities by decreasing a need for adult supports.”

*Initiation and Generalization of Self-Instructional Skills in Adolescents with Autism and Intellectual Disability*

Slide Notes: Share with the group the research cited on the slide. Self-instruction in this study involved using the cell phones (turning on, pressing home button, swiping to screen with icon of that task and then tapping on icon. Watching the correct video and modeling the skill). Results were improved performance in daily living skills. Self-instruction using technology also generalized to other settings.

## Slide 29: Employment Challenges and Technology

Examples of work challenges and technology used to solve and support the challenges

### Alt Text:

Table of scenarios

Two adults that use technology at work, individual and where they are employed, Challenges, Technology used and results

## Slide 30: Job Challenge – How to Start

Understanding how to start a work task, break the task into steps and adhere to a deadline for completion​

***What Traditional Intervention might be used?***​

* Job coach does a task analysis, writes a sequence of steps. Provides a timeline and prompts. ​

**How could Mobile Technology be used?**​

* Step-by-step video based on the task analysis​
* Use a peer as a model​
* Download to iPhone or iPad and set timed alarms as prompts​
* Train the worker how to use​

**Slide Notes:** Presenters can ask each of the two questions separately. After first question is asked (there are additional correct answers to this questions), the suggested answer appears on click. This is the same format for the second question. This slide is to help practitioners to consider how to begin using mobile technology to address job challenges for workers rather than a traditional intervention which in many cases involves dependence on a person and does not teach the worker how to be more independent, self -advocate and how to benefit from self-instruction.

**Slide 31: Job Challenge – Ask the Same Questions**

Constantly asks the same questions about work related tasks​

***What Traditional Intervention might be used?***​

* Answer a limited number of questions. ​
* Create a behavior plan to limit number. ​
* Provide written instructions and prompt to use. ​

**How could Mobile Technology be used?**​

* Type answers to commonly asked questions (FAQ’s) into notes utility and train to use with fading prompts ​
* Reports indicate workers are more motivated to use a device than paper. ​
* Use a reward app or a favorite game on the device during break time as a reward for reducing the number of repeated work questions asked. ​

**Slide Notes:** Presenters can ask each of the two questions separately. After first question is asked (there are additional correct answers to this questions), the suggested answer appears on click. This is the same format for the second question. This slide is to help practitioners to consider how to begin using mobile technology to address job challenges for workers rather than a traditional intervention which in many cases involves dependence on a person and does not teach the worker how to be more independent, self -advocate and how to benefit from self- instruction.

**Slide 32: Job Challenge - Anxiety**

## Anxiety when there are loud noises in the workplace or when co-workers talk too much

***What Traditional Intervention might be used?***​

* Deep Breathing to relax. ​
* Headphones with favorite music. ​
* Walking break to reduce anxiety. ​

**How could Mobile Technology be used?**​

* Use headphones and iPhone with either white noise or favorite music and relaxation application​
* Can also view calming visual prompts and cues in photo album under worker’s name​
* Can schedule an in person or virtual time on calendar to talk with co-workers. ​

**Slide Notes:** Presenters can a Presenters can ask each of the two questions separately. After first question is asked (there are additional correct answers to this questions), the suggested answer appears on click. This is the same format for the second question. This slide is to help practitioners to consider how to begin using mobile technology to address job challenges for workers rather than a traditional intervention which in many cases involves dependence on a person and does not teach the worker how to be more independent, self -advocate and how to benefit from self- instruction.

## Slide 33: Job Challenge - Interview

Does not present self well in a job interview. Quiet, shy, poor social skills.

**What Traditional Intervention might be used?**

* Job coach does practice interviews
* Developing a script that can be used for interviews with commonly asked questions

**How could Mobile Technology be used?**​

* During interview, young man brings up pictures/short videos on his device of him performing work tasks.  ​
* The pictures act as a visual cue for him to describe skills and reinforce competence. ​
* Could be done with photo album or other picture apps.​

**Slide Notes**: Presenters can a Presenters can ask each of the two questions separately. After first question is asked (there are additional correct answers to this questions), the suggested answer appears on click. This is the same format for the second question. This slide is to help practitioners to consider how to begin using mobile technology to address job challenges for workers rather than a traditional intervention which in many cases involves dependence on a person and does not teach the worker how to be more independent, self -advocate and how to benefit from self- instruction.

## Slide 34: Jeff: Technology at Work

* Another study focused on “Jeff”
* Jeff was 21 years old and diagnosed with ASD
* He made no eye contact and presented with little social
 awareness
* When anxious he would spin slowly and hum

After 2 weeks training and with job coach Jeff could ***NOT***

* work independently 10 hrs. a week as a custodian at a fast-food restaurant even
* transition between different tasks, remember all the steps of a task or would stay on one step endlessly.
* refer to job checklist unless prompted.

*Complaints were made about his spinning, humming, and stamping feet and coach thought he might lose his job.*

**Slide 35: Technology and Jeff’s Results**

Jeff was then:​

* Trained in use of iPad Touch​
* Alarm reminders with clock to move between tasks​
* Given case and belt clip​
* Notes app had each task with step-by-step instructions & a task list​
* Voice Memo used for auditory review of notes, instructions**​**

After one week of device use Jeff was:​

* Performing tasks independently​
* Using Positive Behavior - NO outbursts ​
* Still on the job a year later using his technology!​

*(Condensed from Gentry, 2012*

**Slide Notes:** OT thought she might do an instructional video model of bathroom cleaning steps but did not need to. Other tasks he did were emptying trash, cleaning and wiping tables, stocking condiments.​

## Slide 36: Combining Mobile Technology with Other EBPs

### Alt Text:

1. Video salad steps-

Device provides pictures and auditory output for each step of process. No audio description available.

Slide Notes: This video demonstrates the use of a mobile device providing a pictorial representation of each step required to make a salad. Discuss: What are the variety of EBP being used to teach this skill? Have small groups discuss for 2 minutes and share out with the large group. EBPs that are demonstrated to some degree in this video include:

1. Mobile Technology
2. Video Modeling
3. Chaining
4. Prompting (and reinforcement)
5. Visual Supports
6. Self-Management/Self-Monitoring

**Slide 37: Discussion**

* How can Video Modeling and/or Mobile Technology be used to fade prompts? ​
* How could these tools be used for visual supports, chaining, simulation?​
* How much would this decrease the need for adult supports?​

## Slide 38: Tips When Purchasing Apps

## What is the date of the last update?

* + Reflects likelihood of on-going maintenance
* What do the reviews say?
	+ ‘Real’ users are the best test of how helpful the app will be and if the functionality is as promised.
* Will the app run on my device?
	+ Check for operating requirements
* Is there a trail version?
	+ Often a free trial version is available to test the app before purchase

**Slide 39: Where Can I Find More Apps?**

* Explore ***OCALI Lending Library***, for free iOS apps preloaded on iPads.
* Database for all apps reviewed by professionals! ***BridgingApps***
* ***Websites*** for Apps- videos & Articles
* ***OCALI Take 5****-* Technology and Life- Watch short videos on how apps work and how they can be used.

***Ohio-Technology First***initiative shows how technology leads to greater dependence in the local community.

**Slide Notes:** Presenters review the following slides for further content that is listed in bold italic on this slide.

**Slide 40: OCALI Lending Library**

* [**Call or Email the lending library**](https://www.ocali.org/project/lending_library) to request and ipad with one of our many suites!
	+ Life Skills/Transition Apps Suite
	+ Scheduling/Planning/Organizing Apps Suite
	+ Reading/Writing Apps Suite
	+ Communication Apps Suite
	+ Low vision and Blindness Apps Suite
	+ Coding Apps Suite
	+ CVI Apps Suite
	+ Hearing Apps Suite
	+ Math apps Suite
	+ Reading/Writing Apps Suite
	+ Sensory/Social Apps Suite
	+ Switch/Alternative Access Apps Suite

**Slide Notes:** Call or Email the lending library

Website: https://www.ocali.org/project/lending\_library

**Slide 41: Apps Database!**

* [**Bridging The Gap**](https://bridgingapps.org/)
* *We believe that it is more important to focus on the person who will be using the technology, rather than the device itself.*

[AppGrooves](https://appgrooves.com/about)

* Browse more than [600 categories](https://appgrooves.com/categories) of top-ranked app

**Slide Notes:**

Bridging The Gap

https://bridgingapps.org/

AppGroves

https://appgrooves.com/about

600 Categories

Website:https://appgrooves.com/categories

**Slide 42: Ideas and Resources for Apps**

**LiveBinder**

•Click on [Mobile Technology Link](http://www.livebinders.com/play/play?id=1748170), each handout is on a separate tab. Read online or download each handout

**Assistive Technology for Transition Success- PACER Center**

•[Personal Assistive Technology](https://www.pacer.org/transition/learning-center/assistive-technology/) devices can help people with disabilities live more independent lives in their communities.

**CTD- Beyond High School: Making the Transition**

•[Assistive Technology](https://www.ctdinstitute.org/audience/transition) (AT) For Teen or Young Adult

**Slide Notes:** Review briefly with the participants.

Link to Livebinder and Mobile Technology handouts

http://www.livebinders.com/play/play?id=1748170

Personal Assistive Technology

https://www.pacer.org/transition/learning-center/assistive-technology/

CTD-Assistive Technology

https://www.ctdinstitute.org/audience/transition

## Slide 43: Apps on OCALI Take 5

To find out more about Technology for Life, Work & Learning check out OCALI [Take 5 Webinars](https://www.ocali.org/project/take-5).

**Alt Text:**

Take 5 webinars-

Black writing with purple color behind text. Folder name on website.

Slide Notes: Ask if any participants are using these apps for their students and what are they doing. Depending on time can go to web site and look at a video or resources.

Link for Take 5: <https://www.ocali.org/project/take-5>

## Slide 44: Employment First Resources for Technology

[**Virtual Home Walk-Through**](https://dodd.ohio.gov/wps/portal/gov/dodd/about-us/resources/tech-first/AssistiveTech)

Discover technology used in the home to support independence.

[**Ohio Tech Ambassador program**](https://ohiotechambassadors.org/)

Five Tech Ambassadors were selected statewide to discuss how they use supportive technology at home, at school, at work and in the community.

**Alt Text:**

Apartment outline looking into all rooms with technology ideas on equipment and in different rooms.

**Slide Notes:** Review briefly with the participants.

Virtual Home Walk-Through

https://dodd.ohio.gov/wps/portal/gov/dodd/about-us/resources/tech-first/AssistiveTech

Ohio Tech Ambassador program

https://ohiotechambassadors.org/

**Slide 45:** **Summary: The Bottom Line**

* The use of mobile technology is cost effective because it results in decreased job coach hours during initial training and long-term follow-up and support for workers with disabilities.
* Average cost savings: $2025 over 24 weeks
* [Handheld Technology Supports May 2017 Carrie Clawson](https://www.ctdinstitute.org/library/2017-05-31/handheld-technology-supports-and-transition-employment?utm_source=Copy+of+Aug+-+Webinars+-+update&utm_campaign=Workplace+PACER&utm_medium=email)

Slide Notes:

Handheld Technology Supports

* Archived Webinar
* May 2017 Carrie Clawson
* Significant reduction in cost of employment supports when Handheld Technology introduced at start of employment
* Average cost savings: $2025 over 24 weeks
* Hyperlink to webinar: https://www.ctdinstitute.org/library/2017-05-31/handheld-technology-supports-and-transition-employment?utm\_source=Copy+of+Aug+-+Webinars+-+update&utm\_campaign=Workplace+PACER&utm\_medium=email

**Slide 46: Summary:** **Improves Job Satisfaction**

* The use of mobile technology in work settings can foster independence and self-determination for workers with disabilities because there is less dependence on prompts from job coaches and supervisors and improved completion of tasks with video models, schedules, and other apps.

**Slide 47:** **Survey**

* Please take a few minutes to complete a short survey and provide feedback on the What Works for Work session information and resources.
* Need CEUs? Complete an [eight-question Survey](https://www.surveymonkey.com/r/VR77W5P) with 75% accuracy to receive a certificate of attendance.
* Survey link: https://www.surveymonkey.com/r/VR77W5P