

# Welcome to the Spring 2020 Semester!



**TigerLIFE**

**Advocacy • Employability • Independence**



[www.memphis.edu/tigerlife](http://www.memphis.edu/tigerlife)

general information, TigerLIFE course descriptions,  
behavioral guidelines, calendar...and more

TigerLIFE Employee Handbook

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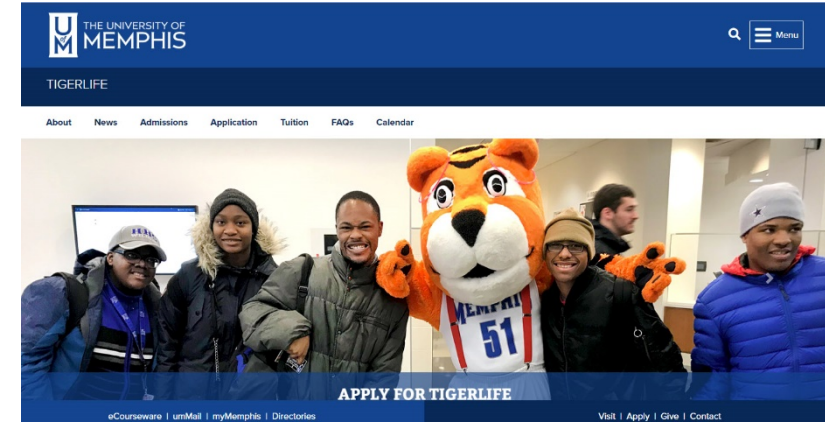
[TigerLIFE Calendar](#)

Position Descriptions

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[www.memphis.edu/tigerlife/pdfs/handbook.pdf](http://www.memphis.edu/tigerlife/pdfs/handbook.pdf)

policies, program description, job  
descriptions and calendar



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# Family Educational Rights and Privacy Act (FERPA)

All staff are required to complete the FERPA Tutorial annually which is accessible on your Employee page in the My Memphis portal.

All staff persons are responsible to complete Title VI and Title IX training annually. These are found on Learning Curve.

Title IX and Sexual Misconduct: <https://www.memphis.edu/oie/title9/index.php>

Title VI Prohibits Discrimination: <https://www.memphis.edu/oie/policies/titlevi.php>



U.S. Department of Education

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# Range of Learning Environments for TigerLIFE Students

- Classroom-based learning with instructors and advocates
- Community-based learning with instructors and advocates
- Campus Activities & Lunch with advocates
- Internships – hands-on job experience with a campus-based business or UofM department (no classroom) with job coaches and advocates
- Externships – hands-on job experience with a community-based business or organization (no classroom) with job coaches and advocates who drive the students to their site location



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# Key Variables for Staff **CASE**

1. **Consistency** – maintain the structure and expectations each day throughout all classes and activities – be the same each day so students know what to expect from you
2. **Accountability** – be accountable for your behaviors so you can hold the students accountable for their behaviors
3. **Structure** – it is always best to start out tight....you can loosen up later but you can never tighten up later
4. **Expectations** – establish realistic expectations and stay with them – the unknown can be confusing and chaotic

**Role Model/Mentor** – students watch you and take their cues as to their behavior – if you are on your cell phone, then students feel it is ok to use theirs – if you are late, then students feel it's ok to be late, etc.

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**Consistency • Accountability • Structure • Expectations**

# Student Schedules Key Time Frames

- Morning drop-off (late students)
- Transition to lunch
- During lunch
- Transition after lunch
- Afternoon pick-up (late pick-ups)

**Lunch – bring lunch or purchase – lunches are paid time and staff are Expected to work and eat with students, not with other staff persons**



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# Let's take a few minutes & look at the master student schedules:

- identify where you are expected to be each morning at what time and what students you will transition to their morning schedule
- Identify where you are for the transition to lunch & the students you will take to lunch
- Identify where your students go after lunch and with which staff person
- Identify the students you will transition from lunch to the afternoon schedule
- Identify which students you will transition for afternoon pick-up

Help returning vehicles on Thursday afternoon (Patrick)

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# What is expected of you...

- Arrive on time
- Be at your assigned location
- Dress appropriately as required
- Ask questions
- Solve problems
- Follow instructions
- Cooperate with others
- Respect others
- Follow all policies and procedures
- Stay involved with students at all times (you are **NOT JUST AN OBSERVER**)



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# You are an active participant with students ... **NOT JUST AN OBSERVER**

Being with and amongst the students 100%

of the time (including lunch at the UC or Tiger Den) to know what they are doing and talking about. This can go a long way to being aware of potential issues and getting in front of it before it becomes a larger issue.



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# You are an active participant with students ... **NOT JUST AN OBSERVER**

**In the Classroom:** assist the instructor, work with students individually as needed, complete required program forms and other tasks as assigned

**During Lunch:** sit amongst the students and eat your lunch with them (there is not to be a “staff” table where staff sit together – all staff are responsible for interacting with the students at all times)



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# You are an active participant with students ... **NOT JUST AN OBSERVER**

Your ability to impact a student, intervene when needed and help that student achieve their goals is conditional on the relationship you have established with them.



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# University of Memphis

## Business Casual Dress Code

Examples of business casual attire include:

- Collared Shirts
- Dress Slacks/Pants
- Jeans

Approved by supervisor:

- Sneakers

Excluded from business casual attire are:

- T-shirts
- Shorts
- Sweatshirts
- Flip-flops
- Halter tops
- Midriff baring tops
- Tank tops
- Yoga and sweat pants



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# NO CELL PHONE USE DURING WORK HOURS

## Approved Exceptions:

- Contacting the TigerLIFE office or another staff for work-related issues (remove yourself from the students if possible)
- Family emergency (emergencies are generally rare occurrences)



If you use your cell phone in front of students,  
then you are modeling that it is ok  
for the students to use their cell phones.

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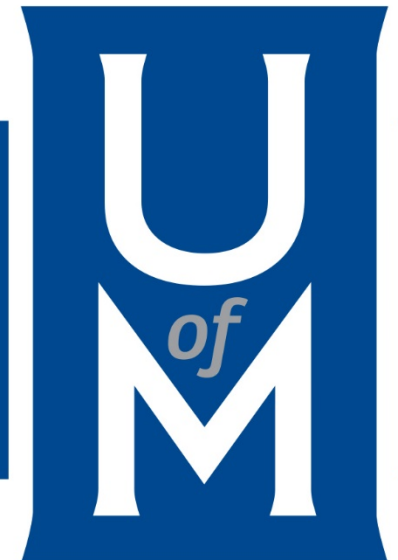
# NO Touching or Hugging Students

Many of our students want to hug as their way of saying “hello and I like you.” This is not appropriate for a workplace setting and we are responsible for helping students understand this.

This is also a preventative measure for potential problems.



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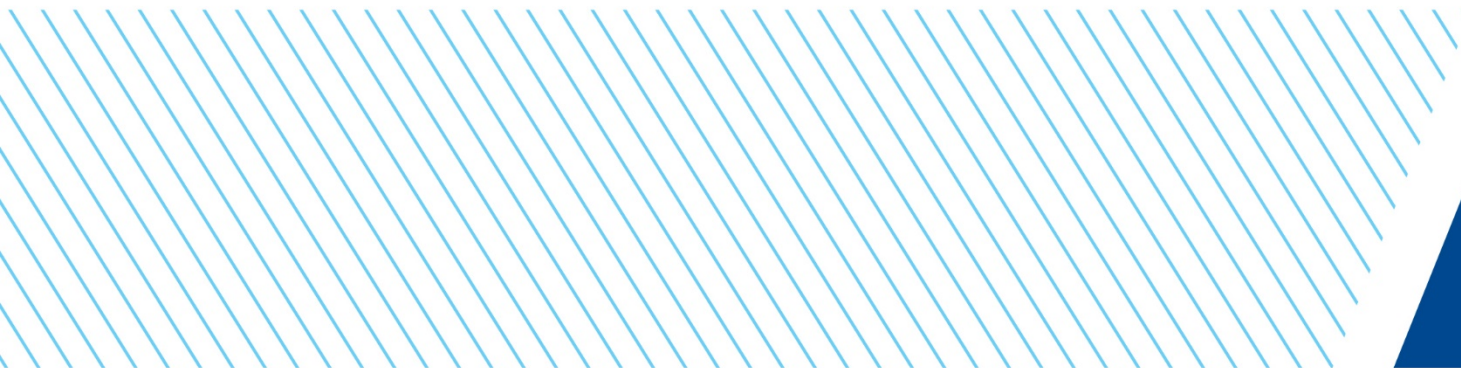


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**Active listening – reflect back what you are hearing**

**Ask probing questions – immediate action may or may not be indicated**



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**Active listening statements (reflect back what you are hearing):**  
**“Sounds like your feelings are hurt”... “You seem like you’re down” ....**  
**“You seem happy today”)**

**Ask probing questions (immediate action may or may not be indicated):**  
**Get the “who, what, when, where and how” of the situation.**

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## Main TigerLIFE Positions:

- Campus Coordinator
- Instructor
- Inclusion Advocate
- Internship Coordinator
- Externship Coordinator
- Instruction/Curriculum Coord.

## Additional Positions:

- Behavioral Analysts
- Researchers
- Administrative Staff
- Community Partners
- Volunteers



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# Behavioral Team

**Behavioral Team Leader: Dr. Brian Smith**

## **Behavioral GAs:**

- Bianca Jones
- Jessica Adcock
- Kristen Green
- Laura Cardona
- Shayconna Miller



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# Required Forms for every student for every class:

1. Attendance and Notes
2. Social Inclusion Form
3. Mid-terms Progress Report
4. VR Progress Report at the end of the semester (required by the state who
5. provides the form)

(each Instructor is responsible to assure these are completed & submitted – Advocates may actually complete the forms)

## PLUS

1. Social Contracts for Internships/Externships & Health Advocacy Lab
2. Weekly email check-in for each internship and externship a student



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**Each class, internship and externship has a binder with forms ready for you.**

- **Instructors see Annette for your binders.**
- **Internships see Jerrica for your binders.**
- **Externships see Canesha for your binders.**

**These binders have confidential information that is protected by FERPA so please keep these safe and return them at the end of the semester.**



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Date:

Student Name:

Site Location:

Each TigerLIFE student enrolled in an internship (on campus) or an externship (in the community) is required to email their TigerLIFE supervisor at the end of each week with the following information:

1. Were you present at your assigned work sites this week:

Were you present both days? ☒ yes ☐ no

Did you miss 1 day? ☒ yes ☐ no

Did you miss both days? ☒ yes ☐ no

2. How did the week go for them:

Everything went well. ☒ yes ☐ no

What did you like?

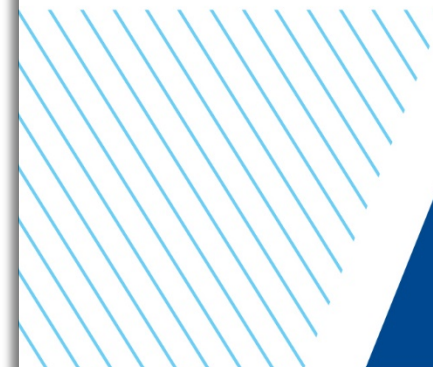
What would you like to improve?

I could use some help with:

## **NEW – Weekly Email Check-in for all Internship & Externship Students**

- **Completed each Friday during Sr.WF Training**

This is a [pdf form](#) that can be completed on the computer and saved. It must be saved in order to email it to Jerrica for all internships and Canesha for all externships. Canesha and Jerrica will keep these to include in a report.



**Accountability • Structure • Expectations**

# Attendance and Notes

- Completed each day of class
- Notes made anytime
- Submitted at the end of the semester

Student Name				Class Name - Days the Class Meets	
DAY	DATE	ABSENT	TARDY	OBSERVATIONS/STAFF COMMENTS/PROGRESS	
					FINAL GRADE
Exam					



## Accountability • Structure • Expectations

### MID-TERM PROGRESS REPORT

Student Name:  Month/Year:   
Class:

1. Topics/activities covered in class:

2. Student's progress in class:

 Class

3. Challenges student faced:

Instructor Signature:  Student Signature:

## Mid-term Progress Report

- Intended to help keep parents informed
- Make a copy for the student file

This is a pdf form that can be completed on your computer, saved and then printed for signatures. Or you can print the form and hand write it....whichever works best for you.

Canesha & Jerrica will submit a mid-term progress report for each intern/extern student.



Tennessee Vocational Rehabilitation  
Transitional Learning Services for Inclusive Higher Education Programming  
**STUDENT PROGRESS REPORT**  
To be completed at end of each semester and sent electronically to students' counselor.

SCHOOL NAME: University of Memphis      PROGRAM NAME: Institute on Disability TigerLIFE

STUDENT NAME: \_\_\_\_\_

PROGRSS REPORTING PERIOD: FROM: \_\_\_\_\_ TO: \_\_\_\_\_

**Attendance Information:**

	Student's attendance percentage (e.g. 85% attendance)
<input type="checkbox"/> YES <input type="checkbox"/> NO	Is student meeting satisfactory attendance?
If No, what action is being taken to improve attendance:	
Desired result:	

**Academic Information:**

Name of Class	Academic Progress

Student's progress in meeting the school's academic expectations for the program?			
<input type="checkbox"/> 4 Exceeds Expectations	<input type="checkbox"/> 3 Making adequate progress	<input type="checkbox"/> 2 Making some progress	<input type="checkbox"/> 1 Making little progress
If the score is less than 3, what action is being taken to improve performance:			
Desired goals:			

# VR Progress Report (p.1)



Tennessee Vocational Rehabilitation  
Transitional Learning Services for Inclusive Higher Education Programming  
**Internal or External Internship Information:**

Description of Internship	Student Progress

Student's progress in meeting the school's published internship expectations?			
<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Exceeds Expectations	Making adequate progress	Making some progress	Making little progress
If the score is less than 3, what action is being taken to improve performance:			
Desired goals:			

**Progress on goals from Previous Reporting Period:**

Review of goals set in the last reporting period and progress made.

**Action Plan and goals for Next Reporting Period:**

Actions student will take to improve performance or progress towards goals.
Actions instructor will take to assist student in improving and meeting goals.
Goals for the next reporting period the student will be working on.

*I acknowledge that I have been counseled on my academic, internship and attendance progress and have received a copy of this report:*

_____ Signature of Student	_____ Date
_____ Signature of School Official	_____ Date

# VR Progress Report (p. 2)



TigerLIFE INDEPENDENT Social Internship AGREEMENT

Student's Name: \_\_\_\_\_

Name of the Site/Business: \_\_\_\_\_

Fall 2019 (August 26 – December 4, 2019)

Internship Supervisor: \_\_\_\_\_

Office phone: \_\_\_\_\_

Email: \_\_\_\_\_

This independent learning internship/training agreement is established between **Name of Site** Management and \_\_\_\_\_ TigerLIFE Intern, to receive internship credit with the TigerLIFE PSE Transition Program under the academic and career readiness curriculum of the University of Memphis Institute on Disability TigerLIFE program.

**Internship Hours**

TigerLIFE Intern \_\_\_\_\_ will conduct a total of 4 hours per week as an intern/training volunteer with the **Name of Site** staff for the Spring 2019 semester, beginning on \_\_\_\_\_ and ending on \_\_\_\_\_.

**Duties under Internship:** All duties assigned under this internship are at the discretion of the management staff.

**Internship Expectations:**

1. Carry out all assigned duties as prescribed by the management staff.
2. Complete all assigned tasks.
3. Develop social relationship with team members.
4. Make a great impression that will result in the staff giving an outstanding evaluation of you in the role of intern/extern.

It is understood that \_\_\_\_\_ is not entitled to receive any financial compensation for her internship/externship training. She will receive feedback for her efforts and progress as a volunteer member. **Name of Site** management will report progress or concerns to Maurice Williams, Associate Director for TigerLIFE at the University of Memphis.

Student's signature: \_\_\_\_\_

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

Name of Site Manager: \_\_\_\_\_

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

TigerLIFE Staff: \_\_\_\_\_

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

## Social Contracts

- For each student in an internship/externship and Health Advocacy Lab
- All 3 signatures at bottom of form completed during the first 2 weeks of the semester
- Submitted at the end of the semester

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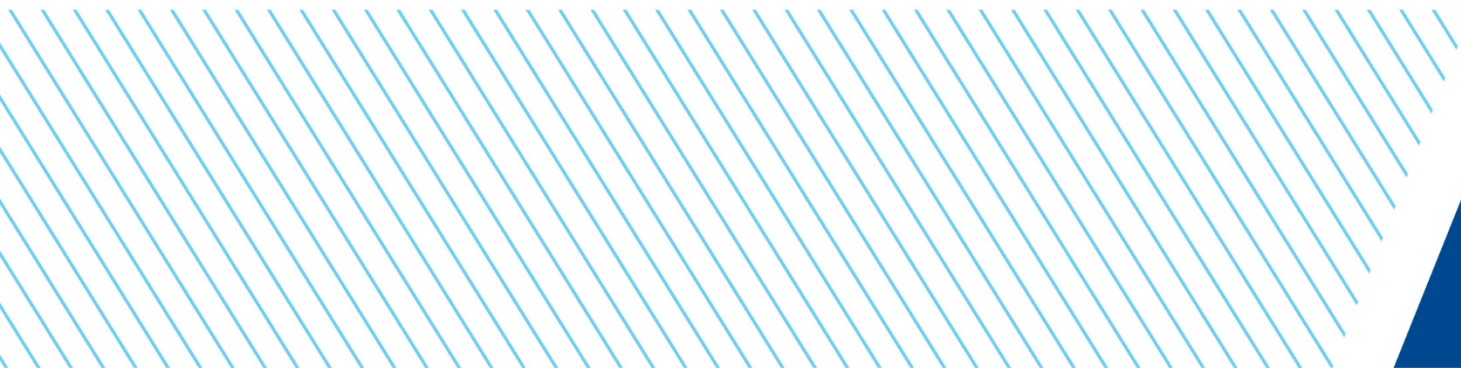


## **Be on the CASE**

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**You are the role model and mentor for each of our students.**

**Have fun and enjoy it!**



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**Ask questions if you are unsure of something.**

**Have a great semester!**

**Take a few minutes to get with your classroom teams.**

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