

Establishing a Coordinated Set of Transition Activities

TASH 2011

FOCUS

Employment and Careers

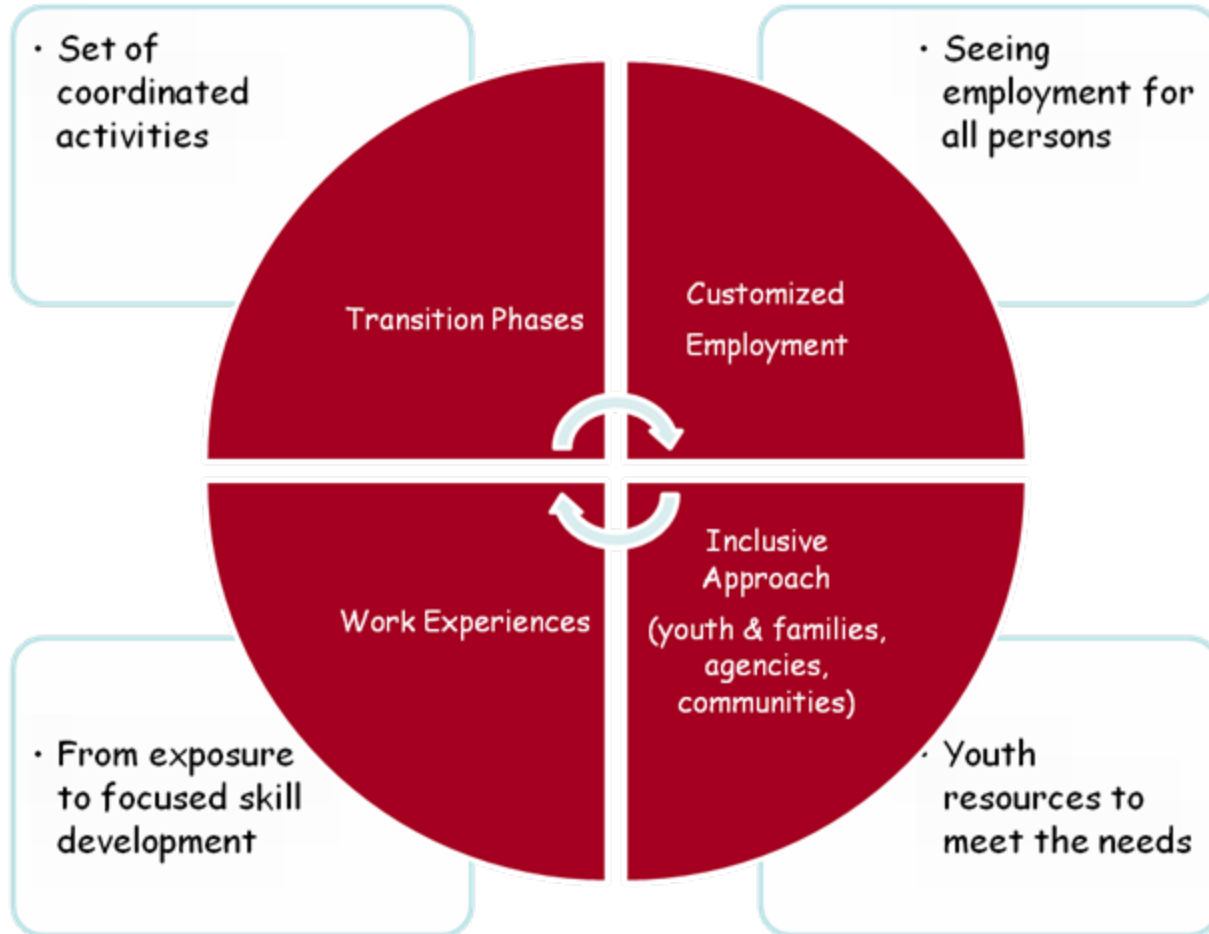
Coordinated Set of Activities

- Determine the critical components needed
- Recognize typical timeframes for vocational related activities
- Identify the specific activities to occur during the typical timeframes
- Coordinate the partners/resources to participate
- Negotiate the role of each partner

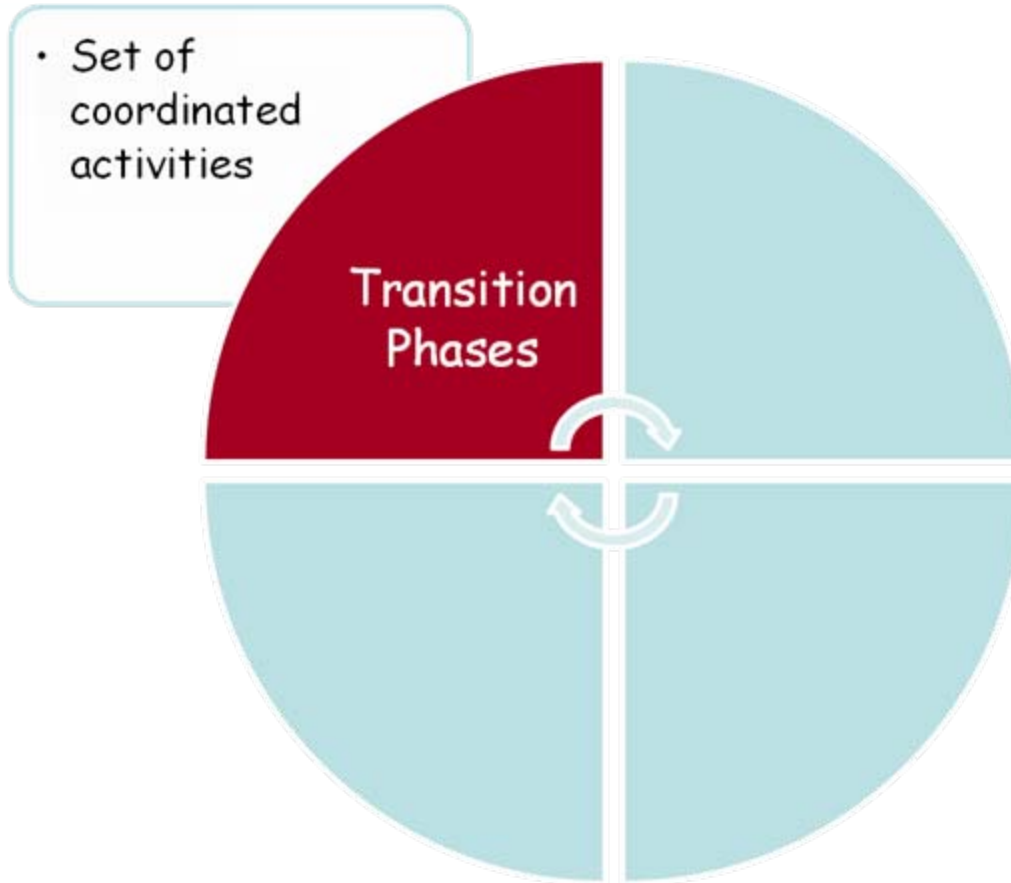
Transition Path

- Recognizing “who” you are
- Planning – “doing and learning”
- Experiences
- Earning an income
- Knowing your characteristics of work
 - Developing areas of interest
 - Recognizing contributions
 - Awareness of “where you are at your best-conditions of work”

Critical Components



Critical Components



Vocational Time Frames

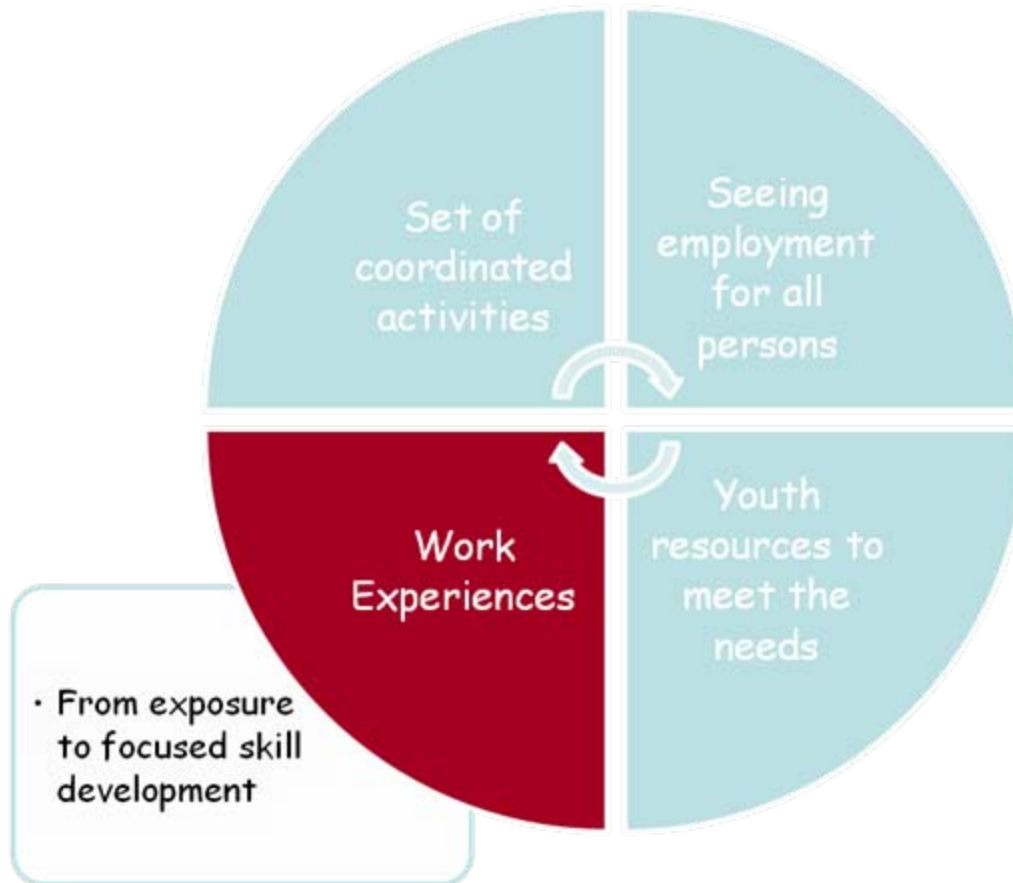
- Commit yourself to “the total is greater than any one partner’s contribution”
- Consider school grades
- When to begin
- Think beyond “your agency” role
- Recognize the “flow” of youth activities in your area

Transition Phases

Suggestions

- 5th to 7th grades
- 8th to 9th grades
- 10th to 12th grades
- Post school to 21 years of age

Critical Components



Work Experiences & Paid Employment

The progression and distinction of
experiences that lead to employment

Types of Work Experiences and Paid Employment in Schools

1. Business Tour
2. Class presentation, projects
3. Classroom business
4. Job Shadowing
5. General Work Experience
6. Matched Work Experience
7. Customized Work Experience
8. Part-time Paid Job
9. Customized Job
10. Self-Employment Business Ownership

Recommended Work Experiences for Transition Phases

- Work Beginnings - Grades 5th to 7th
 - Exploring the role of work in life, exposure by business tours, classroom presentations, job fairs, job shadowing
- Work Discovery - Grades 7th and 9th
 - General Work Experiences, self employment, and customized work experiences, job shadowing
- Work Connections - Grades 10th to 12th
 - Matched Work Exp., Part time jobs, Customized Jobs, job shadowing
- Life Connections - Age 19 to 21
 - Part time jobs, Customized Jobs, Customized Work Experiences, job shadowing

Reasons for Different Types of Work Experiences

- Ages
- Interest or lack of interest
- Minimal life chores
- Develop expertise
- Create a network of support

Self-Employment

Self-employment refers to a set of experiences and small business development activities that teachers can offer to students.

The flow mirrors the experiences for wage employment, above. Regardless, self-employment relates to a business owned by the student or small group of students, not by the school.

Businesses types should reflect those typically engaged in by young people as well as the student's interests.

Learning About Self Employment



Learning skills that further career interests and skills!



Creating an experience

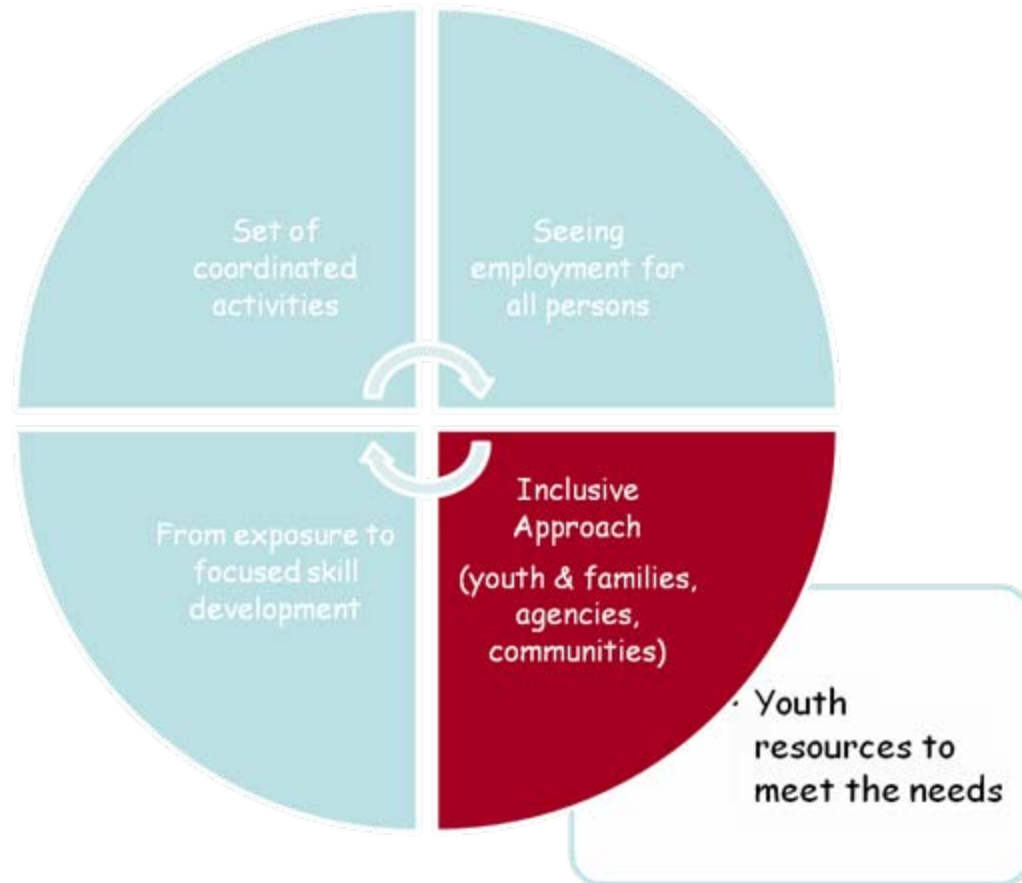
Create an
experience with
the
environment
and tasks
individualized



Empowering student With employment....



Critical Components



Community

- Youth's network of people
- Family's network
- Programs and agencies

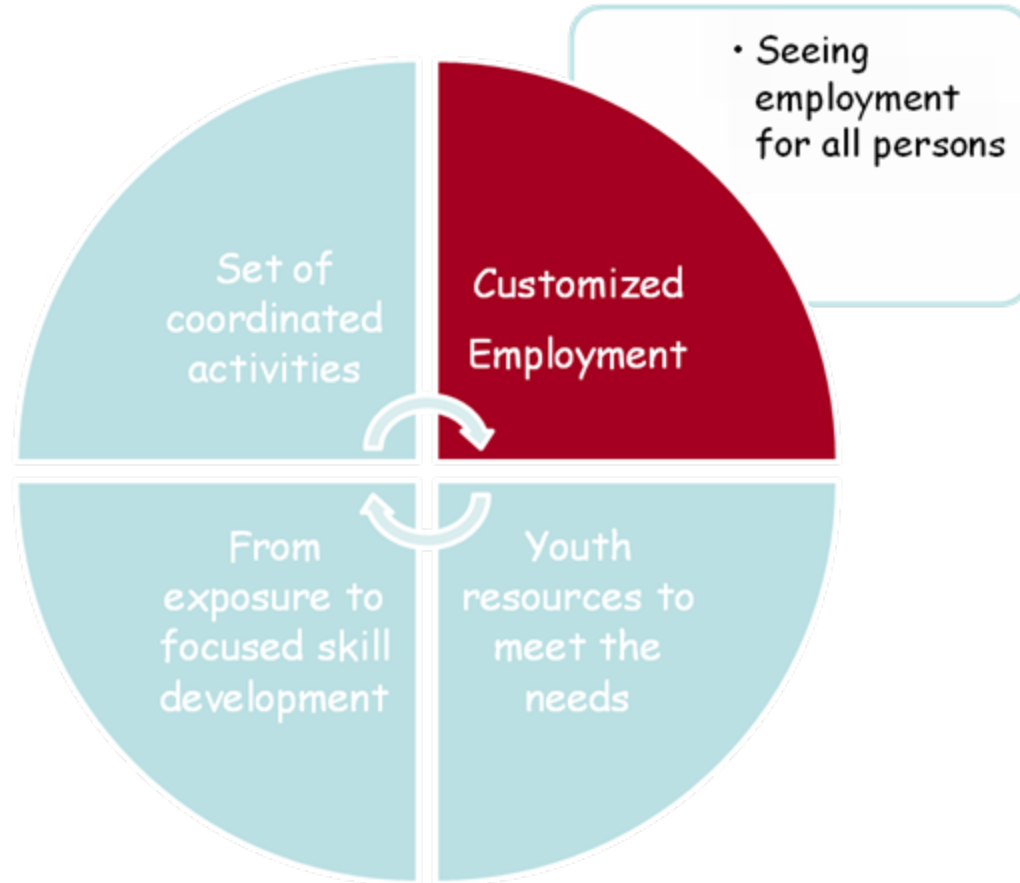
Blend of Agencies

- Department of Education, Local School District
- Vocational Rehabilitation Services
- Social Security Administration
- WIN Job Centers – MS Employment Security Services
- Medicaid services
- Dept of Mental Health Services
- Dept of Juvenile Justice,
- Dept of Public Assistance, Children Services

Phases and Agencies

- Work Beginnings - Grades 5th to 7th
 - Department of Education, local school district*
 - Social Security Administration*
 - Department of Mental Health*
 - Department of Medicaid services*
 - Dept of Juvenile Justice, *
 - Dept of Public Assistance, Children Services*
 - Work Discovery – Grades 8th and 9th
 - Work Connections - Grades 10th to 12th
 - Vocational Rehabilitation Services
 - WIA Youth Services
 - Life Connections - Age 19 to 21
 - WIN Job Centers – Employment Security Services
- * These agencies could follow the student through school or start at any point*

Critical Components



Two Distinct Approaches

Demand Driven Job Development: Responding to the needs of employers with applicants who are “qualified” to meet those general needs.

Customized Job Development: Discovering the “strengths, needs and interests” of applicants and negotiating a job description that meets both the applicant’s and employer’s specific.

Demand Driven Employment

(Typically taught and perceived as the only way
to become employed)

Demand Driven Activities

- Test or checklist, interest inventory to determine direction
- Build resume
- Encourage from “system” to get a job
- Look for job openings in paper
- Apply for a job
- Follow up with request for interview
- Interview and wait
- Provide the tools
- Assistance with resume
- Call to see about openings
- Send to Job Center for assistance
- Talk to employer for job opening
- Practice interviews
- Sometimes CARVE out what the student/adult can or can not do

Customized Employment

According to US/DOL:

Customized employment means ***individualizing the employment relationship*** between employees and employers in ways that meet the ***needs of both***.

It is based on an individualized determination of the ***strengths, needs, and interests*** of the person with a disability, and is also designed to meet the specific needs of the employer.

Purpose of the Process

- Discovery - To guide the process based on the job seeker
- Plan – to direct the job development activities; tasks, targeted employers
- Job Development – to create a job either in self or wage employment
- Job support – to facilitate the best outcome for the job seeker

Discovery

Seeks to identify the

“best of the youth”

From a vocational perspective

Beyond *Asking*

Asking works for some of the people some of the time. But...

- Different people ask and get different answers.
- People often tell us what they think we want to hear.
- The same person can ask at different times and get different answers.
- Too often, people simply do not have an accurate, thoughtful sound bite with which to answer such a question as important as “What do you want to do?”.

Discovery

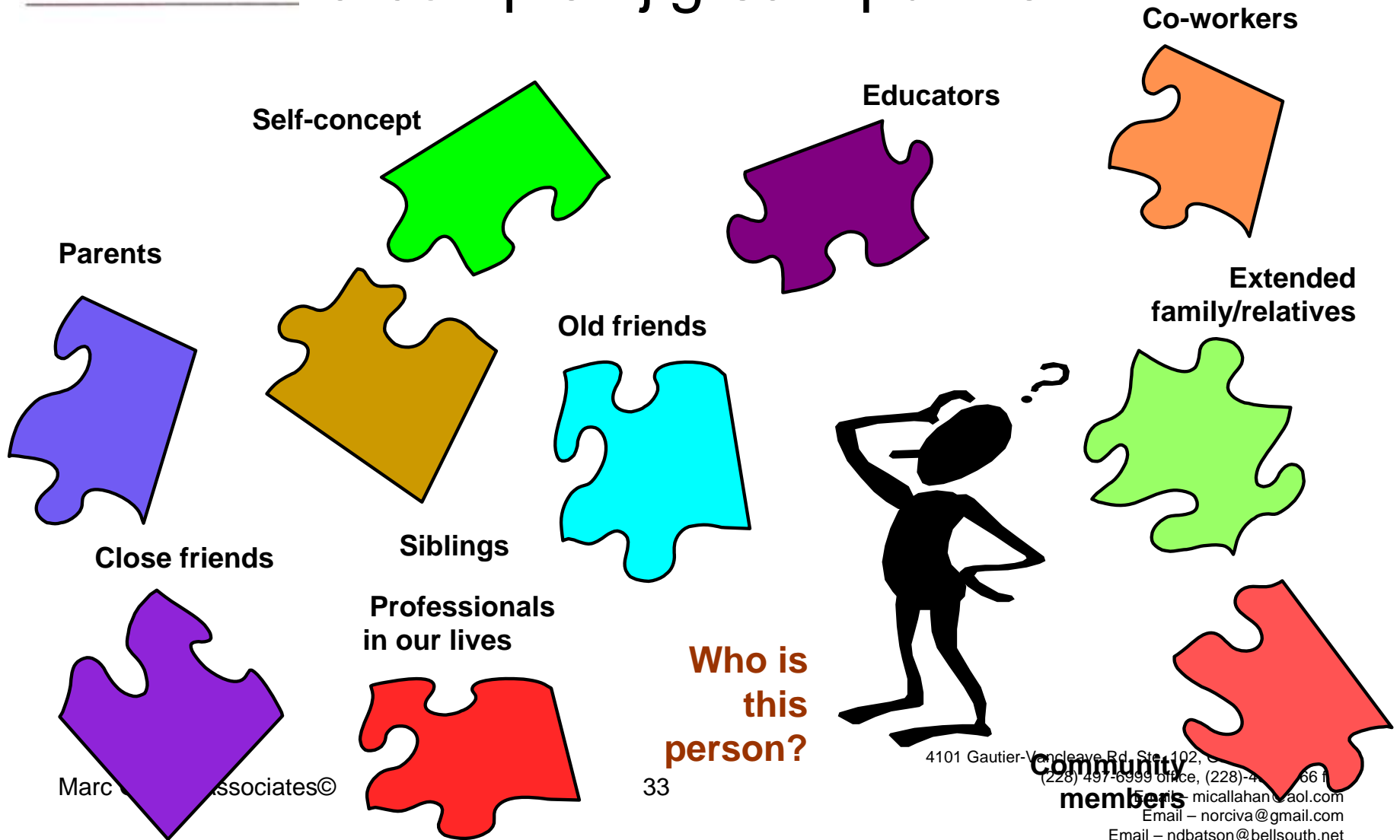
An alternative to traditional assessment

- Comprehensive (home, school, community)
- Descriptive (how vs labels)
- Non competitive
- Optimistic, building on the best
- Respectful
- Robust

Discovery and Traditional Procedures

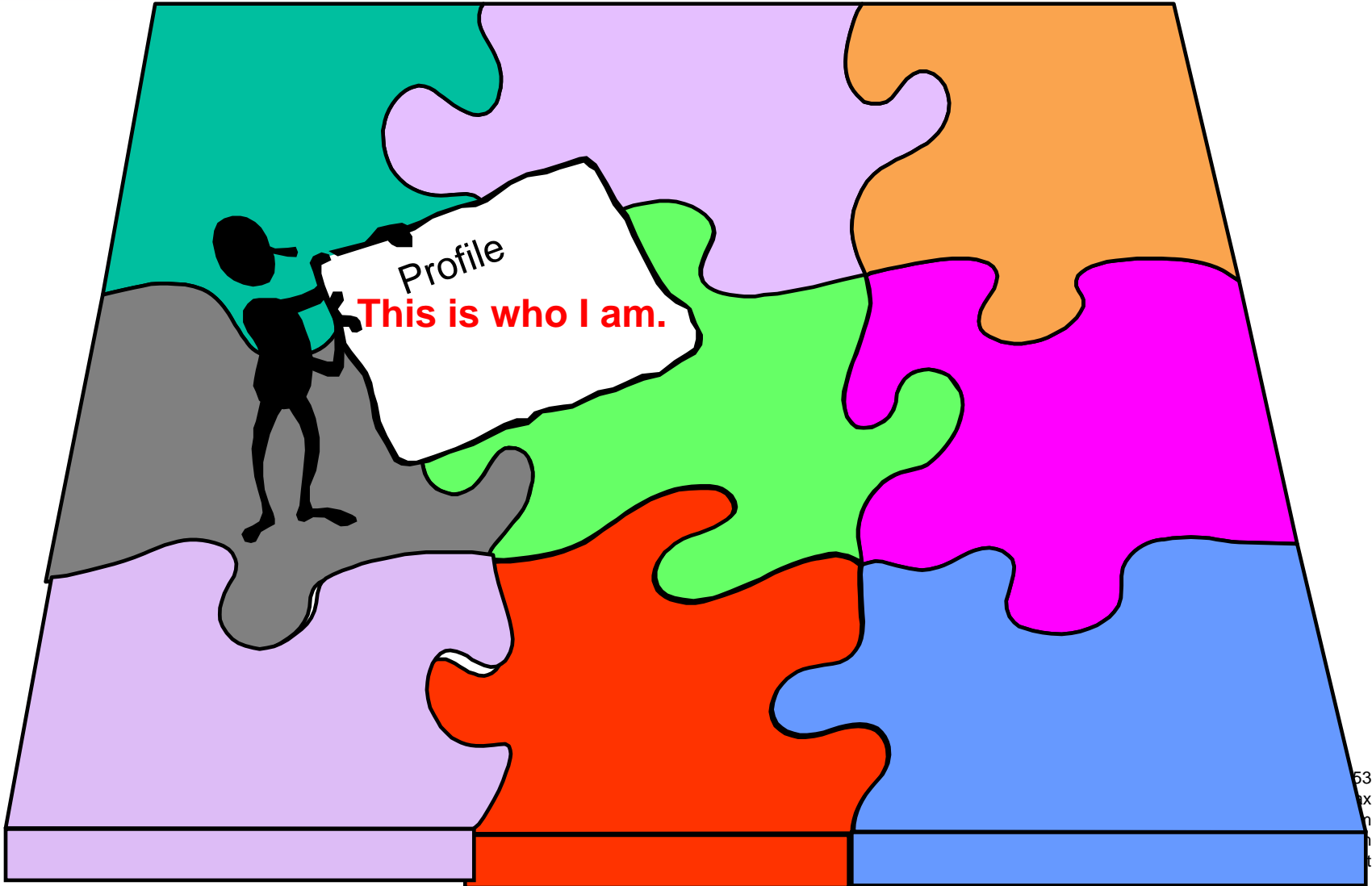
- Already-existing information
- Translation of typical activities of the person's life
- Ecological validity than predictive validity
- Guide for matching and customization and may not used to systematically exclude a person from employment
- identify the real complexities
- Empower and involve applicants, their families and friends

We are all like pieces in a complex jig-saw puzzle



**Who is
this
person?**

Discovery finds the pieces and puts them together



Discovery is the Foundation

- Vocational Perspective
 - Interest areas
 - Contributions (skills, personality characteristics, experiences, credentials, references)
 - Conditions (type of people, environment, timing, activity, pace, learning)

Discovery as a Part of Each Transition Phase

- Work Beginnings - Grades 5th to 7th
An picture of the student
- Work Discovery – Grades 8th and 9th
A vocational perspective with focus on experiences
- Work Connections - Grades 10th to 12th
A vocational perspective with focus on a job
- Life Connections - Age 19 to 21
A vocational perspective with an expectation of work filling most of the day

Integrating Discovery within the Transition Phases

Role of Planning

Work Experiences

Employment or Self Employment

Vocational Plan

- At Home
 - Chores
 - Responsibilities
 - Hobbies
 - Family activities
- In the Community
 - Clubs
 - Hobby Classes
 - Church responsibilities
- At School
 - Chores
 - Responsibilities
 - Clubs
 - Projects

Transition Phases

Grades 10th , 11th , 12th

- **Discovery**
- Plan for
 - **Customized Work Experience**
 - **Customized Job**
- Portfolios
- Development of Jobs and Work Experiences

Transition Path

- Recognizing “who” you are
- Planning – “doing and learning”
- Experiences
- Earning an income
- Knowing your characteristics of work
 - Developing areas of interest
 - Recognizing contributions
 - Awareness of “where you are at your best-conditions of work”

Assume all students can work

- Know that all students can work
- Skills in customizing will give the vision and the tool to achieve this outcome

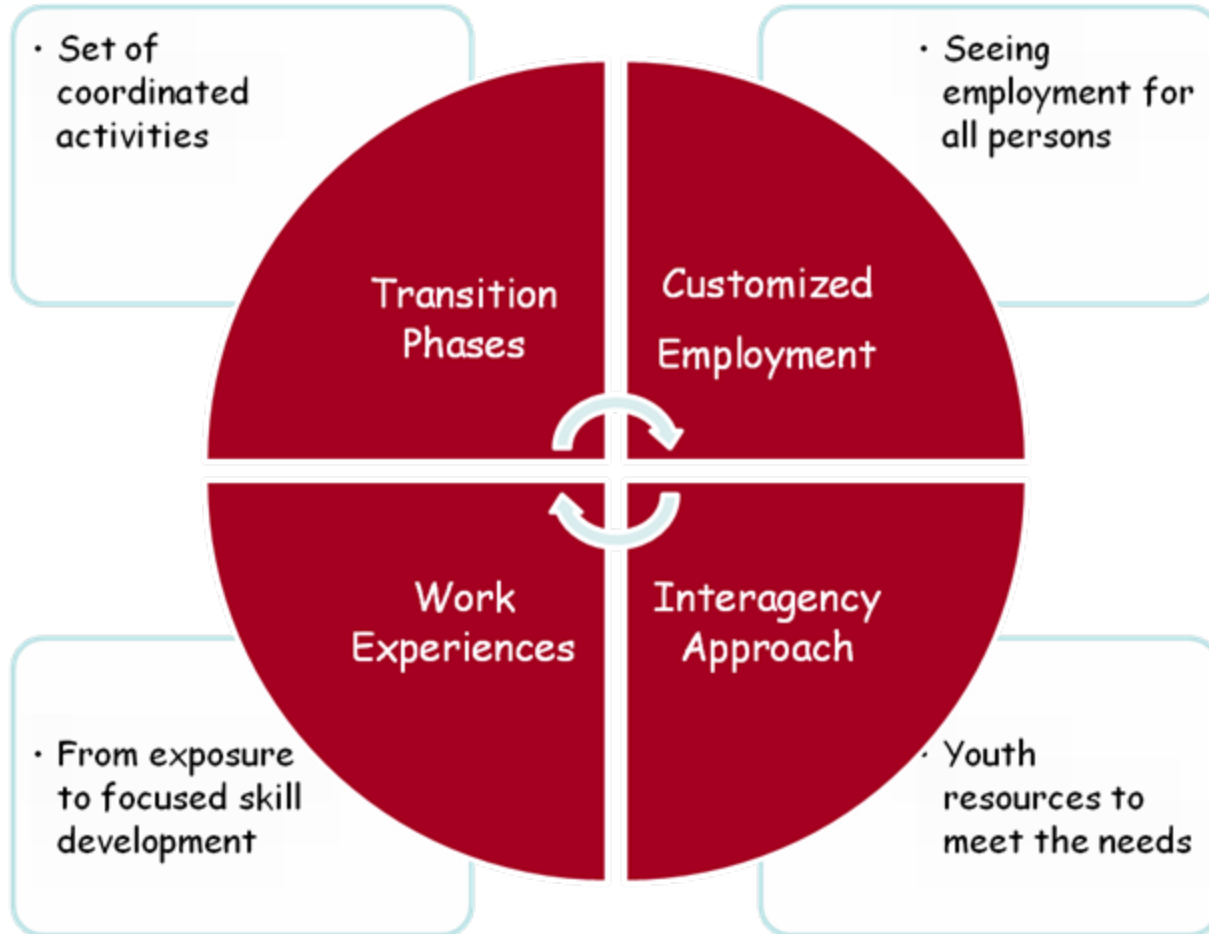
Expect Job Development

- Many students require someone to represent them to an employer, without job development many students are unemployed.
- Clarification of person responsible and their supports

Features That Work!

- Understanding it takes a blend of community/agencies to have effective transition
- Phases established so we have a “transition pathway” to employment and careers
- Including customized employment strategies
- Assume all students can work
- Expect schools/agencies to offer job development services

Critical Components



Web sites

- Tacesoutheast.org
- This site is a rehabilitation web site that will have webinars that you can participate in or go to listen to after it is completed. There is a Work Experience Strand