

Assuring that "All" means All

The Role of Customization, Supports
and Work Experiences for
Transitioning Youth with Disabilities

Experiential preparation for employment for students

- Provide a foundation for the expectation of employment for all students
- Provide an array of experiences from which specific interests might emerge
- Provide increasing insight into necessary conditions for success and discrete contributions
- Provide information to guide curricular content in classrooms

Focus of Experiential Activities for Students

Allows us to determine a student's:

- Conditions for Success
- Interests toward various aspects of Work
- Potential Contributions to Employers

Connection to Discovery

In addition to the value to the student, experiential activities provide valuable information for the Discovery process.

Each opportunity must be seen as a way to learn about the student's conditions for success, their interests toward aspects of the job market and their unique contributions.

If employment is for everyone how does that impact work experience?



She needed an individualized experience to enhance her participation



The end goal of work experience is a well-matched, paid job

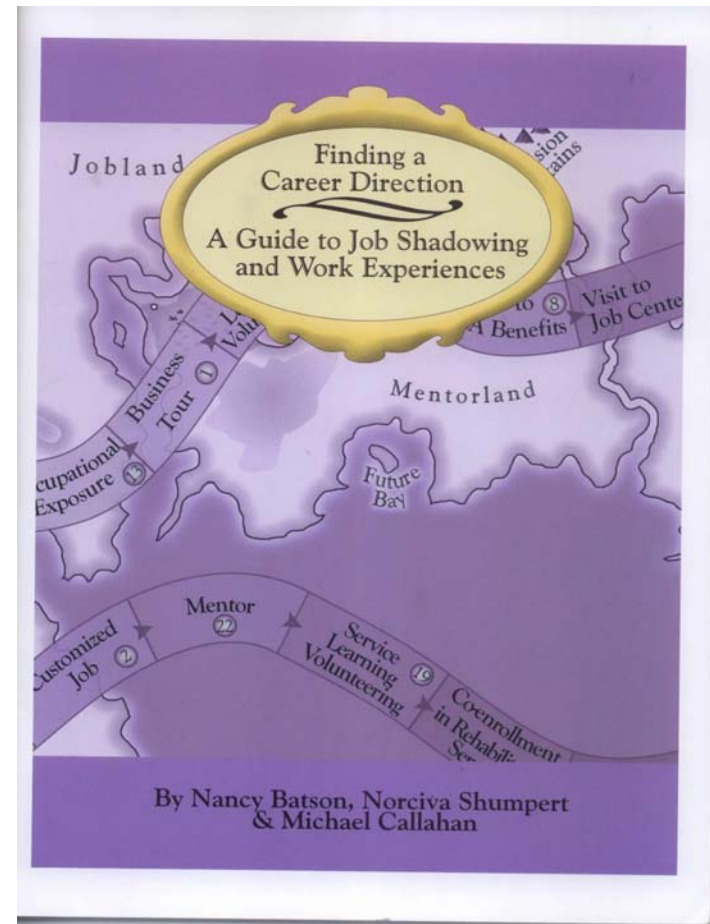
Mathalia works for Prudential Missoula



- pays the property management bills on line,
- uses quick books to account for the bills paid,
- sorts mail for staff,
- Collates disclosure paperwork for new clients.

Resource for the array of experiences

This manual, a part of a series on discovery for educators, was developed as a result of SSA's Mississippi Youth Transition Innovation. It contains legalities, logistical considerations, definitions, etc. Manuals are available from MG&A at marcgold.com.



Resource for developing and organizing experiences

A guide to Developing a Work Experience Program (using Volunteerism for Middle School students)

Available at:

<http://ruralinstitute.umn.edu/transition/articles.aspx>

Types of Work Experiences and Paid Employment in Schools

1. Volunteering
2. Job Shadowing
3. Service Learning/Internships
4. General Work Experience
5. Matched Work Experience
6. Customized Work Experience

Ideal Ages/Activities

Age*	Age	Activity
10 - 13	10 - 13	Exploring the role of work in life, volunteering
14 - 15	14 - 16	Job Shadowing, General Work Exp. Vol. Ser. Lrn.
16 - 17	17 - 20	Less Job Shad., Fewer Gen. Work Exp., Matched Work Experiences
18+	21+**	Matched & Cust. Wk. Exp.

* For students graduating at 18 yrs. old

** Including post secondary ed.

When to use unpaid work experiences with Adults

- When discovery indicates that a particular focus for experience is warranted
- When the job seeker or family insist that a work experience be developed
- When an employer indicates that an unpaid experience would enhance the likelihood for a job
- When specific information/benefit would be gained for a job seeker's interest area

Patrick started out doing a paid work experience (funded by VR), customized to his interests and conditions and later turned into a paid job.



By bedding the stalls he frees up other staff to handle the horses feed, which are tasks that need to be done in a timely manner.



Volunteering

Volunteering involves encouraging and supporting students to participate in existing school and community services that offer support to others in the community. Volunteering should start for students as young as ten (or younger) and may continue throughout the school experience. Outcomes for volunteering include participation and inclusion in community and school activities, general task performance and general responsibilities and work skills.

Focus for Volunteering

- Try to connect with student's interests
- Activity should be seen as one in which others volunteer
- Target specific tasks with volunteer leader
- Provide supports, as necessary
- Notice interactions, interests (or lack), specific skills, pace, focus, endurance

Ian volunteers at the Missoula Food bank



Ian uses a written check list to:

- Initiate work without a job coach telling me to do so
- Move from one task to the next,
- Remember the social rules of my work environment

Job Shadowing

Job shadowing involves short term observations of various types of job tasks and employment settings in the community. Job shadowing can start with students as young as ten years old and throughout the school experience, as needed. The time spent on shadowing experiences range from an hour or two for younger students to as much as two days for older adolescents. Students should not perform work tasks during shadowing.

Focus for Job Shadowing

- Primarily concentrates on student's interests
- Start with discovery and target direction for possible jobs to shadow based on student's interests
- Assist student to identify discrete tasks performed during shadowing
- Timeframe per job shadow - up to three hours

Following student interests

Job Shadowing
at airport fire
and rescue unit



Service Learning/Internships

Service Learning involves assisting students with disabilities to participate in the array of contributive activities that are typical for students who seek to purposefully build a resume for access to secondary education. Similar to volunteering, service learning mirrors the existing activities used by students, often with connections through the school.

Service Learning Focus

- Utilizes features of typical service learning activities and can involve inclusion with other students
- Examples: school clubs such as Jr. Achievement, DECA; Candy-Stripers; 4-H; advanced scouting
- Time frame: episodically, throughout school year

Editing the school yearbook

Service learning within an extra-curricular activity



General Work Experiences

General Work Experiences involve having students perform specific job duties in school and in workplaces the community without pay. These experiences start at about age 14 and may continue until 16, or older as needed. General work experiences give students a broad sense of the types of employment in their community. General experiences should be for up to two days per week for up to six weeks and regulated by DOL guidelines.

General Work Experience Focus

- Often utilizes an array of pre-developed community sites that represents the variety of local economy
- Students may rotate through on a set timeframe - two or three months max.
- Facilitators should focus on conditions, interests, and skills
- Time frame: 1 or 2 days per week, 2 -3 hours per day

General Work Experiences

In school and in the community

Alex in Middle School



- Food bank; stocking food, portioning food; newsletter mailings
- School library: shelve books
- In School newspaper delivery

Matched Work Experiences

Matched Work Experiences refer to unpaid work experiences in community workplaces that are matched to the student's interests regarding employment. These matched experiences serve to clarify and affirm interests and also serve to identify the conditions necessary for success and provide an opportunity for specific skill development and exploration. Time and duration must be consistent with DOL guidelines.

Focus for Matched Work Experiences

- Experience is defined by matching for interests and focusing on conditions and potential contributions
- Developed uniquely for each student
- Needs supervision or facilitation by educator in order to identify discrete findings
- Timeframe: 2 - 4 months; 6 - 8 hrs. wk.

Matched Work Experience around interest to determine skills with children



Wroudy at a
pre-school
program

Customized Work Experiences

Customized work experiences refer to unpaid work experiences in community workplaces that are matched in terms of the student's interests and for which either the conditions for success or the tasks offered to the employer are negotiated. These experiences are suitable for older students for whom additional information is needed prior to paid employment. DOL guidelines must be followed for use.

Focus for Customized Work Experiences

- Based on a customized plan
- Consider paid job before developing
- Developed uniquely for each student
- Developed using negotiation with host businesses
- Focus on issues beyond conditions, interests and contributions such as pace, flexibility, endurance, etc.

Customized Work Experience -- tasks and supports were negotiated



Work Experiences lead to Jobs for Students

All students should leave school with:

- Part-time job,
- Self-owned business,
- Customized employment, or
- Competitive, supported employment, as appropriate

Customized Process

- Discovery
 - Capturing discovery through profiles
 - Customized, person-centered planning
 - Portfolio/visual resume development
 - Job development and negotiation
- Here, CE dovetails with Supported Employment*
- Job site analysis, accommodations, support

But are employment experiences for everyone?



"ALL" Means All!

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