

Effective Practices for Employment Preparation and Support for Youth with Disabilities

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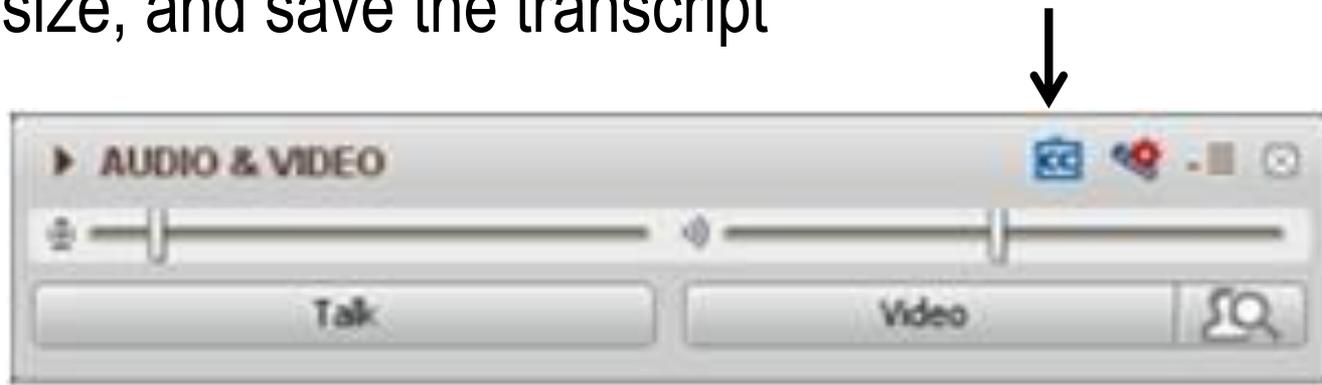
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This is **not** a toll-free
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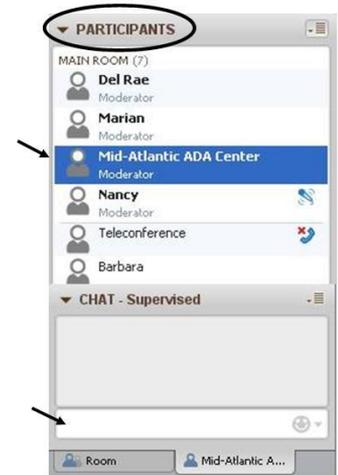
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Submitting Questions



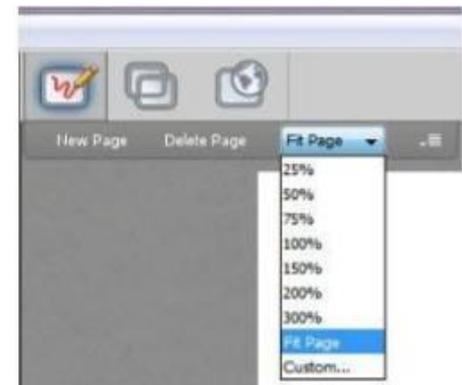
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Customize Your View continued

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- You will need to listen for the continuing education code which will be announced at the conclusion of this session.
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Effective Practices for Employment Preparation and Support for Youth with Disabilities

Ann Deschamps, Ed.D.

Laura Owens, Ph.D.

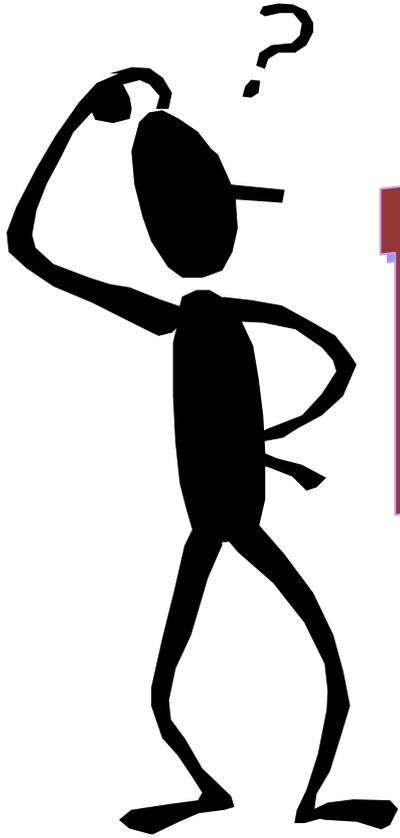
December 3, 2015

What did “we” expect not so long ago?

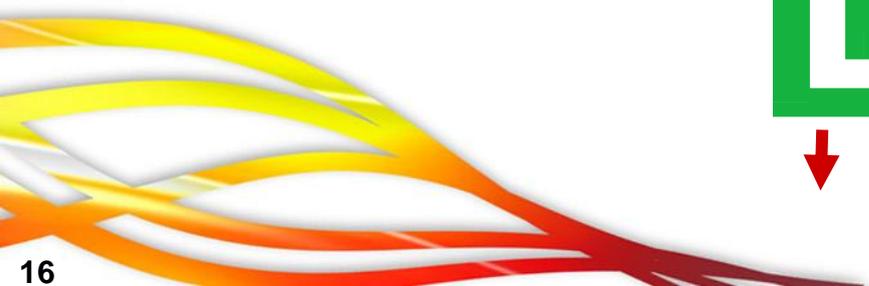
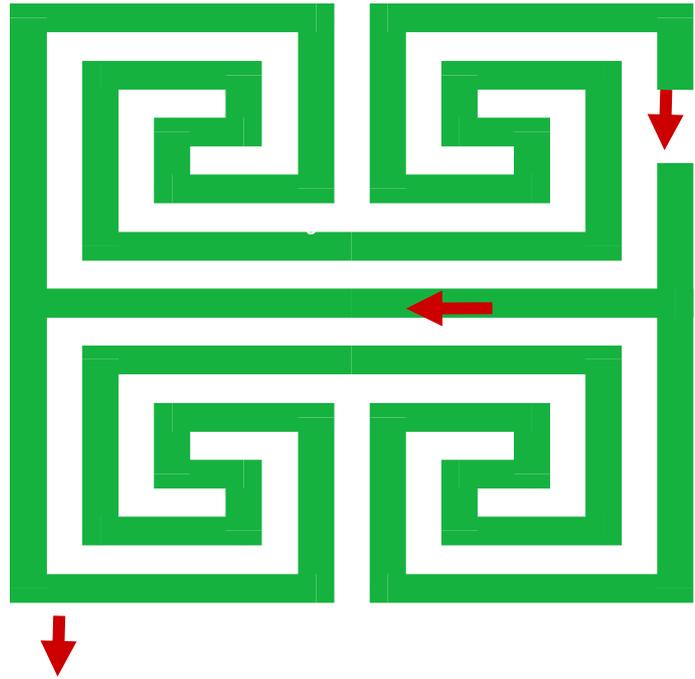
- Institutionalization
- Segregation
- Isolation
- No School
- Not Employable
- Treatment
- Dependency
- No Choice

Where are we today?

Institution → Community
Segregation → Integration
Integration → Inclusion
Isolation → Family/Friends
No School → FAPE
Not Employable → Unemployment
Treatment → Services/Supports
Dependency → Interdependence
No Choice → Choice
Choice → Self-Determination



Transition Into What???



Transition Perspectives

❑ Narrow Perspective

- Recognizes transition as a referral process
- Early childhood to elementary
- Elementary to middle school
- Middle school to high school
- High school to adult

❑ Broad Perspective

- Recognizes transition planning as encompassing all aspects of education & interagency/interschool supports

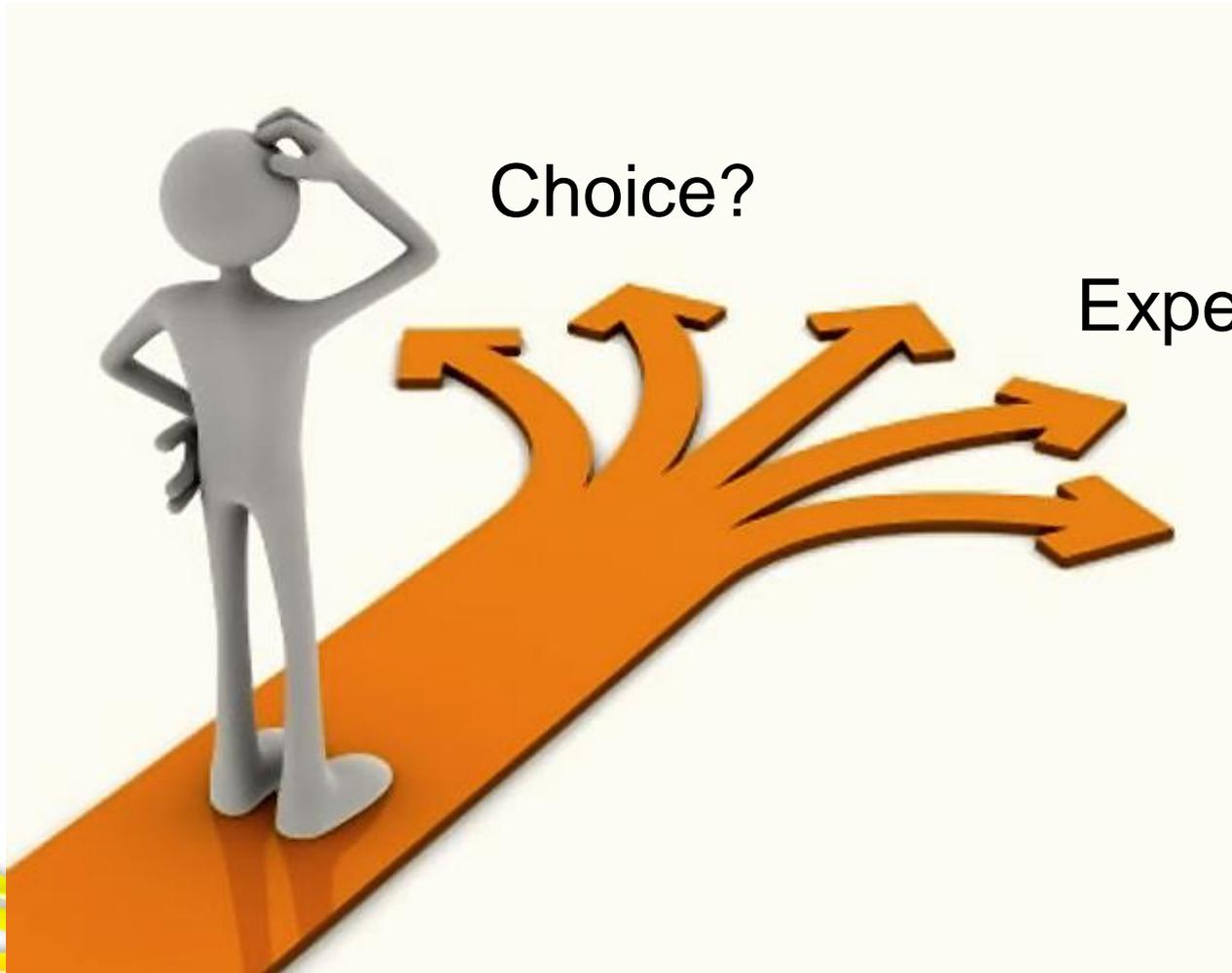
Effective Practice in Transition

- ✓ Vocational Training
- ✓ Paid Work Experience
- ✓ Vocational Assessment
- ✓ Community Based Instruction
- ✓ Interpersonal Skills Training
- ✓ Student Participation (IEP)
- ✓ Person Centered Planning
- ✓ Parental Involvement
- ✓ Interagency Collaboration
- ✓ Inclusion

21st Century Skills Needed for College and Career Readiness

- ✓ Communication
 - ✓ Leadership
- ✓ Social Responsibility
 - ✓ Creativity
- ✓ Life Management
 - ✓ Teamwork
- ✓ Critical Thinking
- ✓ Research/Project Development
- ✓ Technical/Scientific

Integrated Employment



Choice?

Expectation?

Why Is Work Important?

- Our culture expects people to be productive
- Work is a means for gaining status, self-determination and achievement of personal goals
- Tied to various aspects of status:
 - Possessions
 - Prestige
 - Power
 - Control
 - Influence

20+ years in the making...

“Thousands of adults labeled ‘severely handicapped’ are currently enrolled in sheltered workshops, work activity centers, or adult day care programs. Their placement is not a result of their inability to learn the skills necessary to obtain and maintain employment in integrated environments. ***Rather it is the function of our inability to design service systems responsive to their learning needs.*** Our central thesis is that sheltered environments should be phased out in favor of employment opportunities in integrated settings.” (McLoughlin, Garner, & Callahan, 1987)

Stuck on an Escalator



https://www.youtube.com/watch?v=VrSUe_m19FY

When all think alike, no one is thinking very much.

~Walter Lippmann

Questions???

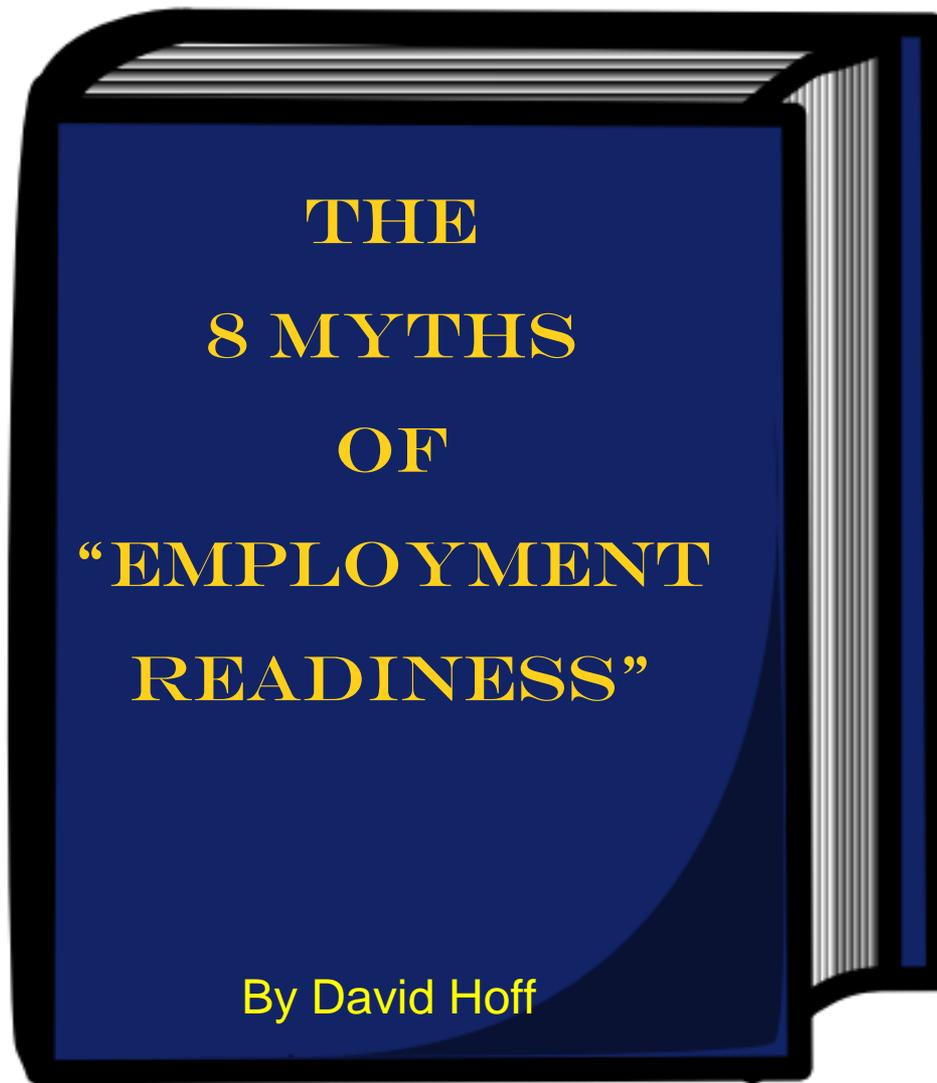
Killer Concepts

- Readiness (pre)
- Realistic
- (No reality police!)
- Never



Tip: When a person voices perceived “unrealistic” choices, focus on self-determination...

So, you want to be a Rap Star? What do you need to do to be a carpenter? What skills do you need? What skills do you have? What can you work on now? What supports do you need?



**THE
8 MYTHS
OF**

**“EMPLOYMENT
READINESS”**

By David Hoff



Employment Readiness Myth # 1



- ❖ Facility-based programs prepare people for employment
- ❖ ***In fact research shows the opposite is true***

Employment Readiness Myth # 2

- ❖ Performance in simulated work environments for people with developmental disabilities is a predictor of employment readiness and success

In fact the best predictor of success is paid work experience while still in high school.



Employment Readiness Myth # 3

- ❖ We can predict who will succeed or fail in employment.



If that were the case then we would not need HR Departments!

Employment Readiness Myth # 4



- ❖ Rate of production is a primary factor in determining employment readiness
- ❖ ***In fact, in today's work environment, rate of production is only one of many factors in determining whether someone is a "good employee" – and in many cases is not even a consideration***

Employment Readiness Myth # 5



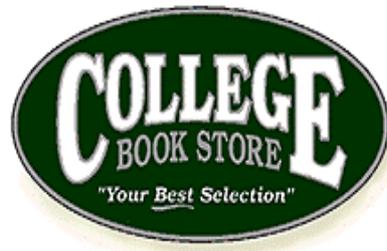
- ❖ You need to know how to conduct a job search to be ready for employment

80% of jobs are found through networking with family and friends

Employment Readiness Myth # 6



- ❖ Every employer has the same employment standards and same methods for hiring



Employment Readiness Myth # 7

❖ Employer
standards
are inflexible



NOT NEGOTIABLE

***We are all supported employees
with customized jobs***

Employment Readiness Myth # 8

❖ Employers are expecting perfect employees



Have you ever worked with anyone who...

- ❖ Couldn't get along with others?
- ❖ Acted inappropriately?
- ❖ Had behavioral outbursts?
- ❖ Was chronically late?
- ❖ Complained about everything?
- ❖ Didn't communicate well?
- ❖ Didn't work very fast?
- ❖ Got distracted easily?
- ❖ Couldn't follow directions?
- ❖ Acted impulsively without thinking?
- ❖ Refused to take public transportation?
- ❖ Had a messy office?
- ❖ Wasn't organized?
- ❖ Wasn't always professional?
- ❖ Was rude?
- ❖ Couldn't take criticism?
- ❖ Was lazy?
- ❖ Wasn't very good at their job – but managed to still keep it?

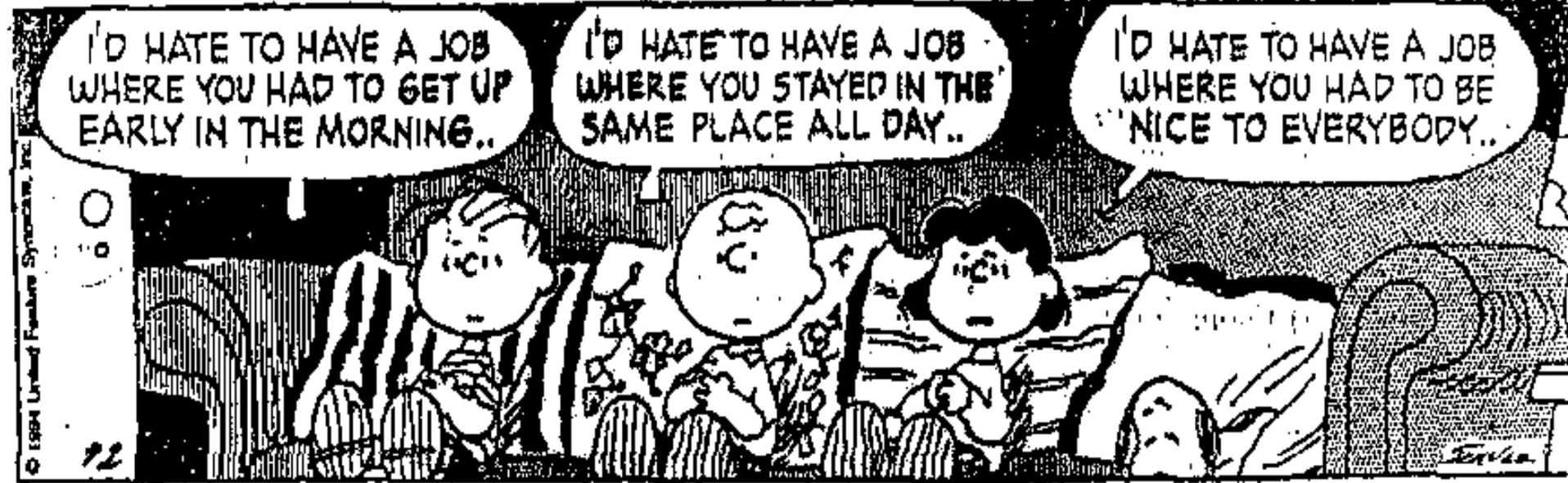
Job Preferences Are Important

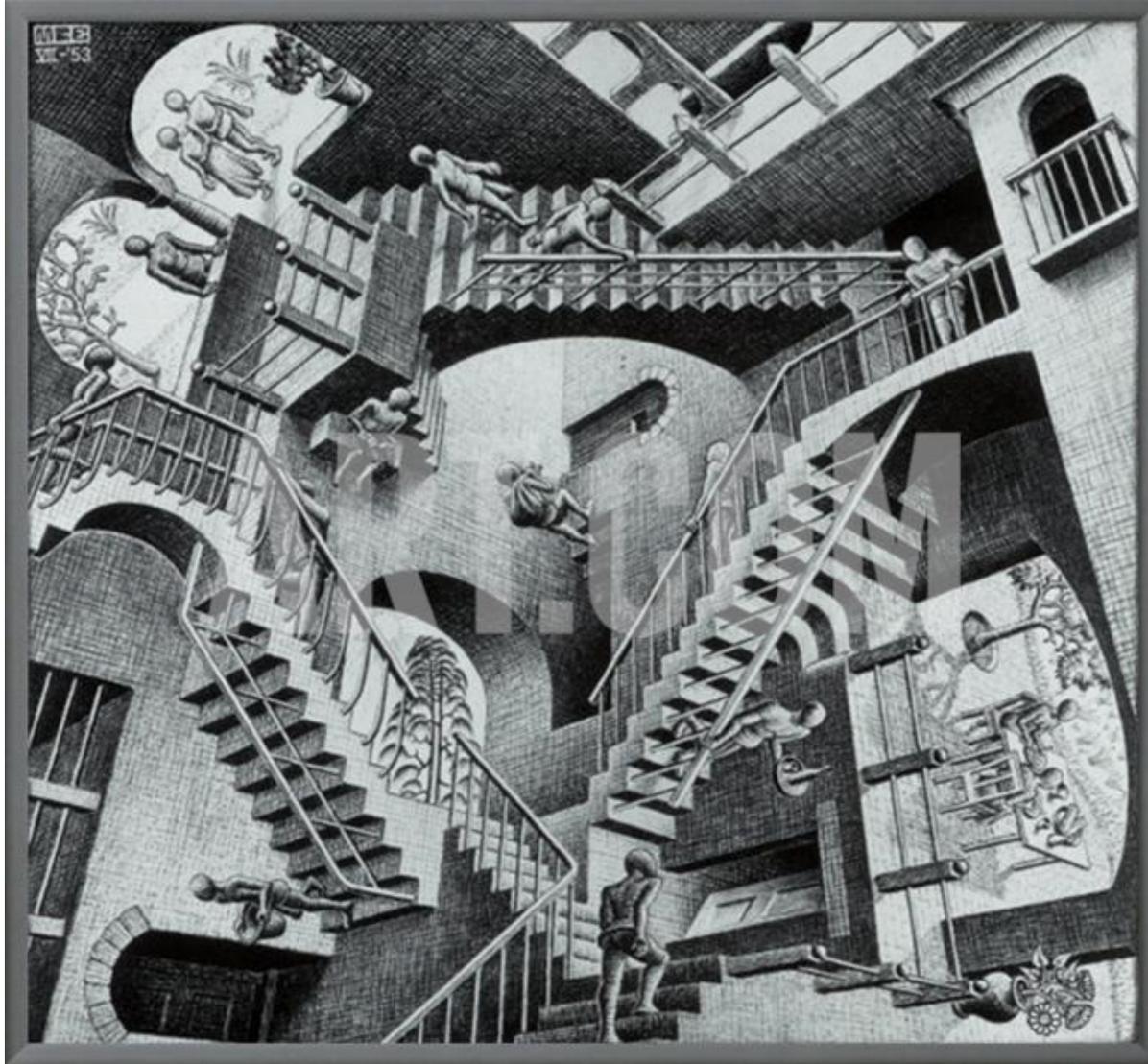
Peanuts

I'D HATE TO HAVE A JOB WHERE YOU HAD TO GET UP EARLY IN THE MORNING..

I'D HATE TO HAVE A JOB WHERE YOU STAYED IN THE SAME PLACE ALL DAY..

I'D HATE TO HAVE A JOB WHERE YOU HAD TO BE NICE TO EVERYBODY..





Reality of the Employment World

Readiness for Employment Means

- ❖ Motivated to work
- ❖ People understand themselves: strengths, skills, interests
- ❖ People understanding their support needs
- ❖ Availability of supports

Actual work experience has a large impact on “readiness”

Questions???

Presumption of Employment



<http://www.poppinjoes.com/home>

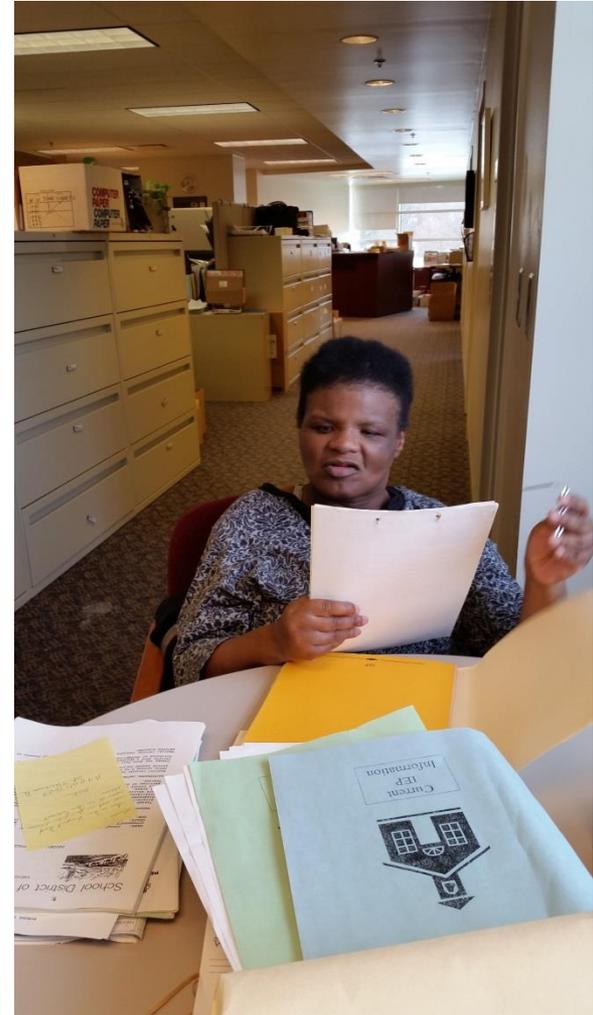


Commensurate Wages & Benefits



Woody – JW Winco
Manufacturing

Focus on Capacity & Capabilities



Mattie
Pizza Hut...School District Office Assistant

Importance of Community



Patrick – Tailored Label Products
Packaging

Employment in the community should not be viewed as an “add on” or something extra.

It must be viewed as a core component of the service delivery system, including the educational system.

Questions???

Transition & Employment First Practices

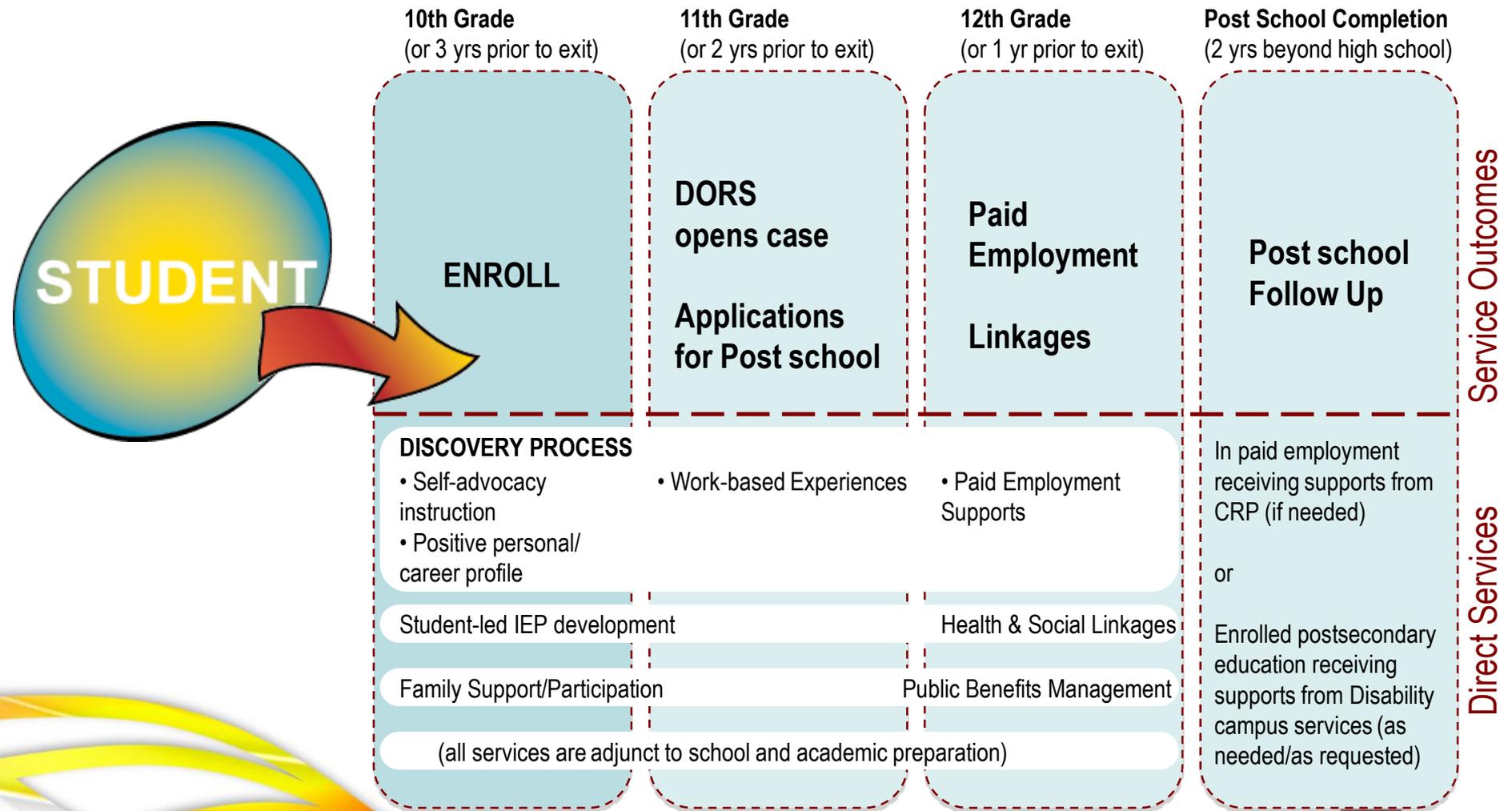
- Prohibit use of facility-based experiences for training purposes
- Facility-based services as outcome is the exception; in some states prohibited
- Employment addressed as a core component of IEP starting no later than age 16 (in some states, age 14)
- Effective outcome measurement and monitoring



Transition & Employment First Practices

- ❖ What is seamless transition?
- ❖ What does seamless transition look like?

Flow of Student Services



Flow of Student Services

10th Grade

(or 3 yrs prior to exit)

STUDENT

ENROLL

DISCOVERY PROCESS

- Self-advocacy instruction
- Positive personal/career profile

Student-led IEP development

Family Support/Participation

(all services are adjunct to school and academic preparation)

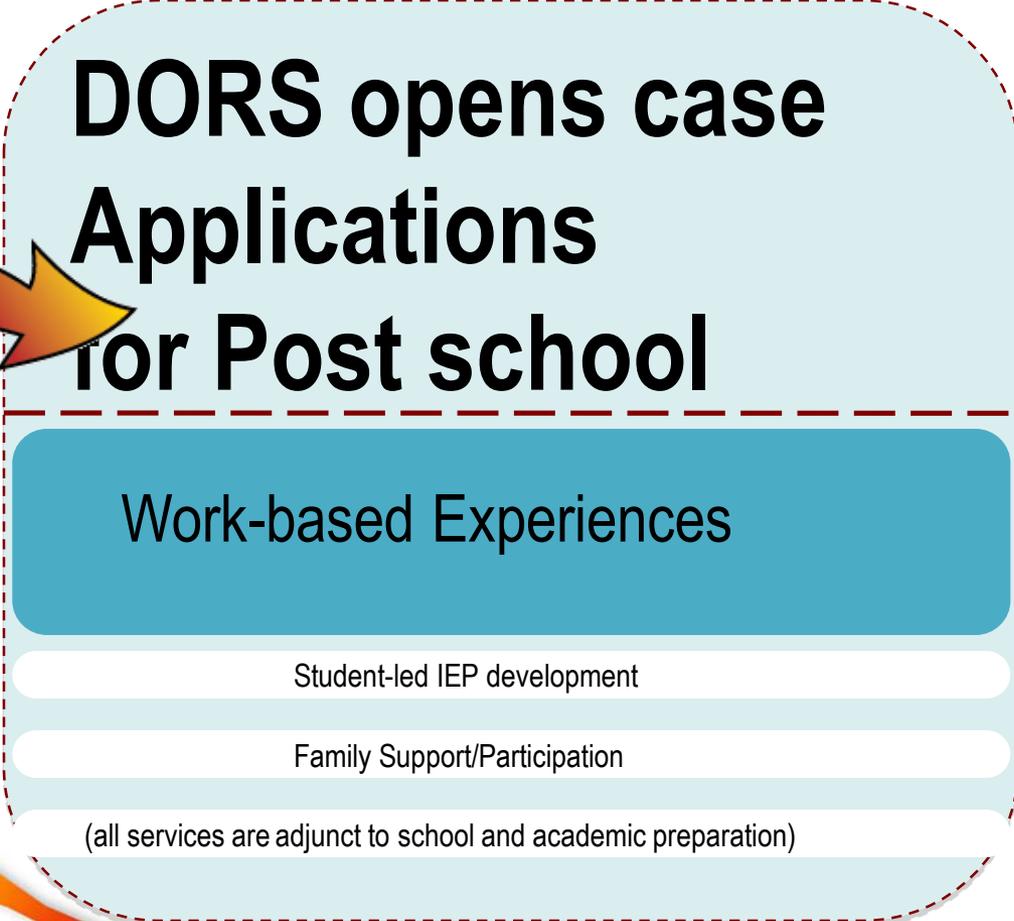
Service Outcomes

Direct Services

Flow of Student Services

11th Grade

(or 2 yrs prior to exit)



**DORS opens case
Applications
for Post school**

Work-based Experiences

Student-led IEP development

Family Support/Participation

(all services are adjunct to school and academic preparation)

Service Outcomes

Direct Services

Flow of Student Services

12th Grade

(or 1 yr prior to exit)



**Paid Employment
Linkages**



Paid Employment Supports

Health & Social Linkages

Public Benefits Management

(all services are adjunct to school and academic preparation)

Service Outcomes

Direct Services

Flow of Student Services

Post School Completion

(2 yrs beyond high school)



Post school Follow Up

In paid employment receiving supports from CRP
(if needed)

or

Enrolled postsecondary education receiving
supports from Disability campus services (as
needed/as requested)

Service Outcomes

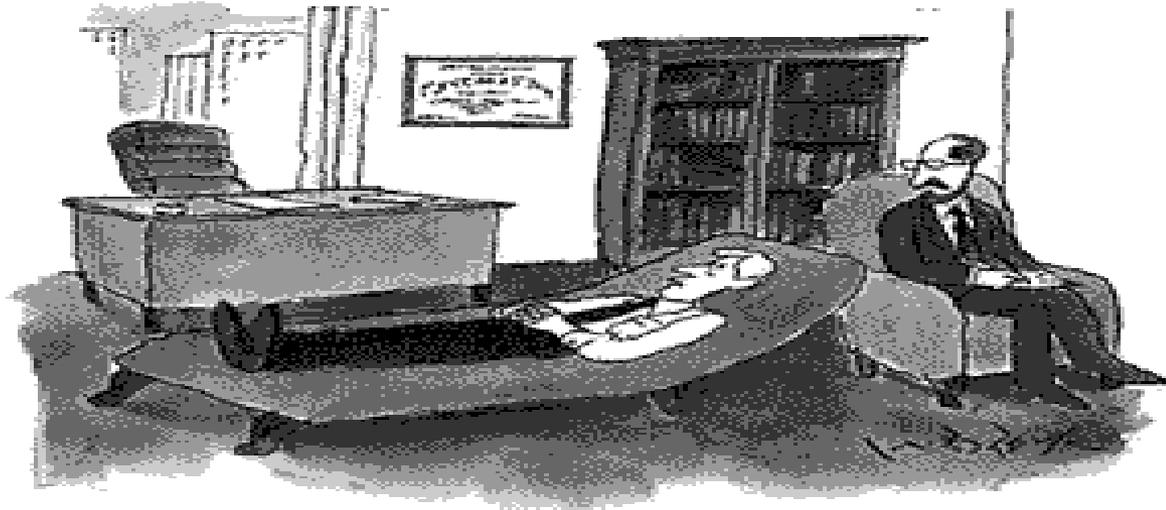
Direct Services

The Biggest Challenge

Changing the entrenched culture and beliefs regarding employment of people with disabilities

The Trap of the “Dream Job”

We are not looking for a dream job, just a job that will lead to the next job...



"I had the dream about meaningful employment again last night."

Transition & Employment First Practices

- Transition and employment services – not “programs”
- Presumption that all students can work
- No more asking “Do you want to work?” but instead “Where do you want to work?”
- Job shadowing, internships, volunteering, community involvement
- After school/weekend & summer employment
- Integrate students into school-to-work opportunities & vocational courses



Ten characteristics or “best practices” for transition:

1. Early planning
2. Interagency collaboration
3. Individual transition-planning
4. Focus on integration
5. Community-relevant curriculum
6. Community-based instruction
7. Business linkages
8. Paid employment
9. Ongoing staff development
10. Service monitoring and evaluation

Transition & Employment First: Where are we headed?

- ❖ Individuals with complex disabilities **fully accepted** and supported in the general workforce
- ❖ Individuals with disabilities **expected to go to work**
- ❖ Major **evolution of service delivery system** (education and adult)
- ❖ **End** of the “guarantee” **9-3 day program**
- ❖ Individuals with disabilities increasingly **part of the economic mainstream**
- ❖ Individuals with disabilities making **full use of their skills and abilities**

“It is nearly impossible to make your own future when you are not part of the economic fabric of the culture you live in.”

Patricia Deegan

20th World Congress Rehab International
Oslo, Norway – June 2004

Questions???



Thank you!

www.transcen.org

Laura Owens lowens@transcen.org

Ann Deschamps adeschamps@transcen.org

Contact Us

- **ADA questions**
 - **ADA National Network**
 - **1-800-949-4232 V/TTY**
 - **www.adata.org**



- **Questions about this presentation**
 - **Mid-Atlantic ADA Center**
 - **1-800-949-4232 V/TTY (DC, DE, MD, PA, VA, WV)**
 - **301-217-0124 local**
 - **www.adainfo.org**



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