MEANINGFUL WORK
CREATING NEW PATHWAYS AND PARTNERSHIPS
FOR TRANSITION-AGE YOUTH WITH DISABILITIES

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LED BY ASPIRATIONS

POINT #1

What do you want to be when you grow up?
Watch this at: www.tennesseeworks.org/success-stories

95% of youth with autism expect to have had a job
83% of parents consider paid job or community job to be important in TN

75% of youth with autism expect to obtain postsecondary education.

53% of parents held this same expectation in TN.

80% of youth with autism expect to be living on their own.

71% of parents held this same expectation in TN.

Expectations matter.

5x the odds of having a paid community job after high school.

15x the odds of having a paid job in the summer.

Elevate outcomes.
“...to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living...”

INDIVIDUALS WITH DISABILITIES EDUCATION IMPROVEMENT ACT (2004)

“...equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities.”

INDIVIDUALS WITH DISABILITIES EDUCATION IMPROVEMENT ACT (2004)

ELEVATING OUTCOMES

https://www.mischooldata.org/SpecialEducationEarlyOn/AnnualPublicReporting/AnnualPublicReportingSummary.aspx

Indicator 14

Indicator 14 requires states to report the “percent of youth who are no longer in secondary school, and who are in one of the following:”

A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program, or competitively employed or in some other employment within one year of leaving high school.” (20 U.S.C. § 1419(f)(3))

95% OF YOUTH WITH AUTISM EXPECT TO HAVE HAD A JOB

47% WERE WORKING FOUR YEARS AFTER HIGH SCHOOL

ASPIRATIONS

EXPERIENCES

Sources: Butterworth et al. (2014); Carter, Austin, & Trainor, 2012
75% of youth with autism expect to obtain postsecondary education.

Sources: Newman, Wagner, Cameto, & Knokey (2009); www.thinkcollege.org

57% enrolled in any type of postsecondary education.

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80% of youth with autism expect to be living on their own.

Sources: www.nlts2.org and www.stateofthestates.org

11% of young adults lived independently or semi-independently four years later.

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Autism spectrum disorder is characterized by...

* DEFICITS in social-emotional reciprocity, ranging, for example, from abnormal social approach and failure of normal back-and-forth conversation; to reduced sharing of interests, emotions, or affect; to failure to initiate or respond to social interactions.

* DEFICITS in nonverbal communicative behaviors used for social interaction, ranging, for example, from poorly integrated verbal and nonverbal communication; to abnormalities in eye contact and body language or deficits in understanding and use of gestures; to a total lack of facial expressions and nonverbal communication.

* DEFICITS in developing, maintaining, and understanding relationships, ranging, for example, from difficulties adjusting behavior to suit various social contexts; to difficulties in sharing imaginative play or in making friends; to absence of interest in peers.

DSM-V Definition

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Intellectual disability is "a disability characterized by significant limitations both in intellectual functioning and in adaptive behavior, which covers many everyday social and practical skills." AAIDD definition (2010)

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...the coordinated set of activities must:
(a) be based on the individual child’s needs;
(b) take into account the child’s strengths, preferences, and interests…”

HOW MUCH IS EACH TRAIT CHARACTERISTIC OF YOUR CHILD?


www.hiremystrengths.org

EQUIP FOR EMPLOYMENT POINT #5
BUILDING SKILLS, ATTITUDES, EXPECTATIONS, AND RESUMES

<table>
<thead>
<tr>
<th>Task-related social behaviors</th>
<th>Very poorly</th>
<th>Somewhat poorly</th>
<th>Somewhat well</th>
<th>Very well</th>
<th>Unusual</th>
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</thead>
<tbody>
<tr>
<td>Working together with others as a member of a team</td>
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<td>Accepting help from co-workers</td>
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<td>Speaking appropriately to a supervisor</td>
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<td>Offering to help co-workers or customers</td>
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<td>Asking for an explanation when instructions are unclear</td>
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<td>Believing questions to others when unsure of the answer</td>
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<td>Asking a co-worker for assistance or help when needed</td>
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<td>Following directions given by a co-worker or supervisor</td>
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<td>Providing necessary information prior to starting a job</td>
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<td>Giving constructive criticism without getting angry or upset</td>
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PROVIDING CAREER EXPLORATION EXPERIENCES

Start early...

➤ Career awareness activities
➤ Vocational education courses, clubs, and programs
➤ Volunteer activities or service-learning
➤ Community-based instruction
➤ Internships or apprenticeships
➤ On-campus work experiences (school-sponsored)
➤ Off-campus work experiences (school-sponsored)

THE POWER OF PAID WORK

2.5 times more likely
SUMMER EMPLOYMENT
➤ It is what youth do...
➤ More job openings
➤ Academics vs. work
➤ Reduces learning loss
➤ Provides earlier work experiences
➤ Provides more work opportunities

Elementary/Middle School
- Self Exploration
- Career Exploration
- Field Trips
- Job Shadowing

9th Grade
- Career Exploration
- Job Shadowing
- Career Planning

10th Grade
- Job Sampling
- Service Learning
- Paid Employment
- Career Planning

11th Grade
- Job Sampling
- Service Learning
- Paid Employment

12th Grade
- Service Learning
- Internships
- Apprenticeships
- Paid Employment

Ages 18-21
- Job Shadowing
- Paid Employment
- Internships
- Apprenticeships
- Paid Employment

Postsecondary
- Job Sampling
- Service Learning
- Paid Employment

WWW.TRANSITIONTN.ORG/PATHWAYS-TO-EMPLOYMENT
IT TAKES A COMMUNITY…

Youth with Disabilities

Meaningful Integrated Employment

Attitudes, Expectations, Awareness, & Opportunities

Natural Community Partners

Families

Schools

Employers

Agencies

AGENCY AND COMMUNITY PARTNERS

➤ Information and advocacy agencies
➤ County human services agencies
➤ Residential service agencies
➤ State vocational rehabilitation service agencies
➤ Social Security Administration
➤ Postsecondary education/college disability service agencies
➤ Area workforce centers
➤ Independent living centers

WWW.TRANSITIONTN.ORG/SUPPORTS-PARTNERSHIPS
A FEW QUESTIONS

➤ How would any youth in our community find an after-school or summer job?
➤ What organizations and pathways already exist that help support youth in finding or maintaining jobs?
➤ Which of these resources could be drawn upon to support youth with autism and other disabilities?


www.tennesseeworks.org/minigrant

ENGAGING NEW PARTNERS AND ALLIES


PUTTING FAITH TO WORK
BRINGING IT ALL TOGETHER

SUMMER EMPLOYMENT EXPERIENCES OF YOUTH IN WISCONSIN

Source: Carter, Ditchman, et al. (2010)

Community Connectors
Employer Liaisons
Summer Employment
Summer-Focused Planning
Resource Mapping
Community Conversations
COMMUNITY CONVERSATIONS

STRATEGY #1

OUR APPLICATIONS OF COMMUNITY CONVERSATIONS

➤ Integrated, competitive employment for individuals with IDD (TN; 6 events)
➤ Employment for people with disabilities (TN; 14 events, 1 in Spanish)
➤ Summer employment for youth with severe disabilities (WI; 7 events)
➤ Independent living and its pathways for people with disabilities (TN; 3 events)
➤ Inclusive faith communities for people with disabilities (TN; 2 events)
➤ Inclusive school and recreation activities (WI; 12 events)
➤ Inclusive school activities for youth with severe disabilities (KY; 6 events)
➤ Inclusive higher education for students with ID (TN; 3 events planned)

See this video at https://vimeo.com/128230120
Community Conversation Planning Timeline

6 weeks out
- Meet with committee
- Finalize catering
- Begin recruitment via email, phone, and mailings
- Evaluate RSVPs
- Gather decor
- Contact potential table hosts
- Choose an opening speaker
- Set a date and time
- Form planning committee
- Create online registration site
- Develop recruitment strategy
- Brainstorm logistics

4 weeks out
- Meet with committee
- Continue recruitment via email, phone, and mailings
- Evaluate RSVPs to focus recruitment efforts
- Send PSAs to local television and radio
- Confirm table hosts
- Create a plan for registration and set-up/take-down
- Begin printing materials
- Gather supplies from checklist
- Create presentation
- Check technology at venue

2 weeks out
- Meet with committee
- Continue recruitment via email, phone, and mailings
- Evaluate RSVPs to focus recruitment efforts
- Speak with table hosts about expectations
- Complete printing of materials
- Double-check supply list
- Check-in with catering and venue teams
- Check-in with opening speaker

1 week out
- Set-up 2 hours prior
- Test technology
- Meet with table hosts
- Create task list for set-up team
- Develop a floor plan for registration and tables
- Print name tags
- Pack supplies and decor

1 day out
- ENJOY!
Inviting the Community

Identifying Roles

Take a Moment to Identify Your Roles

- Individual With a Disability
- Family Member
- Educator/School System
- Business Leader
- Civic Leader
- Community Non-Profit
- Faith Community Member
- Disability Agency/Provider

WHO MIGHT YOU INVITE...

- Advocacy Agencies
- Arts
- Boys and Girls Club
- Business Owners/Leaders
- Center for Career Development
- Chamber of Commerce
- City Leaders
- Civic Organizations/Agencies
- Church and Faith Communities
- Community Arts
- Community Non-Profits/Disabled Agencies
- Department of Intellectual Disabilities
- Health Care Providers
- Down Syndrome Association
- Employment Specialists and Job Coaches
- Families
- Family Support Centers
- Heimle for Humanity
- Job Developers
- Job Training and Tech Centers
- Neighbors
- Friends

- Newspapers/Radio/Media
- Recreation Programs
- Residential Support Providers
- School Administrators
- School and Community Recreation programs
- School Board
- School District Directors
- Scouting Groups
- Social Workers
- Social Security Administration
- State Representatives
- Supported Employment Agencies
- Workers and Staff
- Time Banks
- Transition Specialists
- Independent Living Centers
- Universities and Colleges
- Vocational Rehabilitation
- YMCA
- Youth

And Many, Many Others
Who Came?

- Disability Agencies: 12%
- Families: 21%
- Faith Communities: 3%
- Community Groups: 11%
- Civic Leaders: 7%
- Employers: 12%
- Educators: 19%
- Families: 21%
- Self-Advocates: 8%

STRUCTURING ENGAGING CONVERSATIONS

6:00-6:15 Welcome
- Attendees settle into seats (perhaps after getting food and/or drinks).
- Facilitator/host introduces purpose of event and outlines the conversation process.

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STRUCTURING ENGAGING CONVERSATIONS: CONTEXT

Chattanooga
168,000 residents in Chattanooga
31,000 of those residents have a disability
5,000 of those residents have an intellectual and developmental disability
Less than 900 of those 5,000 are employed.
The majority of the 900 are working part time and/or for less than minimum wages.

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POsing YOUR QUESTIONS

- Pose only one or two questions
- Ask questions that push people to think about what they can do to elicit change
- Avoid questions that explore barriers or clarify values (why or should)
- Choose questions that will resonate with your community
- Write the questions in a way that encourage action and commitment (What can we do...? How might we...?)
- Analyses across sites is easier when there are common questions
- Questions are driven by your goals...
STRUCTURING ENGAGING CONVERSATIONS

6:15-6:35 Round 1: Conversation about question #1
- The facilitator poses question to group and encourages attendees to participate in discussion with others at the table.
- This question is designed in advance by the facilitators to elicit solutions, strategies, and resources that are applicable for your events.
- This question is not ruling out here and now, were you to make a commitment to something.
- The designated “table host” initiates the conversation and writes down key points made during the discussion.
- This discussion lasts 15-20 minutes.

Table Host Notes

What can we do as a community to increase meaningful employment opportunities for young people with intellectual and developmental disabilities?

Possible community conversation questions

Below is a list of possible questions that could be used for a community conversation. Adapt any that would be applicable for your events.

**Topic: Employment**
- **Question 1:** How can we as a community increase employment opportunities for all youth?
- **Question 2:** What can I do to increase employment opportunities for all youth?

**Topic: Inclusion of high school students**
- **Question 1:** What can we do to ensure that all high school students are and feel included in the extracurricular activities and classes available in your district?
- **Question 2:** What can I do in the next 6 months to ensure that all high school students are and feel included?

**Topic: Post-secondary preparation and options**
- **Question 1:** How can we better prepare our youth for life after high school?
- **Question 2:** How can I help prepare youth for post school life?

**Topic: Collaborations between community, schools, and families**
- **Question 1:** What can we do as a community to better support collaboration between the community, schools, and families?
- **Question 2:** What can I do in the next 3 months to improve collaboration between my community, schools, and families?

Café etiquette

- **Silence:** Here are some ideas for getting back on track:
  - Have fun!
  - Focus on what matters
  - Speak your mind and heart
  - Listen for insights to deeper questions
  - Think of what you enjoy about experience or because they can quickly match. Let me read the question once more. "You may not have direct personal or professional impact on this question, that. " I see how that gives background on my idea. "I understand you had a struggle in this point yet. " What adjustments might have to be made to some of those assets so that their thoughts…
  - Dominance: To inclusive thinking.
  - Hesitation at the beginning, we will all take part in this, but if there is fear of dominating, then you will be sharing briefly…
  - Jot down the key ideas for yourself, as you might use when during the comment you heard at your table.
  - Facilitate brief introductions at your table—just names, so that people can address each other. No need to list obstacles, for each, it. What are your ideas for progress here?
  - Whenever barriers are mentioned, & references might also be used, for each:
    - You may not have direct personal or professional impact on this question, or others at the table.
    -People who suffer from the issue are eager to tell you that something of this.
    -Where do you go in your free time, living/working in our community.
    -What adjustments might have to be made to some of those assets so that people with physical, social, medical & intellectual disabilities might be better supported?
    -Score of the table when it is time for notes that go into the action plan.

**Notes**

- DEAS Resources:
  - Chattanooga STRATEGIES & RESOURCES
  - %& TRAVELERS FROM OTHER TABLES

**Table Host Reference Sheet**

- Table host reference sheet:
  - Facilitators may provide a sheet to support note-taking during the conversation.
  - This is from the World Café website.

Thank you for serving as Table Host for our Community Conversation tonight!
STRUCTURING ENGAGING CONVERSATIONS

6:35-6:55 Round 2: Conversation about question #1
- After 15-20 minutes of discussion, everyone except the table host moves to a different table and continues the discussion about the same question for another 15-20 minutes.

Round 2: Switch Tables
Table Host

What can we do as a community to increase meaningful employment opportunities for young people with intellectual and developmental disabilities?

6:55-7:15 Round 3: Conversation about question #2
- The facilitator poses some questions that encourage attendees to consider what they might do to resolve the issue, or what the group can do to create change in their communities.

After the three rounds of discussion, each participant will have personally met and shared ideas with as many as 12-18 other people.

Round 3: Switch Tables
Table Host

How might we work together in compelling ways to make these ideas happen here?

7:15-8:00 Harvest
- A large-group discussion of the best ideas, resources, and strategies is held. Ideas are posted on a large poster-sized piece of paper for the group to see.

In most situations, the facilitator or another organizer shares the key points of the conversation via e-mail with the attendees at a later date.
Example Ideas and Strategies Shared at the Event

Recommended Employment Resources:

http://www.waisman.wisc.edu/cedd/

Advocating for strong transition services in schools

• Provide education and training to parents

• Communicating high expectations and holding youth accountable for their employment

• Community resources available to support students toward employment

• The transition process and how to leverage this information to get and/or keep health insurance

• Important job-readiness skills promoted

• Pathways and strategies for getting hired and/or promoted

• Disabilities awareness

• Tax incentives

• Benefits of hiring people with disabilities, including

• Creative strategies such as job sharing

• Existing--employees with disabilities

• Modifications, strategies, and other resources to support them with hiring new--or supporting existing--employees with disabilities

• Identifying and overcoming attitudinal barriers to employment

• Disability awareness

• Hiring incentives (PSA), challenge employers, and implement local community conversations: A practical guide for families, services providers, and communities

• Mayor Dean could do a public service announcement

• We could provide education and training to parents

• “Strategic self-disclosure” – when and how to share about their disability

TO LEARN MORE

http://www.waisman.wisc.edu/cedd/launchinginclusiveefforts.pdf

http://www.tennesseeworks.org/minigrant/

http://www.facebook.com/NashvilleCommunityConversations

$50%$ said they would do more

>50% said they would do more

Successful Models

• Alignment Nashville

• Best Buddies, which has a model for mentoring

• The Tennessee Disability Pathfinder

• Hands On Nashville

• Campus for Human Development

• Nashville Chamber of Commerce

• Metro Nashville Public Schools (MNPS)

• Access Ride

• National Employment Network (https://disability.workforce3one.org)

• The Labor's Employment and Training Administration (www.doleta.gov/disability/)

• One-Stop Career Solution (www.doleta.gov/onestop.cfm)

• Disability.Gov's Employment Portal (www.disability.gov/employment)

• Alliance for Full Participation

• Campaign for Disability Employment (www.campaignforde.com)

• ADAAA Info (www.adaaa_info.cfm)

• The Office of Disability Employment Policy (www.dol.gov/odep)

• Resources for hiring people with disabilities (www.aaadaa.com)

• American Association of People with Disabilities (www.aapd.org)

• The World Cafe (www.theworldcafe.com/key-concepts-resource/world-cafe-method)

Potential Partners:

• Tennessee Disability Pathfinder

• Tennessee Business Leadership Network

• Metro Nashville Public Schools (MNPS)

• Nashville Poverty Council

• Access Ride

• The Labor's Employment and Training Administration (www.doleta.gov/disability/)

• One-Stop Career Solution (www.doleta.gov/onestop.cfm)

• Disability.Gov's Employment Portal (www.disability.gov/employment)

• Alliance for Full Participation

• Campaign for Disability Employment (www.campaignforde.com)

• ADAAA Info (www.adaaa_info.cfm)

• The Office of Disability Employment Policy (www.dol.gov/odep)

• Resources for hiring people with disabilities (www.aaadaa.com)

• American Association of People with Disabilities (www.aapd.org)

• The World Cafe (www.theworldcafe.com/key-concepts-resource/world-cafe-method)
Thank you for participating in this first Nashville Community Conversation! We would appreciate your feedback on this process. Your anonymous responses will be shared back with our team.

Which of the following best describes your role this evening? Check all that apply
- Disability Service Provider
- Business/Employer
- Academia/Education
- Individual or family member impacted by disability
- Other Non-Profit (not disability-specific)
- Government
- Faith Community
- Other(s):

Let us know the extent to which you disagree or agree with each of the following statements:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>I Don't Know</th>
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<tbody>
<tr>
<td>1. This conversation was a valuable investment of my time.</td>
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<td>2. I learned about resources, opportunities, or connections in my community that I previously did not know about.</td>
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<td>3. This conversation will contribute to increased employment opportunities for people with disabilities in our community.</td>
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<td>4. I was able to identify things I could do to enhance employment outcomes for people with disabilities from this conversation.</td>
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<td>5. I would invite someone I know to attend another event like this if one is held in the future.</td>
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<td>6. People in our community are generally receptive to employing people with disabilities.</td>
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<td>7. Our community has the ability right now to support people with disabilities well in meaningful jobs.</td>
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<td>8. Strong partnerships between employers, community agencies, and families currently exist in our community.</td>
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<td>9. Members of our community need help learning how to support people with disabilities in meaningful jobs.</td>
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<td>10. Follow-up events or actions on this issue are needed in our community.</td>
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<td>11. The conversation this evening improved my perceptions of our community’s commitment to improving employment opportunities for people with disabilities.</td>
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<td>12. I am leaving this conversation with specific steps I plan to do to increase employment opportunities for people with disabilities.</td>
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</tbody>
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Please Complete the Back Page
**RESEARCH SUPPORT**

- Raynor, O., Hayward, K., Semenza, G., & Stoffmacher, B. (in press). *Community conversations to increase employment opportunities for young adults with developmental disabilities in California*. *Journal of Disability Policy Studies*

**RESOURCE MAPPING**

- Helps youth, families, and school/transition teams identify all available community supports and resources:
  - Disability-related services
  - Generic services and supports
  - Employment and volunteer opportunities
  - Social and recreational options

**MAPPING A COMMUNITY**

- Community conversations feed the map
- Seed the map with an initial structure and content
- Survey the community
- Make it a “living” or “evolving” document
- Has to be informed by parents, teachers, others who know about opportunities that exist in the community
RATIONALE

➤ Helps document many “unspoken” resources—makes them public for everyone
➤ Brings together disconnected and fragmented efforts into one place
➤ Invites new partners into this work (i.e. 4-H, scouting, employers)
➤ Gets much-needed info into the hands of youth and families

SUMMER-FOCUSED PLANNING

STRATEGY #3

CONSIDERATIONS IN THE PLANNING PROCESS

➤ Who was part of this meeting or conversation?
➤ What are some of the student’s long-term, “big picture” goals for life after high school?
➤ What are the student’s short-term goals for the spring semester and upcoming summer in the area of work and other community activities?
➤ List these short-term goals and needed supports.
  ➤ What are some possible places in our community that might provide opportunities?
  ➤ Who do we already know—or need to seek out—who might be able to help?
  ➤ What supports or resources are needed to make this happen?
➤ Who will take responsibility for following up on this?
Figure 1. Summer Activities Planning Tool

Summer Activities Planning Tool

Student: ___________________________ School: ___________________________
Date: ___________________________ Location: ___________________________ Led by: ___________________________

1. Who was part of this meeting/conversation?
   
   Student ___________________________ (student must be present)
   ______________ (role/relation to student)
   ______________ (role/relation to student)
   ______________ (role/relation to student)
   ______________ (role/relation to student)

2. What are some of the student’s long-term, “big picture” goals for life after high school?
   Example Guiding Questions: What are you really good at? What do you like to do? What kind of job would you like after high school?

3. What are the student’s short-term goals for the spring semester and upcoming summer in the area of work and other community activities?
   Here are some questions you might ask to help the student identify his or her goals:
   - What types of jobs have you had in the past? Are you working right now? Did you work last summer?
   - What types of summer experiences could help you meet your goals for after high school?
   - What would be your top three places to work this summer? What other types of jobs sound interesting to you?
   - What do you like to do in your spare time?
   - What types of jobs or activities do you definitely not want to do?
   - What is most important to you in a summer job (e.g., pay, type/appeal of job, location)?
   - What is available in our community that might be a good fit with your interests?
   - What type of help will you need in the next few months to connect you with a summer job? (e.g., applications, phone calls, finding openings, practice interviews).
   - Are there other people—personal friends, relatives, neighbors, friends of your family—who might help connect you with a job opportunity?

4. List these short-term goals and needed supports.

<table>
<thead>
<tr>
<th>Short-term/Summer goals</th>
<th>What are some possible places in our community that might provide opportunities?</th>
<th>Who do we already know—or need to seek out—who might be able to help?</th>
<th>What supports or resources are needed to make this happen?</th>
<th>Who will take responsibility for following up on this?</th>
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</table>

Consider some of the following questions when thinking about the supports and resources the student might need:
- Will the student need direct help or support on the job? If so, who could provide that support?
- Will the student need someone to check in with him periodically during the summer?
- Are there transportation issues, scheduling conflicts, family concerns, or other logistical considerations to be addressed?
- Are there skills the student should learn to better prepare him before a job starts?
- What roles will the student, family, teachers, and/or business representatives play in connecting to this job?
RATIONALE

➤ Focuses on specific time frame often not discussed by schools
➤ Prompts early planning
➤ Increases youth/family buy-in
➤ Provides important logistical information school teams need to effectively locate opportunities
➤ Provides mechanism to ensure needed experiences, supports and connections are identified

TRANSITION PLANNING INVOLVEMENT

Source: NLTS-2 Wave 1 School Program Survey
If you don’t know where you’re going, you might not get there.

YOGI BERRA

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Jeanne Gavigan’s Employment Profile

**Skills & Duties:**
- Skilled in a variety of tasks including:
  - Organizing andkeeping office files and materials
  - Taking messages and organizing
  - Stocking copiers with paper
  - Organizing the copy room and additional areas
  - Creating binders
  - Creating binders and shelving books
  - Collecting, sorting, and distributing mail
  - Alphabetizing
  - Watering plants
  - Cleaning the break room, counters, and organizing cabinets

**Personal Traits:**
- Happy, hard worker, passionate, achievement-oriented, punctual, organized, responsible, helpful, compassionate, confident, friendly, funny

**Values Support For Me At Work:**
- Provide a schedule
- Tell me schedule/job changes ahead of time so that I can prepare
- Provide a checklist of specific tasks to accomplish
- Provide verbal and written directions and a chance for hands-on learning
- Confirm my understanding even when I say “I got it”
- Build in down time, time to myself, or short breaks to allow me to refocus
- Allow time to complete tasks that I begin
- Be willing to listen, be patient, and understanding when it comes to communication

**Supports that help me succeed:**
- Providing a written schedule and time off
- Breaks in a list of specific tasks to accomplish
- Providing a written schedule and a chance for hands-on learning
- Providing “hands on” skills training
- Providing self-paced training
- Independence enables me to answer questions
- Cpmpetent understanding of when to stop
- comfortable, warm and inviting
- A caring, understanding work environment
- Provide experience for me to work with different customers

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Faith McDonald’s Profile

**Skills & Duties:**
- Skilled in a variety of tasks including:
  - Organizing andkeeping office files and materials
  - Taking messages and organizing
  - Stocking copiers with paper
  - Organizing the copy room and additional areas
  - Creating binders and shelving books
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A FEW QUESTIONS

➤ What educational supports do we already provide to students with disabilities in the summer months?
➤ How might those supports be reallocated or revised to address employment and transition needs?
➤ What supports do other agencies and organizations provide that could be drawn upon to support summer employment?

COMMUNITY CONNECTORS

STRATEGY #4

POTENTIAL ROLES

➤ Attend the Community Conversation and suggest others to invite
➤ Facilitate student planning meetings
➤ Identify interests and goals with student and develop a plan to help youth meet those goals
➤ Collaborate with Employer Liaison to identify job options
➤ Make connections to link youth to summer opportunities
➤ Follow-up with youth and others to make sure progress is being made

RATIONALE

➤ Ensures someone will follow up on intentional planning and make actual connections
➤ Designates a lead person to explore community opportunities and resources
➤ Creates a “point person” for families
➤ Creates a “point person” for the business community
EMployer Liaisons

Strategy #5

We could partner with our local high school to:

- co-sponsor a job fair
- co-sponsor a job shadowing day or career exploration event for youth
- help match youth to job openings in the community
- create a directory of employers with jobs or internships available to youth
- provide feedback to teachers on their career development/vocational programs
- offer mock interviewing or resume writing practice for youth

We could:

- include info about the school’s vocational program on our website/newsletters
- help raise funds for the local/high school(s) to expand their employment programs
- invite you to talk about the employment needs of youth with disabilities at one of our meetings

We could identify employers in our network willing to:

- offer “job shadow” experiences to youth with disabilities
- provide paid or unpaid work experiences for youth with disabilities
- speak to other employers about their positive experiences hiring youth with disabilities
- meet with schools to talk with youth with disabilities about what businesses are looking for
- develop on-the-job training programs

Somewhat or very feasible

Rationale

➤ Relationships, relationships, relationships
➤ Provides perspective of someone who knows business needs
➤ Provides a resource and help to teachers so they don’t have to do it all
➤ Identifies jobs that youth and families would otherwise not find or know about
INTERVENTION PACKAGE TO PROMOTE SUMMER EMPLOYMENT OUTCOMES FOR YOUTH WITH DISABILITIES

A PORTRAIT OF THEIR SUMMER POSITIONS

- Cleaning
- Assembly Work
- Daycare Center
- Food Service
- Clerical
- Animal Care
- Stocking
- Grounds Maintenance
- Farming
- Lawn Mowing
- Computers
- Other

On the job: Stories from youth with disabilities

Read more: http://www.waisman.wisc.edu/ucedd/images/OntheJob.pdf

WWW.TRANSITIONTN.ORG