

# TRANSITION TO EMPLOYMENT WEBINAR SERIES

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# TRANSITION TO EMPLOYMENT WEBINAR SERIES

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February 19, 2019

Accessing CIE through a Customized Approach

April 16, 2019

Using the strategies of Discovery to learn about a student's strengths, interests and support needs

September 17, 2019

Translating information from Discovery into characteristics of a well-matched work experience

# “Competitive Integrated Employment”

Workforce Innovation and Opportunity Act (WIOA 2014)

- Minimum or prevailing wage
- In the community
- Same opportunities for integration as someone else in that type of job
- Same access to advancement and benefits as anyone else in that job

# How does WIOA impact students with disabilities?

- High expectations for all students and adults;
- All young adults will have the opportunity to prepare for, obtain, maintain, advance in or re-enter Competitive Integrated Employment;
- Section 511 limits the use of subminimum wage;
- As of July 22, 2016, people 24 and younger must meet conditions prior to being employed at subminimum wage:
  - Pre-ETS AND
  - Applied for VR AND were determined ineligible or
  - IPE and efforts to progress toward the employment outcome were not successful, VR case closed
  - Career counseling and referral

# Is Competitive Integrated Employment for Everyone?

# What does this mean for adults & youth with significant needs?

- We presume that everyone can work in their community,
- There are many ways to earn a living and contribute,
- We can define “work” in many ways,
- We look for strengths, support needs, interests, factors that motivate each person.

# JUST BECAUSE YOU CAN'T COMPETE DOESN'T MEAN YOU CAN'T WORK FOR REAL PAY IN A COMMUNITY JOB

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It just means you need a different strategy to be successful getting a job.

# 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.



# Two Distinct Approaches

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



# Customized Employment

- *A job description is proactively negotiated based on the “strengths, needs and interests” of job seekers;*
- Meets both job seeker and employer needs/benefits;
- Attempts to avoid the barriers created by job descriptions by unbundling demands through voluntary *negotiations* with employers.

# Customized Job Development

## Job Seeker Initiates

- Job seeker's skills, tasks & contributions are emphasized
- Employers are contacted because their needs might match what the job seeker brings
- Job seeker or representative presents a proposal
- A position is negotiated

## Employer Reacts

- *Considers proposal*
- *Reviews their unmet needs or allows developer to I.D. unmet needs*
- *If a match is identified, a new job description is created*

Customizing a job requires that we explore these five components from the job seeker's perspective:

- 1. Conditions
- 2. Preferences and Interests
- 3. Contributions to Be Offered
- 4. Discrete Tasks to Be Performed
- 5. Specific Employers to Be Contacted

Tasks, location, & supports were negotiated

# Areas of Employer Benefit

## ***Unmet workplace needs:***

This area focuses on tasks that need to get done but are not getting done in the way the employer would like. It also can include tasks that have not been performed but need to be.

## ***Tasks better performed by others:***

This area focuses on aspects of jobs that might better be performed by others at a lower pay grade. This option can directly save money for employers.

## ***Specific benefit to enhance business:***

This area focuses on workplace needs for additional productivity in specific tasks. It must be matched with job seeker's specific competencies.

# IDEA 2004

- IEP teams must now include transition planning in the first IEP that will be in effect when the child turns 16 years of age (or earlier if the team deems it is appropriate); states might mandate an earlier date, but not a later one.
- Development of **appropriate measurable postsecondary goals** based upon **age-appropriate transition assessments** related to training, education, employment, and, where appropriate, independent living skills;
- These **goals should reflect the student's strengths, preferences, and interests.**

# Age Appropriate Transition Assessments

related to training, education, employment, and, where appropriate, independent living.





# Traditional Approaches to Assessment

- Attempt to answer the question whether or not the person can work,
- Or to determine the specific job or career path the person should pursue.
- These approaches lead the job seeker into a competitive process and narrow the field of potential jobs.

# The path to your adult life

Measurable Postsecondary Goals

Identify what supports you need to achieve your desired outcomes

- Connect with agencies that provide those supports
- Barter for those supports
- Design your activity to lesson the needed supports

Learn alternative strategies to perform the activity

Have experiences that prepare you for adult life

Improve your skills in needed activities

Current Levels of Performance

# WHAT IF WE BEGAN WITH THE VISION THAT EVERYONE WILL WORK?

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You need to opt out of work rather than opting in or demonstrating that you are 'ready' or able to work.



How do we encourage families and young adults to dream big?

# Age-Appropriate Transition Assessments

can be formal or informal

- Discovery as an informal “assessment”:
  - Looking for rich and robust information;
  - Non-judgmental;
  - Descriptive, narrative and optimistic;
  - Doesn’t evaluate, measure or compare.
- Interest inventories and aptitude tests
- Interviews of support staff, family, outside agencies
- Work experience performance information

# DISCOVERY ANSWERS THE QUESTION, “WHO IS THIS PERSON?”

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Where are they at their best? What do they do? How do they do it? What motivates the person? Activities of daily life across environments....

# Strategies for Facilitated Discovery

- Conversation

- Interview

- Time together

- Observation

- Participation with the student in activities both familiar and novel

- Finally, review of records



# Discovery Activities

- Time at the student's home
  - Routines
  - Parent, sibling interviews
  - Observations
- Time at school
- Community
- People who know the individual best

# Discovery identified that Lance enjoyed visiting with familiar people

- Tasks where he could move around between periods of sitting

- Familiar people and environments

- Opportunity to see large vehicles

- Mobility support

# Purpose of Work Experience

- 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

# Homework: Begin your plan for Discovery

- Who knows this student best?
- What activities does this student participate in that illustrate them at their best?
- What activities does this student participate in that illustrate where they have the most support needs and best strategies to meet them?

# THE RECOMMENDATIONS TO IMPROVE TRANSITION OUTCOMES FOR STUDENTS WITH DEAF-BLINDNESS AND ADDITIONAL DISABILITIES

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<https://nationaldb.org/products/transition-recommendations>

# U.S. DEPARTMENT OF LABOR OFFICE OF DISABILITY EMPLOYMENT POLICY

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*<https://www.dol.gov/odep/topics/customizedemployment.htm>*

# IDEA RESOURCES

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Resources for families, professionals, and students

<http://www.parentcenterhub.org/transitionadult/>

# EMPLOYMENT FIRST MOVEMENT

## PRIORITIZES PAID COMMUNITY EMPLOYMENT AS THE PREFERRED CHOICE OF EMPLOYMENT

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Under this approach, publicly-financed systems are urged to align policies, service delivery practices, and reimbursement structures to commit to integrated employment as the priority option with respect to the use of publicly-financed day and employment services for youth and adults with significant disabilities. ODEP defines integrated employment as work paid directly by employers at the greater of minimum or prevailing wages with commensurate benefits, occurring in a typical work setting where the employee with a disability interacts or has the opportunity to interact continuously with co-workers without disabilities, has an opportunity for advancement and job mobility, and is preferably engaged full-time. Many states have formally committed to the *Employment First* framework through official executive proclamation or formal legislative action



# NTACT NATIONAL TA CENTER ON TRANSITION

[HTTPS://TRANSITIONTA.ORG/TRANSITIONPLANNING](https://transitionta.org/transitionplanning)

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## Age-Appropriate Transition Assessment Tool Kit

[https://transitionta.org/system/files/toolkitassessment/AgeAppropriateTransitionAssessmentToolkit2016\\_COMPLETE\\_11\\_21\\_16.pdf](https://transitionta.org/system/files/toolkitassessment/AgeAppropriateTransitionAssessmentToolkit2016_COMPLETE_11_21_16.pdf)



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