

# PREPARING STUDENTS WITH DISABILITIES FOR CAREERS AND COLLEGE THROUGH AN EVOLUTION OF PRE-ETS ACTIVITIES

## Part 1



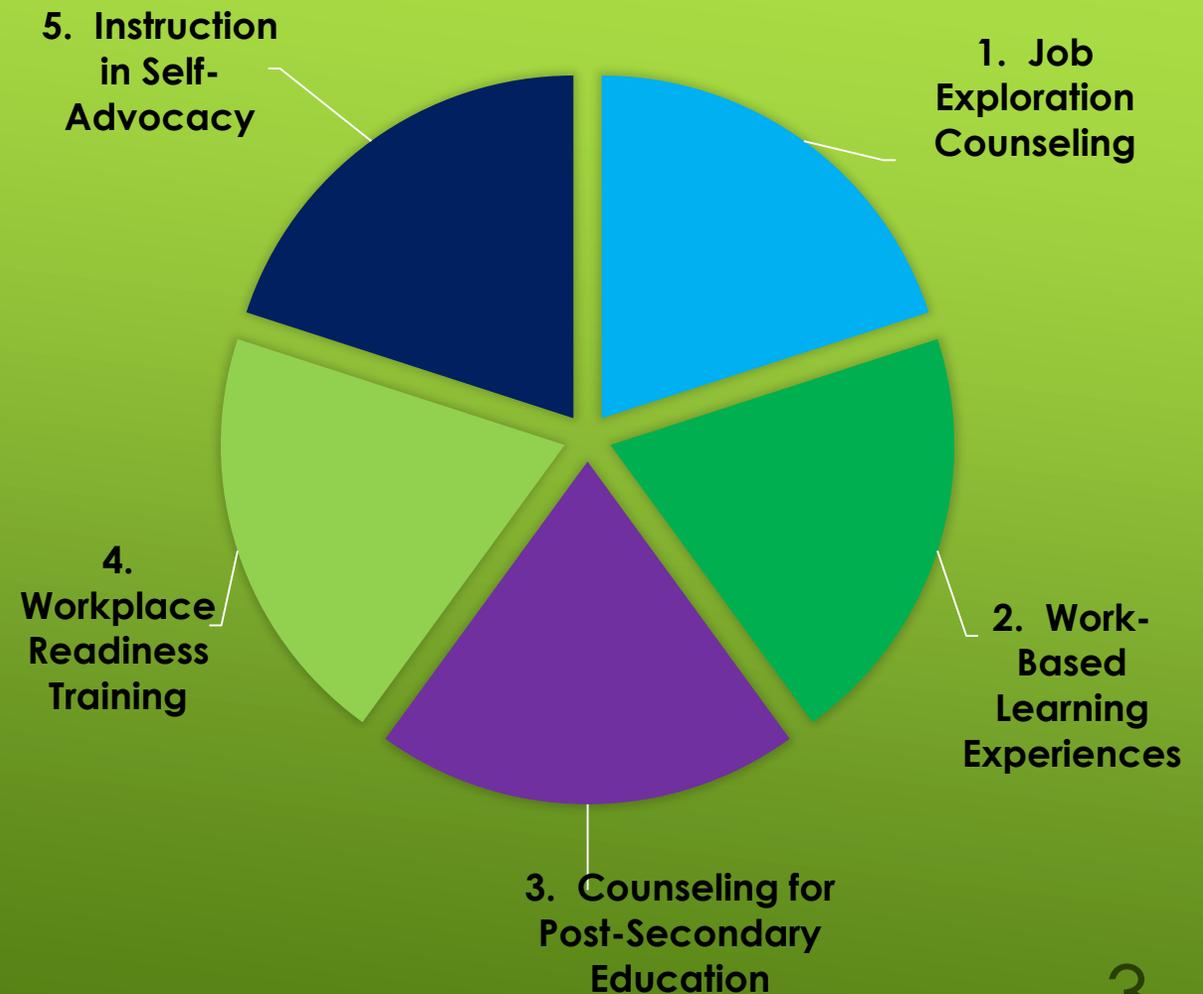
# WORK-BASED LEARNING PROGRESSION

- ▶ Ideas of Pre-ETS activities embedded in a model of work-based learning progression;
- ▶ 3 Pre-ETS areas are combined to illustrate how to address several areas simultaneously through meaningful activities;
- ▶ Individualized path for a student to prepare for a career and/or college;
- ▶ The path doesn't need to be linear...it can be fluid;
- ▶ There are no prerequisite requirements to move from one activity to the next.

# Pre-ETS Categories that Involve WBL

1. Job Exploration Counseling:  
Services to assist students with disabilities to explore the world of work and career choices
2. Work-based Learning Opportunities:  
Provide opportunities for paid or non-paid work experiences in a school or community setting
4. Workplace Readiness Training:  
Services that focus on preparing the student for the workplace

FIVE PRE-EMPLOYMENT TRANSITION SERVICES CATEGORIES



# WITHIN THOSE 3 PRE-ETS CATEGORIES:

- WILL DISCUSS WORK-BASED LEARNING AS A PROGRESSION OR CONTINUUM
- HOW CAN WE DEVELOP WBL TO HAVE A MULTI-LAYERED APPROACH  
(HOW IT CAN BUILD UPON ITSELF TO CREATE RICH STUDENT EXPERIENCES)



# Work-based Learning

In this context:

- Pre-employment services for high schools students 14 and older with disabilities

- ❖ Instructional strategy for preparing ALL students for success in post-secondary education and careers
- ❖ Expose students to employment options
- ❖ Expose students to workplace readiness (soft skills, various workplace environments, etc.)
- ❖ Often includes enrichment activities that support, extend and deepen classroom work

# WBL Progression

- Should be driven by student outcome, rather than by activities
- May look differently for each student, depending on career goals, student interests and learning needs
- Is an instructional strategy that can be tailored for student needs



# Work-Based Learning Progression



Career Awareness	Career Exploration	Career Preparation	Career Training
<p><b>Learning ABOUT work</b></p> <p>Build awareness of the variety of careers available and the variety of jobs within career fields. Broaden students' perspectives of personal skills to utilize, reinforce and develop for work.</p> <p><b>Sample Student Outcome</b> Student can articulate some potential careers they would like to explore and what training and education are required to find success in those fields.</p> <p><b>Experiences might include:</b></p> <ul style="list-style-type: none"> <li>• Workplace tours (1)</li> <li>• Guest speakers from specific fields/ industries (1)</li> <li>• Career fairs (1)</li> <li>• Trades rodeos (1)</li> <li>• Labor market and job outlook research (1)</li> <li>• Career interest inventories (1)</li> <li>• Discovery (1)</li> <li>• Job shadows (2)</li> </ul>	<p><b>Learning ABOUT work</b></p> <p>Explore career options for the purpose of motivating students for decision making in high school and post-secondary education.</p> <p><b>Sample Student Outcome</b> Student can give at least two examples of how the student's individual skills and interests relate to the career field and/or occupations.</p> <p><b>Experiences might include:</b></p> <ul style="list-style-type: none"> <li>• Occupation-specific informational interviews (1)</li> <li>• Learning styles inventories and multiple intelligences inventories (1)</li> <li>• Research on training and educational opportunities and requirements (1)</li> <li>• Tour Job Service Center (2)</li> <li>• Additional job shadows (2)</li> <li>• Create portfolio with relevant work samples, applications, personal references, resume, etc. May add to portfolio throughout the student's education (4)</li> </ul>	<p><b>Learning THROUGH work</b></p> <p>Apply learning through practical experiences. Activities will have consequences and value beyond the classroom and may be applicable to a variety of careers.</p> <p><b>Sample Student Outcome</b> Student builds effective working relationships with colleagues and customers; is able to contribute to a working environment.</p> <p><b>Experiences might include:</b></p> <ul style="list-style-type: none"> <li>• Complete Vocational Profile (1)</li> <li>• Project-based learning or service learning opportunities with multiple interactions with professionals (2)</li> <li>• Student-run enterprise/business (2)</li> <li>• Paid work experience connected to the student's employment goal(s) (2)</li> <li>• Work-based learning paired with classroom instruction (2)</li> <li>• Clarify any accommodation needs (4)</li> <li>• Classroom instruction on topics that support employment success: Employment soft skills, financial literacy, managing and arranging transportation, personal care, etc. (4)</li> </ul>	<p><b>Learning FOR work</b></p> <p>Train for employment and/or post-secondary education in a specific range of occupations. Some mastery of career-specific skills is evident.</p> <p><b>Sample Student Outcome</b> Student demonstrates knowledge and skills specific to employment in a particular career field.</p> <p><b>Experiences might include:</b></p> <ul style="list-style-type: none"> <li>• Paid work experience developed for specific career interests (2)</li> <li>• Employment-specific training for credentials, certifications or clinical experience (2)</li> <li>• If applicable, connect with agencies and/or resources for on-going support (4)</li> </ul>

Pre-ETS Activity Categories: 1— Job Exploration Counseling    2— Work-based Learning Experiences    4— Workplace Readiness Training

## Career Awareness

### Learning ABOUT work

Build awareness of the variety of careers available and the variety of jobs within career fields. Broaden students' perspectives of personal skills to utilize, reinforce and develop for work.

#### Sample Student Outcome

Student can articulate some potential careers they would like to explore and what training and education are required to find success in those fields.

#### Experiences might include:

- Workplace tours (1)
- Guest speakers from specific fields/ industries (1)
- Career fairs (1)
- Trades rodeos (1)
- Labor market and job outlook research (1)
- Career interest inventories (1)
- Discovery (1)
- Job shadows (2)

# Career Awareness: Learning ABOUT Work

- Builds the foundation of WBL

## ➤ AWARENESS

- What types of careers are available
- Exposure to previously unknown careers
- Learn more about career preparation and labor market information (wages, job outlook, etc.)

➤ Ideally designed to use many experiences to introduce young people to a range of careers

# Career Awareness: Learning ABOUT Work

## **RESOURCES:**

- Speakers
- Workplace tours and trades rodeos
- On-line tools (MCIS, O-net Online, Montana Job Service)
- Job shadows
- Career interest inventories

## **OUTCOME EXAMPLES:**

- Student can describe and/or show how to research career options and required training.
- Student can give an example of accepted workplace norms (may be occupation specific) such as dress, etiquette, tools needed, etc.

# Career Awareness: Learning ABOUT Work

## Considerations for Students with a More Significant Impact of Disability

### WORK?????

- ▶ Introduce the idea that anyone is able to work for pay in their community.
- ▶ Describe the strategy of customized employment and negotiated jobs to demonstrate that there are different ways to get a job.
- ▶ Begin the process of Discovery to learn about who the student is at their best, what they do, how they do it. Engage families in this process! Gather information about what works and doesn't work for them, interest areas, tasks that they do at home.
- ▶ During job shadows and workplace tours begin a list of characteristics of job sites that might work and might not work for the person; list tasks (not job titles) that they could do or do with training; identify interest areas of the student.
- ▶ Meet people who share the student's passion and interests - could they serve as a mentor? Could they share advice about various employers?

## Career Exploration

### Learning ABOUT work

Explore career options for the purpose of motivating students for decision making in high school and post-secondary education.

### Sample Student Outcome

Student can give at least two examples of how the student's individual skills and interests relate to the career field and/or occupations.

### Experiences might include:

- Occupation-specific informational interviews (1)
- Learning styles inventories and multiple intelligences inventories (1)
- Research on training and educational opportunities and requirements (1)
- Tour Job Service Center (2)
- Additional job shadows (2)
- Create portfolio with relevant work samples, applications, personal references, resume, etc. May add to portfolio throughout the student's education (4)

# Career Exploration: Learning ABOUT Work

- Explore Career Options

- Helps build students' motivation for learning and inform students' decisions about further career and educational options
- Student should have direct interaction (actual or virtual) with industry professionals
  - Student takes an active role in selecting experiences
  - Student is part of analyzing information gained and identifying new interests or next steps
  - Continues to prepare student with the basic skills necessary for more intensified WBL experiences/opportunities

# Career Exploration: Learning ABOUT Work

## **RESOURCES:**

- MCIS
- Job shadows
- Career interest inventories
- Multiple Intelligence inventories
- Connections with employers for interviews

## **OUTCOME EXAMPLES:**

- Student can give at least two examples of how the student's individual interests relate to careers or occupations explored.
- Student can articulate what post-secondary education or training is involved in specific careers or occupations.

## Career Exploration

### Learning ABOUT work

Explore career options for the purpose of motivating students for decision making in high school and post-secondary education.

### Sample Student Outcome

Student can give at least two examples of how the student's individual skills and interests relate to the career field and/or occupations.

### Experiences might include:

- Occupation-specific informational interviews (1)
- Learning styles inventories and multiple intelligences inventories (1)
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# Career Exploration: Learning ABOUT Work

## - Explore Career Options

## Considerations for Students with a More Significant Impact of Disability

- Based on what you have learned about the student's interests, visit employers where people share those interests (don't follow job titles but follow the interests).
- Interview employers and employees to learn more about that job type, skills that are valued, classes or training that would be beneficial.
- Look for tasks that the student can do or learn to do within the interest area.
- Identify potential work experience sites.
- Keep collecting information about work and about the student's interests, abilities, and tasks, and add it to the student's profile.

## Career Preparation

### Learning THROUGH work

Apply learning through practical experiences. Activities will have consequences and value beyond the classroom and may be applicable to a variety of careers.

#### Sample Student Outcome

Student builds effective working relationships with colleagues and customers; is able to contribute to a working environment.

#### Experiences might include:

- Complete Vocational Profile (1)
- Project-based learning or service learning opportunities with multiple interactions with professionals (2)
- Student-run enterprise/business (2)
- Paid work experience connected to the student's employment goal(s) (2)
- Work-based learning paired with classroom instruction (2)
- Clarify any accommodation needs (4)
- Classroom instruction on topics that support employment success: Employment soft skills, financial literacy, managing and arranging transportation, personal care, etc. (4)

# Career Preparation: Learning THROUGH Work

- Transitioning from career awareness to career preparation

- Students have interactions with employers and industry professionals over an extended period of time.
- Student activities are meaningful outside of the classroom setting and have value beyond success in school.
- The experiences are transferable and applicable to multiple career options but also reinforce academic/classroom skills.

# Career Preparation: Learning THROUGH Work

## **PREPARATION OPTIONS:**

- Project-based Learning or Service Learning
- Student-run businesses
- Work Experience
  
- Related instruction to support employment success:
  1. Employment soft skills
  2. Financial literacy
  3. Transportation training/management
  4. Arranging personal care

## **OUTCOME EXAMPLES:**

- Student develops working relationships with colleagues in a work environment.

## Career Preparation

### Learning THROUGH work

Apply learning through practical experiences. Activities will have consequences and value beyond the classroom and may be applicable to a variety of careers.

#### Sample Student Outcome

Student builds effective working relationships with colleagues and customers; is able to contribute to a working environment.

#### Experiences might include:

- Complete Vocational Profile (1)
- Project-based learning or service learning opportunities with multiple interactions with professionals (2)
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# Career Preparation: Learning THROUGH Work

- Transitioning from career awareness to career preparation

## Considerations for Students with a More Significant Impact of Disability

- Try out work experiences in employment settings.
- Clarify the student's ideal conditions for success necessary to succeed in employment.
- Clarify the need for accommodations.
- Expand the list of tasks and contributions that the individual can offer a future employer.

## Career Training

### Learning FOR work

Train for employment and/or post-secondary education in a specific range of occupations. Some mastery of career-specific skills is evident.

#### Sample Student Outcome

Student demonstrates knowledge and skills specific to employment in a particular career field.

#### Experiences might include:

- Paid work experience developed for specific career interests (2)
- Employment-specific training for credentials, certifications or clinical experience (2)
- If applicable, connect with agencies and/or resources for ongoing support (4)

# Career Training: Learning FOR Work

- Student begins to develop skills related to specific occupations

- Students have opportunities for in-depth Discovery and experience of a particular career or range of occupations.
- Students may begin to develop occupation-specific skills.
- Students may begin to attain or work toward occupation-specific credentials.

# Career Training: Learning FOR Work

## **RESOURCES:**

- Work Experience
- Student-owned business or enterprise
- Employment-specific credentials certifications

## **OUTCOME EXAMPLES:**

- Student demonstrates knowledge of a range of occupations or career fields.
- Student is independent and is able to work independently as needed.

## Career Training

### Learning FOR work

Train for employment and/or post-secondary education in a specific range of occupations. Some mastery of career-specific skills is evident.

#### Sample Student Outcome

Student demonstrates knowledge and skills specific to employment in a particular career field.

#### Experiences might include:

- Paid work experience developed for specific career interests (2)
- Employment-specific training for credentials, certifications or clinical experience (2)
- If applicable, connect with agencies and/or resources for ongoing support (4)

# Career Training: Learning FOR Work

## Considerations for Students with a More Significant Impact of Disability

- Students have developed a list of tasks and contributions within their interest areas that they could offer an employer for pay.
- Students have experienced these tasks in short-term work experiences within specific community businesses.
- Students have written documentation of their accommodation needs, characteristics of work and work environments that will support them to be successful.
- Students have had multiple learning experiences in workplaces prior to high school exit.

# Items for Consideration through ALL Phases:

- Soft skills instruction: What does the student need to know for each environment he/she is in (how to be prepared, workplace setting/culture, etc.)?
- Are there assistive technology concerns that need to be addressed/taught?
- What are the learning objectives for each phase and how will that information be used?



# STUDENT WBL CASE STUDY #2

## MEET LEXI

- ▶ Lexii is 17 years old, has a developmental disability and has been receiving Pre-Employment Transition Services since age 14.
- ▶ In those years, her studies have emphasized soft skills and self-advocacy.
- ▶ Job Exploration Counseling has revealed that she has real interests and aptitudes for social services employment.
- ▶ Workplace Readiness Training has included informational interviews with organizations engaged in that work, and some job shadowing.
- ▶ From those interviews, Work-based Learning Experiences were set up at 3 agencies operating in town. Goal: To more clearly delineate the skills necessary for success.
- ▶ Counseling for Post-Secondary Education added options to enhance her chance of success through further training.



# WBL Resources

Montana Career Information System: <https://mtcis.intocareers.org>

Soft Skills Curriculum: [www.montanayouthtransitions.org](http://www.montanayouthtransitions.org)  
<https://www.dol.gov/odep/topics/youth/softskills/>

Montana Job Service: <https://jobs.mt.gov>

Information on disability and disclosure: <http://www.ncwd-youth.info/411-on-disability-disclosure>

US Dept. of Labor O-net OnLine: <https://www.onetonline.org>

Montana Vocational Rehabilitation: <http://dphhs.mt.gov/detd/youthtransitions>

Marc Gold and Associates: [www.marcgold.com](http://www.marcgold.com)



QUESTIONS?

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Pre-ETS Webinar Archives: <http://bit.ly/28XHbWU>