

Transition To Employment Webinar Series



IDAHO PROJECT FOR
CHILDREN AND YOUTH
WITH **DEAF-BLINDNESS**



TRANSITION TO EMPLOYMENT WEBINAR SERIES

Ellen Condon & Theresa Baldry
University of Montana, Rural Institute
Montana Deaf-Blind Project in partnership with California
Deafblind Services, Idaho Project for Children and Youth with
Deaf-Blindness, and Montana Children's Special Health Services

<http://mtdeafblind.ruralinstitute.umt.edu/>

www.facebook.com/groups/MontanaDBproject/

Transition To Employment Webinar Series

- 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
- November 12, 2019
Translating Information from Discovery into Characteristics of a Well-Matched Work Experience

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

Where they are 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 is NOT

- Handing the family or teacher a checklist or form to identify skills, interests and work tasks;
- Holding a person-centered planning meeting to collect people's opinions of what the student likes, needs and their skills;
- An evaluation of whether or not someone can work in competitive integrated employment.

We are using Discovery to identify the ideal characteristics of a work experience:

- Conditions for success;
- Interests, motivating factors toward work or types of work;
- Contributions, attributes, skills, experiences and specialized training or knowledge; and
- Tasks the student can offer an employer.

Characteristics of a Work Experience

- Ideal conditions for success:
 - Access (Vision, Hearing, Physical Access, Communication Support)
 - Sensory needs
 - Long-term supports that will need to be met on the job
 - Things to avoid
 - Flow to tasks
 - Proximity to coworkers
 - Time of day
 - Emotional support
 - Transportation

When the ideal characteristics were met,
Carley's competence was evident!

Hazards of a Poorly Matched Work Experience

- The student appears less competent
 - Community gets the wrong impression of the student
 - It appears that the student will need more long-term supports
 - Student themselves thinks they need more help
 - Family doesn't get to see the student's full potential
- Safety
- What if the student's opportunity for Competitive Integrated Employment rested on this experience?????

Performance changes in well-matched positions. The context of where we get to know someone matters! A job trial matched to Jack's conditions showed different performance.

What if the person's interests aren't clear?

- Look at motivation (music, people watching);
- Start with tasks;
- Watch for small indications of interest (body gets still; smile; participates for longer period of time; etc.);
- Give the student more time.

Building on an interest area, a volunteer experience was developed at the local theater...

LOOK BEYOND THE OBVIOUS

WA woman who wove rubber placemats

How can that translate into interests? Skills? Tasks?

We explored what she did and how she used technology to create a list of tasks...

Tasks, location, & supports were negotiated.

DON'T GIVE PEOPLE A LIFE SENTENCE ON ONE TASK

- shredding
- stocking
- washing dishes
- folding

Lance began his delivery business while still in school

The delivery business met the needs of a bakery and employees at Corixa.

Initially the school supported his business; after graduation his family and DD provided support for him to run his business.

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.**

IDEA 2004

- In determining such goals, the IEP team (including the student) must determine what instruction and educational experiences will help prepare the student for a successful transition from secondary education to post-secondary life.
- A student's courses of study should be meaningful to the student's future plans and motivate the student to complete his or her education.
- Under IDEA 2004, schools continue to be responsible for bringing in representatives from other agencies, such as rehabilitative services or post-secondary education, to be part of the transition planning process. Such agencies may also be responsible for the delivery of some of the services needed by the student.

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 lessen 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

Age-Appropriate Transition Assessments

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



NTACT NATIONAL TA CENTER ON TRANSITION

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

Age Appropriate Transition Assessment Tool Kit

https://transitionta.org/system/files/toolkitassessment/AgeAppropriateTransitionAssessmentToolkit2016_COMPLETE_11_21_16.pdf

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

EXPANDED DISCOVERY

After you complete the initial Discovery with a student you use what you learned to match them to a few work experiences.

The student will learn about work and themselves and you will learn more about the student.

Don't jump to conclusions too soon and don't overgeneralize

- He dislikes clerical work
- He can't work alone
- He needs a job coach to keep him on track
- She can only perform a 3-step task
- ...
- ...
- ...

Turning 'issues' and assumptions about supports into Conditions:

He requires staff supervision at all times to be appropriate with women, avoid wandering off, and to remain on-task.

Due to her lack of safety skills with strangers she needs to be in a supervised setting.

Clarifying Support Needs and Ideal Conditions:

An ideal condition of success is to have a predictable schedule and a coworker nearby to remind him to check his list if he looks lost or if he is not at his station.

An ideal condition for success is a workplace with familiar consistent coworkers and no interaction with unfamiliar people.

Capturing what you learned:

- Observations
 - Descriptive
 - Robust
 - Non-evaluative
- Translation of information into:
 - Ideal conditions for success
 - Preferred and non-preferred tasks
 - Contributions
 - Tasks that could be offered if taught

Translation Exercise

- What did you see? What did you learn it meant in terms of interests, motivation, skills, or conditions for success?

- Examples.....

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

Building Skills During Work Experiences

- Communication skills
- Money management
- Time management
- Getting to and from work
- Understanding work expectations- timeliness, following rules, dress codes, break times, calling off work, requesting time off
- Adhering to a schedule
- Reading, writing, using a computer, math
- Learning specific job tasks

Strategies to Promote Independence

(1 of 2)

- Wear a watch so you know when it is time to get ready for (use one with an alarm if you are still working on telling time)
- Or set the alarm on your cell phone



Strategies to Promote Independence

(2 of 2)

- Teach students to follow a checklist to transition from one task to the next
- Negotiate with a coworker to provide assistance with the student getting to and from break on time
- Teach the student to ask for help

We are also using Discovery to understand the student's LT support needs:

- Are there environments where the student works for longer periods of time on their own?
- Are there communication strategies that the student uses that help them ask a coworker for assistance?
- Are there environments that the family would consider unsafe for their young adult child?

Sharing what you learned:

- Visual Resume
- Video clips of performance for future support staff, family, the student, other IEP members, or employers
- Letters of recommendation
- Summary of Performance

Visual Resume

- <https://static1.squarespace.com/static/57fa78cd6a496306c83a2ca7/t/5830fb2ad482e988cbb14a82/1479605034533/Visual+Resume+Article.pdf>
- <https://static1.squarespace.com/static/57fa78cd6a496306c83a2ca7/t/5830fb836b8f5bca5735062e/1479605137174/Visual+Resume+Example.pdf>

Additional Resources

- MGA Profile Part 3:
<https://static1.squarespace.com/static/57fa78cd6a496306c83a2ca7/t/58321720e4fcb5e251d115bd/1479677729153/Profile+Part+III+Guide.pdf>
- Rural Institute Work Experience Resources:
http://ruralinstitute.umt.edu/transition/forms_tools.asp



Rural Institute
For Inclusive Communities

The Montana Deaf-Blind Project is supported by grant #H326T180038 from the U.S. Department of Education, Office of Special Education Programs (OSEP). The statements herein do not necessarily reflect the opinion of the Department.



Rural Institute
For Inclusive Communities



This project is funded in whole or in part under a contract with the Montana Department of Public Health and Human Services. The statements herein do not necessarily reflect the opinion of the Department.