



Tri-State Webinar: Changing Mindsets to Prepare Students with Disabilities for Integrated Employment and Success in Adult Life

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Learning Objectives



- Identify Evidence-based practices outlined in NTAC for career development & integrated employment
- Understand why integrated employment prepares students with disabilities for sustainable adult employment
- Evaluate your current transition and career development programs through analyzing the types of employment students receive
- Choose from multiple presented tools as to which ones would best jumpstart integrated employment efforts in their current program.

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Success Criteria



- Identify 4 Opportunities for Meaningful Community Inclusion
- List NTACTION Predictors Related to Career Development
- Explain the Cycle of Career Development
- Begin Steps to Support Student Self-Determination in HS
- Describe Factors that Students Say Influenced Their Success after High School
- Take Practical Actions Staff Can Take to Provide Opportunities that Best Prepare for Success after High School

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Think of Three Students... All with IEPs



- Student 1 – Included in General Education Courses for Most of Day
- Student 2 – Has some additional support for academics and some social skills
- Student 3 – Has intense support for academics, social skills, and behavioral concerns throughout the school day

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Post-Secondary Inclusive Opportunities



- What do they consist of?
 - Integrated Employment?
 - Post-Secondary Education and Training?
 - Independent Living?
 - Community Engagement?

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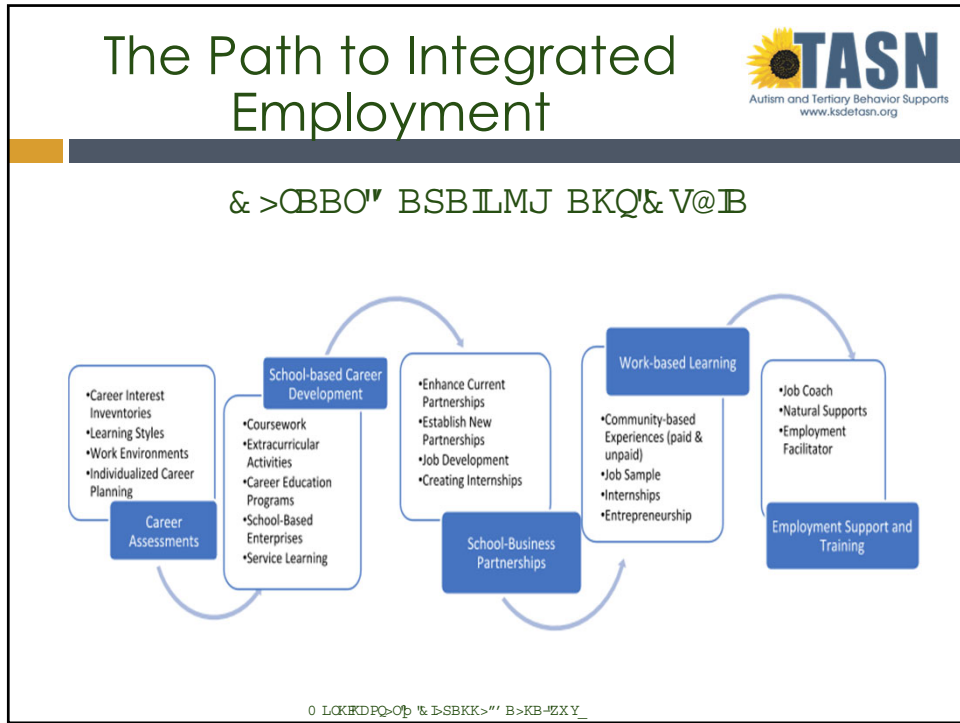
Post-Secondary Inclusive Opportunities



Truly it is ALL of these!






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NTACT Predictors



Predictor/Outcome	Education	Employment	Independent Living
• Career Awareness	Promising	Promising	
• Career Technical Education (was Vocational Education)	Research-based	Evidence-based	
• Community Experiences		Promising	
• Exit Exam Requirements/High School Diploma Status		Promising	
• Goal-Setting	Research-based	Research-based	Research-based
• Inclusion in General Education	Research-based	Research-based	Research-based
• Interagency Collaboration	Promising	Promising	
• Occupational Courses	Promising	Promising	
• Paid Employment/Work Experience	Research-based	Research-based	Promising
• Parent Expectations	Promising	Research-based	
• Parental Involvement		Promising	
• Program of Study	Research-based	Research-based	
• Psychological Empowerment (new)	Promising	Promising	Promising
• Self-Advocacy/Self-Determination	Research-based	Research-based	Promising
• Self-Care/Independent Living	Promising	Promising	Research-based
• Self-Realization (new)		Promising	Promising
• Social Skills	Promising	Promising	
• Student Support	Promising	Research-based	Promising
• Technology Skills (new)		Promising	
• Transition Program	Research-based	Promising	
• Travel Skills		Promising	
• Work Study		Research-based	
• Youth Autonomy/Decision-Making	Research-based	Research-based	Promising

<https://transitionta.org/postschool>

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Career Assessment



Why assess

- How often to assess – every year; for juniors and seniors every semester or quarter review assessments
- HOW.... To assess
 - Interest Inventories
 - On the Job Training Observations and Evaluations
 - Environmental Job Assessments (working conditions, job demands, social interactions)
- The Key - *Student involvement and Voice*

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Back to Your Three Students



- How would you assess the interests of:
 - Student 1 (in Gen Ed)
 - Student 2 (Needs some support)
 - Student 3 (Needs intense support)

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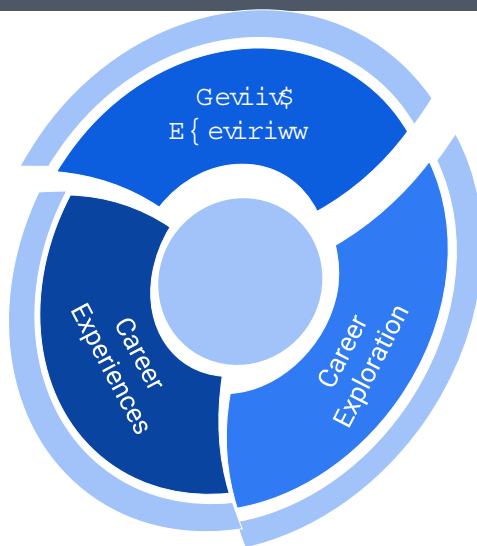
Back to Your Three Students



- Maybe your results looked something like this:
 - Student 1
 - **interest inventories**, review of grades, analysis of use of accommodations, **student interview**
 - Student 2
 - **interest inventories**, review of grades, analysis of use of accommodations, **student interview +** on the job observations and maybe a social skills formative assessment
 - Student 3
 - **interest inventories - written or pictorial**, on the job observations, on the job evaluations, **student interview**, **family interview**, diagnostic assessment review

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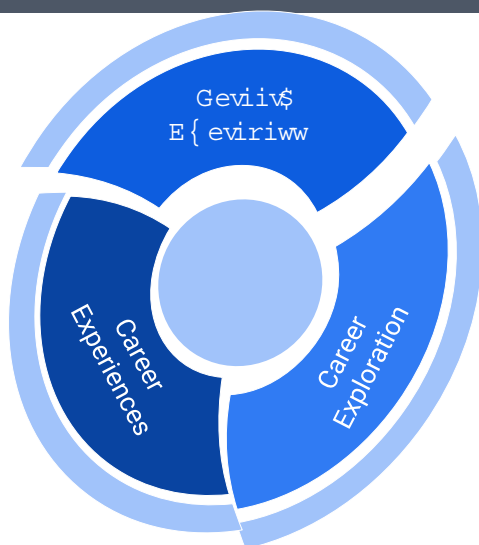
Career Development Cycle



All Components of the Cycle Provide Opportunities for Students to Be Prepared for Adult Employment Attainment

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Why Follow a Cycle?



“I can’t teach you to not be aggressive in the supermarket when I am not taking you to the supermarket”

(Gerhardt, 2018, <https://www.ksdetasn.org/resources/1197>)

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Career Development Cycle



- Career Awareness
 - 8th-10th grade
 - Field Trips,
 - Guest Speakers/Career Courses,
 - Job Shadow Day,
 - Observe CTE course in pathway of interest

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Career Development Cycle



- Career Exploration
 - 10th – 11th grade
 - Job Shadow “Weeks”
 - Community Based Employment (1 per quarter) with weekly evaluations,
 - Enroll in CTE course in pathway of interest

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Career Development Cycle



- Career Experiences
 - 12th grade
 - Transition to Paid Employment

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Community Based Experiences for ALL



“Nobody has to earn the right to be in the community”

Gerhardt, 2018, <https://www.ksdetasn.org/resources/1197>

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Back to Your Three Students



- Given that assertion, how would you provide career development experiences for:
 - Student 1 (in Gen Ed)
 - Student 2 (Needs some support)
 - Student 3 (Needs intense support)
- What creative steps could you take to make the opportunities possible?
- What barriers will you have to plan for and break down?

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Did your answers look like this:



- *Student 1* - **Job Shadow Day**; Volunteer opportunities in school setting; **Observe CTE and Elective courses of interest and enroll in one or more**; Work with family and student to obtain a part time summer or after-school job
- *Student 2* - **Job Shadow Days and Weeks**; Volunteer opportunities in school and community; **CTE and Elective course** observation and enrollment, **paid work experience** options in HS day and after school
- *Student 3* - **Job Shadow Days and Weeks**, Volunteer opportunities in school and community; **Elective course** observation and enrollment, **Customized employment options**

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Post-Secondary Inclusive Opportunities




Truly it is ALL of these!




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NTACT Predictors



TASN
Autism and Tertiary Behavior Supports
www.ksdetasn.org



NTACT
National Technical Assistance Center on Transition




IDEAS
in Action

Predictors/Outcomes	Education	Employment	Independent Living
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• Interagency Collaboration	Promising	Promising	
• Occupational Courses	Promising	Promising	
• Paid Employment/Work Experience	Research-based	Research-based	Promising
• Parent Expectations	Promising	Research-based	
• Parental Involvement		Promising	
• Program of Study	Research-based	Research-based	
• Psychological Empowerment (new)	Promising	Promising	Promising
• Self-Advocacy/Self-Determination	Research-based	Research-based	Promising
• Self-Care/Independent Living	Developing	Promising	Research-based
• Self-Realization (new)		Promising	Promising
• Social Skills	Promising	Promising	
• Student Support	Promising	Research-based	Promising
• Technology Skills (new)		Promising	
• Transition Program	Research-based	Promising	
• Travel Skills		Promising	
• Work Study		Research-based	
• Youth Autonomy/Decision-Making	Research-based	Research-based	Promising

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Self-Determination



TASN
Autism and Tertiary Behavior Supports
www.ksdetasn.org

- What does the student want?
- How do we know?
- What is he/she telling us verbally and non-verbally?

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Self-Determination



- Defined as:
 - Self-determined behavior refers to **volitional actions** that enable one to act as the **primary causal agent in one's life** and to maintain or improve one's quality of life. (Wehmeyer & Field, 2007)
 - Essential elements:
 - Autonomy
 - Self-Regulated Behavior
 - Psychological Empowerment
 - Self-Realizing

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Self-Determination



- What does all that mean?
 - Involvement in one's own decision-making
 - Being able to determine one's own path
 - Choice making for oneself and evaluation of those choices
 - Able to adjust behavior based on evaluating choices made.
- And all this with support if needed

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Let's unwrap that a bit



- Let's apply this to Post-Secondary Education and Training
 - Differences between HS & Post-Secondary Education Settings
 - HS – Professionals primarily drive decisions, entitled to supports
 - Post-Secondary – Individual drives decisions, need to request supports

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Let's further unwrap that



- **To help them be the most ready for Post-Secondary....**
 - Students need regular opportunities to self-determine in HS
 - Choice-making
 - Decision making
 - Problem solving

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Self-Advocacy



- "Adults have to seek out their own accommodations"
 - (Ellison, 2018, <https://www.ksdetasn.org/resources/2607>.)
- Therefore, high school students need opportunities to request accommodations
- **BUT before that**
- Students need to be involved in deciding which accommodations they need!!!!!!
 - So let's dig in to how that would look

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Student Involvement



- What does this look like?
 - Person-centered planning
 - McGill Action Planning System (MAPS)
- What tools exist to support it?
 - Self-Determined Learning Model of Instruction
 - The Dream Sheet
 - My Good Day Plan (imdetermined.org)
 - IPLAN

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Why do all this?



- What an IEP is
 - As an adult, students won't have an IEP, but their need for support will still exist.
 - Meaningful inclusion in the community will be highly dependent on their ability to advocate for support and self-determine
- How accommodations are used
 - While they won't have an IEP, they will still be able to request accommodations
 - Meaningful inclusion in adult environments will depend on them knowing what kind of support they need
- How to set meaningful goals
 - While they won't have IEP goals, knowing how to set, adjust, and evaluate goals is a lifelong skill
- How to lead their educational meetings in a meaningful way
 - This really **is the first step** to being able to self-determine all the next steps

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Back to Your Three Students



- Now thinking of student involvement and self-determination, how would you provide these opportunities for:
 - Student 1 (in Gen Ed)
 - Student 2 (Needs some support)
 - Student 3 (Needs intense support)

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Maybe your answers looked like this:



- Student 1 - **Student-led IEPs, IPLAN, self-assess accommodations**
- Student 2 - **Student-led IEPs, IPLAN, My Good Day Plan, self-assess accommodations**
- Student 3 - **MAPS, IMDetermined - My Good Day Plan, Dream Sheet, family engagement**

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If you can harness the student's voice and agency in their transition planning, then

The student has a greater chance of achieving success after transitioning

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What are students saying about being prepared for adulthood?



- Top Five Aspects of High School that Prepared Students for Adulthood
 - 5. Participation in Extracurricular Activities of Interest
 - 4. Enrollment in Academic Classes of Interest
 - 3. Enrollment in Career Development Coursework of Interest
 - 2. Self-determination Skill Development
 - **1. Supportive Staff Member willing to push them to do their best** (Clavenna-Deane & Coates, 2020).
- Why is this important?
 - What do all 5 have in common?

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Post-Secondary Inclusive Opportunities



Truly it is ALL of these!



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This Leads to...



Independent Living & Community Engagement

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Multiple Factors as Influencers



Adult Agencies
Finances
Amount of Opportunities in the Community
Peers

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Adult Agencies



Employment/Vocational
Mental Health
Independent Living
Residential
Transportation

Community/County Transition Council????

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Finances



Paid Employment
Benefits
Social Security Supplemental Security
Income

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Opportunities in the Community



Types:

Rural, Suburban, Urban

Places:

Peers????

Grocery stores

Peers?

Restaurants

Fitness Centers

Coffee Shops

With

With Non-Disabled

With Friends

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Let's Unpack the Peers Part of this Equation



Can you force friendship? **Absolutely NOT**

Can you create environments and opportunities for friendships to occur? **Absolutely YES.**

- Clear Objectives for Small Group Activities
- Blended Social Skills Class/Groups
- Social Skills Class/Group during Lunch
- Extracurricular Activity Involvement (think back to the top 5 things)

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Back to Your Three Students



- Now thinking of community engagement and independent living, how would you provide these opportunities for:
 - Student 1 (in Gen Ed)
 - Student 2 (Needs some support)
 - Student 3 (Needs intense support)

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Maybe your answers looked like this:



- Student 1 - Thoughtful Small Groups and Pairings; Involvement in Extracurricular activities of interest, Vocational Rehabilitation Connection
- Student 2 - Thoughtful Small Groups and Pairings, Some Social Skills Instruction, Reflection on Social Interactions, Involvement in Extracurricular activities of interest, VR connection + CDDO or ILC
- Student 3 - Social Skills Class/Group during lunch with peer models; Social Stories, Visual Supports, Involvement in Extracurricular activities of interest, VR + CDDO + ILC + MHC

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Meaningful Inclusion in the Community



It is ALL OF THESE



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Success Criteria



You will be able to:

- Identify 4 Avenues for Meaningful Community Inclusion
- List NTACTION Predictors Related to Career Development
- Explain the Cycle of Career Development
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- Describe Factors that Students Say Influenced Their Success after High School
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Phase 1: Set a Goal

- What do I: want to learn; know about what I want to learn; and need to change to make it happen?

Phase 2: Take Action

- What can I do: to learn what I want to know; address barriers that may get in my way; overcome those barriers. When will I take action?

Phase 3: Adjust my goal or plan

- What actions did I take? What barriers were removed? What has changed? What do I still need to learn?

DREAM SHEET

Strengths I Bring to Reach My Vision

Resources to Work Toward the Vision

**Vision of
the Future**

Action Steps to Reach My Vision



Good Day Plan

Name:

Today's Date:

Good Day	Now	Action	Support
What happens on a Good Day?	Does it happen now?	What needs to happen to make it a Good Day?	Who can help me?

IPLAN

I - Inventory your strengths and areas for support,

P - Provide your inventory information,

L - Listen and respond to feedback on your inventory,

A - Ask questions about the feedback you receive,

N - Name your goals based on the discussion provided.