Enhancing Employment Outcomes for Students with Disabilities

March 10, 2016
Rhode Island Transition Conference

Mary E. Morningstar, PhD
mmorningstar@ku.edu

Why the Urgency?

What are the MOST Important Skills Need to be an Adult?
# Career Maturity Behaviors

- Can identify career and job preferences
- Is able to gather occupational information
- Has the skills needed to plan for immediate and future activities
- Takes steps necessary to get training or a job
- Possesses breadth and depth of occupational information

## Super’s Developmental Model

- **Growth** (0-14 yrs.)
- **Exploration** (15-25 yrs.)
- **Establishment** (25-40 yrs.)
- **Maintenance** (40-60 yrs.)
- **Decline** (60+ yrs.)

## Stages of Career Development

1. **Career Awareness**
   - Pre-school - 6th grade
   - Discovering existence of work, jobs, careers
   - Begins as they move out of homes into schools
   - Community role in career awareness

2. **Career Exploration**
3. **Career Preparation**
4. **Career Assimilation**
Career Exploration

- Middle school and High School
  - major emphasis between 9th – 12th grades
- Learn about work in different occupations
- Learn about postsecondary options, differences in lifestyles among workers
- Job shadow, internships, etc.

Career Preparation

- Secondary & Postsecondary years
- Acquire career-related skills
- Work-based experiences: school-sponsored; paid integrated employment
- Planning for postsecondary education and training related to career pathway

Career Assimilation

- Post-high school years
- Placement in paid work settings
- Understanding of career advancement or changing jobs within a career
- Can relate their skills to others occupations or careers

What Works During Transition to Employment

- Comprehensive Person-Centered Assessment
- Focused Stages of Career Development
  - Career Awareness, Exploration, Development
- School & Work-based Learning
- Qualified and Trained School Personnel
- Interagency Collaboration

(Guidesposts to Success, 2nd Edition)
Supported Employment Is….

- ... competitive work
- ... in an integrated setting
- ... for individuals with the most severe disabilities
- ... who, because of the nature and severity of their disabilities, need ongoing support services

Customized Employment

4 Key Elements
1. Meeting the job seeker's individual preferences, strengths & interests
2. Using a personal representative to assist the individual (e.g., counselor, job developer, advocate, employment specialist)
3. Negotiating successfully with employers.
4. Building a system of ongoing supports for the job seeker

STEP 1: Develop Knowledge of Individual’s Contributions & Skills
STEP 2: Use Individual’s and Agency’s Networks
STEP 3: Contacting Employers
STEP 4: Negotiating a Position
STEP 5: Negotiating Supports on the Job

Self-Employment

- Poppin Joe’s Kettle Korn, Louisburg, KS
  - http://www.poppinjoes.com
- Pop’s Vending, Miami, FL
  - www.popsbaitvending.com

http://www.dol.gov/dol/media/webcast/20110610-odep-ce/20110610-odep-ce-1.htm
Career Assessment
Individualized Career Profile & Planning

School-Business Partnerships
Job Development
Employer Development

School-Based Activities:
- Coursework
- Extracurricular Activities
- Career Education Programs
- School-Based Enterprises
- Service Learning

Work-Site Experiences:
- Community-Based Vocational Education
- Supported Employment
- Internships
- Self-Employment

On-Site Support & Training

Career Interests for Students With Mild Disabilities

- Group Interest Inventories
  - ACT Plan
  - ACT Explorer

- U.S. Dept. of Labor O*NET
  - Interest Profiler
  - Ability Profiler
  (Look left under Products; Select career exploration tools)

- Perkins Collaborative Resource Network
  http://rce.ed.gov/nationalinitiatives/ganctools.cfm?&pass_dis=1

- Virtual Job Shadow
  http://www.virtualjobshadow.com/

- Dream it! Do it! Career Quiz
  http://dreamitdoit.org/students-and-job-seekers/career-toolkit/dream-career-quiz/
  http://www.dreamitdoitvirginia.com/dreamcareer

Adapted from: Martin, J (2008). Four-Part Transition Assessment Model

Exploring Interests

- Occupational Outlook Handbook
  www.bls.gov/oco/home.htm

- Bureau of Labor Statistics Career Information
  www.bls.gov/k12/index.htm

- My Future
  http://www.myfuture.com

- Career OneStop
  http://www.careeronestop.org/

- Career Videos (on www.careeronestop.org)
  - Go to Explore Careers
  - Click on Videos (under the Skills header)

Representational Portfolios

From: http://ruralinstitute.umt.edu/Transition/portfolio.asp

- A marketing tool to represent job seekers to employers by making presentations on their behalf.
- A pictorial representation of the individual’s contributions and capabilities.
- The Portfolio is comprised of two components:
  - The first half of the Portfolio introduces the concept of Customized Employment to the employer
  - The second half introduces the job seeker and shares information about their potential contributions to an employer through narrative and pictures.

My name is Anders and I live in Missoula, Montana.

I will be a freshman at Big Sky High School in fall 2007.

I help around the house by:

- Take out the garbage
- Recycle
- Vacuum
- Clean my room
- Fold clothes
- Set the table
- Clear the table

---

Mike has had experience handling animals. He participated in the 4-H program for 2 years, earning a 1st place medallion in Cat Showmanship.

---

Mike gets along great with co-workers and supervisors and strives to perform all tasks up to company standards.

"When Mike arrives at work, he's on the ball and ready to go," states Jere McKinney, Car Quest Manager.
I like to help my neighbors...

- Pick up yard debris
- Clean their garages
- Decorate for holidays
- Play with their dogs
- Unload groceries
- Help with projects
- Get tools to fix their vehicles

I like to see who needs help and go help them.

This is my neighbor Ron.

I help him a lot.

Effective Career Prep Programs

- Career Assessment
  - Individualized Career Profile & Planning
- School-Business Partnerships
  - Job Development
  - Employer Development

School-Based Activities:
- Coursework
- Extracurricular Activities
- Career Education Programs
- School-Based Enterprises
- Service Learning

Work-Site Experiences:
- Community-Based Vocational Education
- Supported Employment
- Internships
- Self-Employment

On-Site Support & Training

Postsec. Education & Training

Workplace Know-How Skills

Skills for the 21st Century

Teamwork
Positive Attitude
Grooming
Initiative
Problem-Solving
Networking
Professionalism
Communication
Asking
Dependability
Appropriate Employment
Enthusiasm
Helping
Getting
Critical Thinking
Getting
Help

Office of Disability Policy, 2007

How can we include these skills in school-based settings?
21st Century Skills: College & Career Ready Skills

- Life and Career Skills
- 4 C’s
  - Critical thinking
  - Communication
  - Collaboration
  - Creativity
- Academic Subjects
- Information, Media & Technology skills

From: Partnership for 21st Century Skills

Embedding ‘New Basic Skills’ ...

<table>
<thead>
<tr>
<th>Academic Courses</th>
<th>Sciences</th>
<th>Language Arts</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Basic Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic Math</td>
<td>Basic Reading</td>
<td>Basic Reading</td>
<td>Basic Reading</td>
</tr>
<tr>
<td>Basic Reading</td>
<td>Problem Solving</td>
<td>Problem Solving</td>
<td>Problem Solving</td>
</tr>
<tr>
<td>Teaming</td>
<td>Collaboration</td>
<td>Collaboration</td>
<td>Collaboration</td>
</tr>
<tr>
<td>Communication</td>
<td>Communication</td>
<td>Computer Knowledge</td>
<td>Communication</td>
</tr>
<tr>
<td>Creativity</td>
<td>Creativity</td>
<td>Computer Knowledge</td>
<td>Creativity</td>
</tr>
</tbody>
</table>

Employability Skills

- Dependability
- Career Awareness
- Teamwork
- Dress and grooming
- Initiative
- Asking for help
- Positive Attitude
- Positive Attitude
- Positive Attitude
- Positive Attitude
- Positive Attitude
- Positive Attitude
- Positive Attitude
- Positive Attitude

Adapted From: Maryland Coalition on Inclusive Education (August 2009). Redefining What is Functional in High School. MCIE High School Inclusion and Transition Planning Institute

School-sponsored Work Experiences

Less Intensive
- Field Trips
- Employer Presentations
- Course Projects
- Mentorships
- Job Club
- Transition/ Career Class

More Intensive
- Unpaid job training
- School-based Enterprises
- Work-Study Programs
- Internships
- Apprenticeships
- Paid Employment

School-Based Enterprises

Skills Taught

- Market Research
- Buying & Pricing
- Receiving
- Inventory Control
- Services
- Cash Handling
- Accounting/Bookkeeping
- Promotion
- Personal Selling
- Customer Service
- Policies and Security

Examples

- School store or café
- Service industry
- Production

Local Examples

- Cass Midway: Vending Program
- Branson High School: The Crow’s Nest

www.schoolbasedenterprises.org
Branson High School

Effective Career Prep Programs

What Makes a Quality Work Experience?

- Developing school-business partnerships
- Translating work-based experiences into career self-knowledge
- Develop on-the-job adult role models and mentors
- Social inclusion with co-workers and supervisors
- Links to school academic development and learning
- Access to assistive technology & accommodations

How Can Employers Be Involved with a School Career Program?

- **Career Awareness and Exploration**
  - Career Talks
  - Career Days and Career Fairs
  - Workplace Tours

- **Career Preparation**
  - Job Shadowing
  - Internships
  - Multi-year work-based learning
  - Cooperative education
  - Mentoring
  - Supported Employment

Steps to Job Placement & Training

1. Identify existing employer/natural supports
2. Implement extensive job analysis
3. Orient student to the job
4. Establish communication with employer
5. Initial training & skill acquisition
6. Job-related skills
7. Fading from the job site
Motivating and Reinforcing

- Motivation on the job
  - Why do workers come to work?
  - Why do they conform to the workplace culture?
  - Why do they work harder & faster?
- Motivation = features of the workplace that promote desire, enthusiasm, cooperation, initiative, etc.
- Reinforcement = purposeful arrangement of events to increase likelihood that desired behavior will occur
- Natural vs. artificial motivators and reinforcement

Strategies for Increasing Co-worker Interactions

- Do not negotiate on social or physical isolation
- Be candid about the role of the job coach
- Allow flexibility in tasks
- Develop interdependent jobs
- Focus on social customs
- Provide indirect support
  - Consult with co-workers who provide training
  - Job coaches are not insiders
  - Use additional training when needed, support & assist co-workers
  - Look for co-workers in close physical and social proximity and/or modify the environment
  - Look for co-workers in a leadership/mentor role
  - Encourage spontaneous participation

Resources

- National Collaborative on Workforce and Disability
- Free Curriculum to Support School-Based Enterprise:  http://www.lausd.net/lausd/offices/spec_ed/dots/School_Based_Enterprise/classroom%20project%20handbook.pdf

Resources (cont.)

- National Technical Assistance Center on Transition  www.transitionta.org
- National Longitudinal Transition Study – 2:  http://www.nlts2.org/
- National Service Learning Clearinghouse:  http://www.servicelearning.org/
- School-Based Enterprises:  http://www.schoolbasedenterprises.org/guide.htm
- Transition Coalition:  http://www.transitioncoalition.org
Employment Resources

- Customized employment from the Rural Institute: http://ruralinstitute.umt.edu/transition/careerplanning.asp
- Griffin Hammis Associates http://www.griffinhammis.com/
- Work Support http://www.worksupport.com/
- Institute for Community Inclusion http://www.communityinclusion.org/
- Healthy and Ready to Work http://www.hrtw.org/
- National Center on Workforce and Disability http://www.onestops.info/
- National Collaborative on Workforce and Disability for Youth http://www.ncwd-youth.info/
- One Stops http://www.onestops.info/
- Network of Care for DD in Missouri http://networkofcare.org/index2.cfm?productid=6
- Self-Employment Broadcast http://www.t-tap.org/training/online seminars/griffin/griffin.htm
- Start-up USA http://www.start-up-usa.biz/

My Vision for Our Future!