STUDENTS WITH SOCIAL CAPITOL

Strategies to Assist Students with Career Exploration by Uncovering Their Network Potential
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LEARNING OBJECTIVES
• Strength-Based Profile Building
• Theme-Based Network Brainstorming
• Social Capital Resource Mapping

RATIONAL AND BENEFITS
• Increase student involvement, ownership and informed choice
• Stimulate families and others to share ideas and suggestions
• Identify places of interest to explore
• Encourage the mindset and belief that no matter who you are, where you come from, everyone has SOCIAL CAPITAL!
STRENGTH-BASED PROFILE BUILDING
- Person-Centered approach
- Draws from whole life experiences
- Encourages positive input and participation from varying sources
- Focuses on strengths, with consideration of support needs/strategies
- Prepares students for portfolio building and resume development

STRENGTH-BASED PROFILE EXAMPLE
- Specified and defined areas
- “Living/breathing document” (should be added to frequently)

ASSUME NOTHING!!!
- Social Capital
- Lifelines
- Process the same regardless of resources?
  - Consider “where this person is at”
  - Keep It Real!
  - Everyone has someone

Please share via blog those you feel have the greatest challenge benefiting from these strategies – we want to hone in and display that everyone has social capital!
THEME-BASED NETWORK BRAINSTORMING

- Team exercise, involving participation from Person-Centered Planning resources (friends, siblings, parents, faith community, sports teammates, teachers, etc.)
- All ideas are accepted, encouraging atmosphere from a meeting facilitator
- Steps:
  1) Based upon information from Strength-Based Profile, identify a “theme” (ex. Fashion/Beauty)
  2) With input from team, list local businesses/places that fit within such theme (goal 30)
  3) “Circle back” to completed list and identify “soft/warm contacts” (meaning people at such places that are known maybe on a first-name basis)

THEME-BASED NETWORK BRAINSTORMING EXAMPLE

RESOURCE MAPPING

- Designed to support “filling the gaps” when places/people identified in Network Brainstorming are not in the immediate network of the student
- Steps:
  1) Identify places/people of interest that are not in students immediate network (e.g. Teacher knows someone who works at Empire Beauty School but is not known to Naomie)
  2) Discuss strategies to utilize existing connections (e.g. Teacher) to “bridge the gap” between desired places/people and student
  3) Discuss considerations relevant to such exposure and begin planning!
Do we feel as though this strategy could help increase the involvement and ownership of students with career planning? Why?
Where do you see this strategy being implemented in process (i.e. at IEP)?
If so, when?
Can we commit to trying this approach with a student and share our experiences on the blog? If so, with who (circle back to cue “visualize this working with a student with high resources”)??