Transforming Students into the Workers of Tomorrow:
No Hugs or Superhero Backpacks Allowed!

Session Objectives

• Identify different people, their roles and responsibilities
• Explore what makes life meaningful for students
• Understand employability skills students need
• Share ideas for infusing employability skills into curriculum and daily activities

What does life look like for your students after High School?
Go to www.menti.com and use the code 74 17 28
Where We’ve Been

- Job Readiness
- Focus on jobs, not careers
- Low expectations ("realistic")
- Focus on job placement (versus job development)

People with disabilities should be spared the soft bigotry of low expectations.

Dr. Roy Grizzard
First Assistant Secretary, ODEP

Employment should be the Expectation, not the Exception

If people are treated as capable, they often surprise everyone and live up to expectations.

Ken Steele
The Day the Voices Stopped

Begin with an end in mind
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We have a role…

- Families
- Professionals

Working together to support students’ positive post-secondary goals

Goals address three areas

- Employment
- Education / Training
- Independent Living

Multiple ways and doors to a meaningful life
What gives your life significance, value, purpose?
Go to www.menti.com and use the code 74 17 28

What makes life meaningful?
- Employment (money & self-worth)
- Engagement in community & friends
- A happy home, a sanctuary
- Children
- Health
- Choices/options
- Freedom & Independence
- Being valued

You are not alone...help is on the way
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What roles can they play?

- Families
- Vocational Rehabilitation (VR)
- Employers
- Labor - workforce
- Post-secondary

Building partnerships

Identify key partners and what they bring to the community mapping process

<table>
<thead>
<tr>
<th>Potential Partner</th>
<th>What do they bring?</th>
<th>What is their self-interest?</th>
<th>Steps to elicit involvement</th>
<th>Role in the process</th>
</tr>
</thead>
</table>

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https://metv.com/lists/5-times-the-castaways-should-have-absolutely-escaped-from-gilligans-island
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Stages of Career Development

- Awareness
- Exploration
- Preparation
- Employment

Work based continuum

<table>
<thead>
<tr>
<th>Awareness</th>
<th>Exploration</th>
<th>Preparation</th>
<th>Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>I-ETS</td>
<td>I-ETS</td>
<td>I-ETS</td>
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</tr>
<tr>
<td>Freshman</td>
<td>Sophomore</td>
<td>Junior</td>
<td>Senior</td>
</tr>
<tr>
<td>Freshman</td>
<td>Sophomore</td>
<td>Junior</td>
<td>Senior</td>
</tr>
<tr>
<td>Pre-ETS</td>
<td>Pre-ETS</td>
<td>Pre-ETS</td>
<td>Pre-ETS</td>
</tr>
</tbody>
</table>

Key:
- Job Shadowing
- Apprenticeships
- Career Interest Inventories
- Paid Internships
- Service Learning

Leverage your partnerships!

<table>
<thead>
<tr>
<th>Pre-ETS</th>
<th>School provides service</th>
<th>Grade level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career awareness</td>
<td>Career preparation</td>
<td>Freshman, Sophomore, Junior, Senior</td>
</tr>
<tr>
<td>Career exploration</td>
<td>Career education</td>
<td>Freshman, Sophomore, Junior, Senior</td>
</tr>
<tr>
<td>Career enrichment</td>
<td>Career mentoring</td>
<td>Freshman, Sophomore, Junior, Senior</td>
</tr>
</tbody>
</table>

- Freshman
- Sophomore
- Junior
- Senior
- Pre-ETS
Operationalizing the continuum: Designing a flow of services

- Provides a continuum leading to positive post-school outcomes
- Identifies services available to student
- Outlines roles and responsibilities
- Provides a road map for student, families and professionals

Achieving outcomes: Flow of services

Flow of services (local level)
Help wanted
Call for an application.

Begin with the End in Mind
What are the differences between school and adult life/work?
Teach to the next environment

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Reframing Stephan

What his file said:
- Cornelia de Lange syndrome
- Stutters
- Emotionally immature
- Gastric Esophageal reflux disorder
- Perseverates/OCD
- Late – calls in sick (esp. when anxious)
- Limited academics, 3rd grade math, 1st grade reading comprehension

What we discovered:
- Adventurous, likes maps, finding places using GPS
- Follows the rules
- Collects patches
- Rides a bike
- VERY organized
- Hard worker when motivated
- Emails friends, looks things up on the internet
- Loves “disasters”, monitors a police scanner

Skills, not deficits
Start by reframing how we see and talk about our students

Employment is not about what is aberrant or broken, or what needs fixing.
It is about adding value

Look at interests, talents and unique qualities.
Rays of Light, not deficits

Positive personal profile
- What are my dreams and goals?
- What are my life experiences?
- What is important to me? What do I value?
- What are my current skills and interests?
- What environments do I like/need?
- What would be the perfect job for me?
What’s a good job for Stephen?

Use VENN diagrams to target employment settings based on candidate’s unique characteristics.

**Mentimeter**

Go to [www.menti.com](http://www.menti.com) and use the code 741728

Stephen at Galls

What do students need to learn?
Life Skills Assessment tool

What do people “need” to learn?

Used to set meaningful goals and track progress.

It is about skill building
Not outings or field trips

- Goal-oriented: what does the individual want/need to learn?
- Person-centered schedules
- Routine, weekly schedules
- Multiple visits = opportunities to learn (repetitive practice)
- Error free learning and systematic instruction
- Data collected/progress measured

Hard skills

- Coordination/Physical skills: driving a wheelchair, getting dressed, feeding myself
- Community Skills: crossing a street, riding a bus, using public services/resources, navigating in community, stranger/danger
- Domestic skills: cleaning house, cooking, laundry
- Telling time and calendar skills
- Money skills and financial literacy
- Math and reading
- Tools and Technology skills
- Vocational skills
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**Telling time and time management**
- Weekly schedules
- Time cards for volunteer sites
- An assigned time-keeper for group

**Technology: critical for today’s workforce**
- Smart phones
  - Contacts
  - Lifeline/skype in my coach
  - Alarms for breaks and shift
- Apps
  - Schedules, Timecards & benefits
  - WhatsApp (transportation network, work team chat group)
  - LinkedIn
- iPads: accommodation for work
  - Dynavox, communication tools
  - Checklists for job tasks

**Money and budgeting skills**
- Counting money/worth
- “Dollar-over”
- Budgeting
- Paychecks - earnings
- Banking
- “Credit”
- Savings
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Strengthening employability

Volunteering and Internships
- Discovery: Identifying interests and skills
- Exposure proceeds interest. Interest proceeds Motivation
- Trying new things, making informed choices
- Building confidence, employability skills and a professional network

85% of employers surveyed said "soft skills", not technical skills, are the critical factor in job success.
Stanford Research Institute

Soft skills (sandbox skills)
- Manners and caring about others (Kindness)
- Communicating & professionalism
- Self-control, self-regulation
- Focus, concentration, physical stamina and endurance
- Work ethic and motivation (attitude)
- Taking initiative, able to work independently
- Time management
- Speed and/or Quality
- Teamwork
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Teaching social skills in the real world:
drop the worksheets and role-playing

Get into the Sandbox

- Real situations, don’t have to mock up/simulate things
- Grab “teachable moments”
- Students need to learn to listen & take direction from others

Create opportunities to socialize/work with others:
Team Projects, Peer-mentoring, Leadership roles

Teaching with t-charts

TEAMWORK

<table>
<thead>
<tr>
<th>Looks like</th>
<th>Sounds like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helping someone to do something.</td>
<td>“Do you need help with that?”</td>
</tr>
<tr>
<td>Carrying a heavy box with someone.</td>
<td>“You’ll do this and I’ll do that.”</td>
</tr>
<tr>
<td>Crapping in when I finish my work.</td>
<td>“Let’s do this together.”</td>
</tr>
<tr>
<td>We each do a part of a job – like filling and stuffing letters.</td>
<td></td>
</tr>
</tbody>
</table>

- A discussion platform used to define social constructs and “concepts” for concrete thinkers
- Identifies what concepts look and sound like—the behaviors and language, things you see and hear
- Used to draw distinctions between similar things (e.g. friends who are boys vs. boyfriends)
- Compare and contrast social constructs (e.g. Love vs. Like, disrespect)
- Builds a Social Vocabulary (i.e. disrespect, professional, cooperation, consensus, responsibility, flexibility)

Volunteering

“This is not just about bagging rice”

It’s about learning employability skills and “giving back”
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Treat it like a job

- Consistent schedule, time each week, same group
- Use volunteer sites to teach “time management skills”
- Completing tasks and taking direction, “gotta get the job done”
- Reporting to a supervisor

Work ethic, initiative and professionalism

- Self-worth: I am the “Helper”
- Responsibility: People rely on me
- Professionalism: Inside voice, good hygiene, “Are you busy?”
- Teach initiative: “I’m done- what’s next?”
- Work Ethic: “Let’s get the job done.”
- Teamwork: “Can I help you with that?” “Let’s do this together.”

Leadership, time management and making decisions and problem-solving

- Assign a Team Leader to organize the day’s project and assign tasks and report accomplishments
- Assign a “timekeeper” to watch the clock
- Crating onions or carrots: Good vs. bad, you need to decide- 1,000 times
- Role shifts from teacher to “problem maker”
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Collecting data

- Collect only relevant data and what is needed
  - Probe once a week vs. every minute/every day
  - Be careful not to "aggregate" data too much - lose the details
- Keep it simple
  - You want to spend your time teaching, not counting
- Make it visual
  - Graphs and numbers vs. log notes
- Critical goal = collect data
  - Street crossing vs. greeting co-workers
- Who collects it?
  - Self-monitoring is a very effective strategy

Give students control and responsibility

Using checklists, whiteboards & look books

- Teach "self-direction", "initiative" and "responsibility"
- Outline expectations, helps students "transition" from task to task
- Teaches sequencing and time management
- Teaches students to communicate directly with supervisors and co-workers

Communicate with your partners

Make sure all the good work you do is not lost.

Create a portfolio for all existing students:

- Positive Personal Profile
- Life Skills Assessment
- Resume/work history
"Love and Work. Work and Love. These are the cornerstones of our Humanity"

Sigmund Freud

Next webinar: Building Meaningful Lives

Fostering Friendships
Building Villages
Encouraging Independence and Social Self-sufficiency

Fall 2020

Helpful resources
https://transcen.org/training-ta/resources/
Skill building resources

A million great ideas for teaching social skills in schools:
https://www.pinterest.com/Bawaite/social-skills-lessons/

Dept of Labor ODEP’s Skills to Pay the Bills curriculum
https://www.dol.gov/odep/topics/youth/softskills/softskills.pdf

THANK YOU!

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About TransCen

TransCen, Inc. is a national organization offering web-based and in-person training for state agencies, school districts, provider organizations, and others interested in meaningful work and community inclusion for individuals with disabilities.

Learn more about our work: [www.transcen.org](http://www.transcen.org)

Contact us at inquiries@transcen.org for more information!