Transforming Students into the Workers of Tomorrow

No Hugs or Superhero Backpacks Allowed!

Sara Murphy, Ann Deschamps, Jacque Hyatt and Ruth Allison

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
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Mentimeter

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"

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Begin with an end in mind
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
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>

Stages of Career Development

- Awareness
- Exploration
- Preparation
- Employment
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Work based continuum

Leverage your partnerships!

<table>
<thead>
<tr>
<th>Pre-ETS</th>
<th>School provides service (add &quot;x&quot; if yes)</th>
<th>Grade level (Freshman, Sophomore, Junior, Senior, Summer)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment Service: Job Exploration</td>
<td></td>
<td></td>
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<tr>
<td>Career awareness</td>
<td></td>
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<td>Career speakers</td>
<td></td>
<td></td>
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<tr>
<td>Career interest inventories</td>
<td></td>
<td></td>
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<tr>
<td>Career student organization</td>
<td></td>
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<tr>
<td>Identification of career pathways of interest to student</td>
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<tr>
<td>Employment Service: Work Based Learning</td>
<td></td>
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<tr>
<td>Apprenticeships</td>
<td></td>
<td></td>
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<tr>
<td>Career mentorship</td>
<td></td>
<td></td>
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<tr>
<td>Career related competitions</td>
<td></td>
<td></td>
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<tr>
<td>Informational interviews</td>
<td></td>
<td></td>
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<tr>
<td>Job shadowing</td>
<td></td>
<td></td>
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<tr>
<td>Paid internships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unpaid internships</td>
<td></td>
<td></td>
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<tr>
<td>Service learning</td>
<td></td>
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</tr>
</tbody>
</table>
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
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### Flow of services (local level)

<table>
<thead>
<tr>
<th>Age 15</th>
<th>Age 16-17</th>
<th>Age 18-20</th>
<th>Age 19-24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Outcomes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exploration of career preferences</td>
<td>Completion of career readiness activities</td>
<td>Paid work-based experience</td>
<td>CTE or enrolled in post-secondary education</td>
</tr>
<tr>
<td>Connected to appropriate agencies</td>
<td>Connected to appropriate agencies</td>
<td>Connected to appropriate agencies</td>
<td>Enrolled in high school program</td>
</tr>
<tr>
<td>Connection with agencies (referral/eligibility)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide resource for Community Mental Health (CMH)</td>
<td>Refer to VR for Pre-CTS</td>
<td>Refer to VR Services</td>
<td>Refer to VR services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Refer to CMH</td>
<td></td>
</tr>
</tbody>
</table>

### Role & Responsibilities:

#### Vocational Rehabilitation

- Career Interests
- Industry Tours
- Presentations/services — begin mentoring
- Brochures provided by teachers to familiarize them with information about VR and ITP meetings
- Career Interest
- Career Internet industry tours
- VR experiences
- Soft skills development
- Paid employment (summer work programs)
- Participate on ITP team
- Connect with teachers, parents, students
- Provide group presentations about VR and employment
- Open VR case as needed, provide VR services
- Soft skills development
- Job shadowing
- Job development and placement, paid employment
- Further information from teachers for intake, eligibility, ITP
- Participate on ITP team
- Open VR case as needed, provide VR services
- Employment supports as needed
- Participate on ITP team
- Job shadowing
- Participate on ITP team
- Job development and placement, paid employment
- Fall and spring collaboration meetings to review student needs

#### Education

- Guest speakers on careers
- Explore CTE pathways, shadow classes
- Share information about VR agencies and services
- Instruction in self-advocacy
- Transition assessment
- CTE transition planning
- Career Counseling
- Course of study to support graduation and career choices
- Job Shadow
- CTE supports
- Summer work-based learning for high-school credit
- Include families and students
- Transition assessment
- CTE transition planning
- Career Counseling
- Course of study to support graduation and career choices
- Job Shadow
- CTE supports
- Summer work-based learning for high-school credit
- Health literacy requirement
- Transition assessment
- CTE transition planning
- Financial literacy
- CVT
- Fall and spring collaboration meetings to review student needs
- Complete summary of performance
- Mobility skill development
- Provide ITP orientation

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**Journey START**
**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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Company looking for individual with developmental disabilities, Cerebral Palsy, autism and history of aggressive behaviors. Auditory processing delays. Lack of Visual/Motor integration, Extensive history of hospitalization preferred. Soda/coffee breaks every 30 minutes, bad hygiene, superhero backpacks and universal hugging OK.

Call for an application.
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?
Reframing Stephan

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

What we discovered:
- Adventuresome, 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

What’s a good job for Stephen?

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

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Stephen at

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

Telling time and time management

Weekly schedules

Time cards for volunteer sites

An assigned time-keeper for group

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Activity</th>
<th>Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>8:00-11:00</td>
<td>Work at EDDO</td>
<td>Bus</td>
</tr>
<tr>
<td></td>
<td>11:30-3:00</td>
<td>Lunch/Sports @ Devoe Park</td>
<td>Jefferson</td>
</tr>
<tr>
<td>Tuesday</td>
<td>7:00-10:00</td>
<td>Work at EDDO</td>
<td>Matt</td>
</tr>
<tr>
<td></td>
<td>11:00-3:00</td>
<td>Lunch with Matt's family</td>
<td>VMCA</td>
</tr>
<tr>
<td>Wednesday</td>
<td>7:00-10:00</td>
<td>Work at EDDO</td>
<td>Matt</td>
</tr>
<tr>
<td></td>
<td>12:00-2:00</td>
<td>Lunch with Matt?</td>
<td>CESP AM Class</td>
</tr>
<tr>
<td></td>
<td>2:00-4:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>7:00-10:00</td>
<td>Work at EDDO</td>
<td>Matt</td>
</tr>
<tr>
<td></td>
<td>1:00-5:00</td>
<td>Budgeting/Financial Literacy</td>
<td>Paul</td>
</tr>
<tr>
<td>Friday</td>
<td>8:00-11:00</td>
<td>Work at EDDO</td>
<td>Matt</td>
</tr>
<tr>
<td></td>
<td>12:00-2:00</td>
<td>Do laundry, clean house</td>
<td>VMCA</td>
</tr>
<tr>
<td>Saturday</td>
<td>Grocery shop (VMCA)</td>
<td>Grants vs. Coins 12:30 (Jefferson)</td>
<td></td>
</tr>
<tr>
<td>Sunday</td>
<td>Church with Matt</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Technology: critical for today’s workforce

Smart phones
• Contacts
• Lifeline/skype in my coach
• Alarms for breaks and shift

Apps
• Schedules, Timecards & benefits
• What’s App (transportation network, work team chat group)
• Linked-In

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
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

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>Chipping 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 folding 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, dis/respect)
- Builds a Social Vocabulary (i.e. dis/respect, 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”

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

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