Overview
This session will provide tips on how to incorporate transition planning into the IEP and insights into expectations from employers and how families can be actively support their youth.
Transition to Employment: 2 Sides of the Same Coin
Overview

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4 Keys

Persistence - Things won’t always go smoothly.

Practice – Youth need work experiences.

Patience – Remember, people grow up at different rates.

Accountability – Youth need to be accountable for behavior and for trying their best.
Why is Work Important?

- Feeling of worth
- “Meaningful Days”
- Social skills and responsibility
- Combats isolation and depression
- It’s what adults do
- Others?
The Individuals with Disabilities Education Act (IDEA) recognizes the pivotal role IEP team members play in the success of their students.

IDEA states clearly that students are a part of an IEP team.

IEP team members including families can assist student’s to realize his or her goals, hopes, and dreams for employment and postsecondary education.
High Expectations: Your Most Valuable Tool

• High expectations lead to positive transition outcomes.

• IEP teams that consistently set high expectations for their students have a better chance of reaching competitive employment and postsecondary education outcomes.

• What is your VISION for your students?
Transition At A Glance

Where Am I Now?
Identify strengths, needs, interests, and preferences through assessment

Where Do I Want To Go?
Postsecondary Expectations

How Do I Get There?
Annual goals, Course of study, Supports, Services
The IEP is a GUIDE

• Use the IEP planning process to assist students in identifying their long range goals for employment, postsecondary education/training.

• Assist students to learn about the services, supports and accommodations they will need to make those goals happen.
Transferable Skills

• Transferable skills are the skills and abilities that people acquire during any activity in life.

• This can include things done at school, past jobs, volunteer work, projects, things that are done around the house, hobbies, sports, and more.

• These skills are often overlooked when we think about skills that are needed in the workplace.
Everyone has Transferable Skills

• Name Three of Yours
Skills for Today

- **Reading Skills** – Do your students use a variety of written materials to obtain and apply information?
- **Writing Skills** – Do your students communicate ideas and information through writing?
- **Speaking/Listening Skills** – Do your students speak clearly and listen carefully?
- **Mathematic Skills** – Can your students perform basic computations and use math to solve problems?
- **Learning Skills** – Can your students use effective learning techniques to acquire new knowledge and skills?

## Foundation Skills

Can your student?

<table>
<thead>
<tr>
<th>Problem Solving / Decision Making</th>
<th>Creative Thinking</th>
</tr>
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<tbody>
<tr>
<td>• compare advantages and disadvantages</td>
<td>• use known information in new and innovative ways</td>
</tr>
<tr>
<td>• decide if and what additional information is needed to make a decision</td>
<td>• make something interesting out of something ordinary</td>
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<table>
<thead>
<tr>
<th>Team Work / Interpersonal / Social</th>
<th>Technical</th>
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<tbody>
<tr>
<td>• work with others to solve a problem</td>
<td>• operate a computer, access the internet</td>
</tr>
<tr>
<td>• cooperate with group decisions and do a fair share of the work</td>
<td>• work on mechanical or technical tasks</td>
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<table>
<thead>
<tr>
<th>Social</th>
<th>Reliability / Punctuality</th>
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<tr>
<td>• listen to others points of view</td>
<td>• give advance notice if unable to do as promised</td>
</tr>
<tr>
<td>• recognize what needs to be done and do it</td>
<td>• be on time to school, meetings, and appointments</td>
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<table>
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<tr>
<th>Responsibility</th>
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</thead>
<tbody>
<tr>
<td>• perform assigned tasks without being reminded</td>
</tr>
<tr>
<td>• pay attention to details</td>
</tr>
<tr>
<td>• have high standards</td>
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Let’s Practice

It is important that you communicate your value to an employer.

I am ______, and that allows me to _________.

Example:
I am precise, and that allows me to finish tasks accurately.
Employer’s Look for:

- A good attitude
- Honesty
- Punctuality
- Good communication skills
- Reliability
- Appropriate behavior
- Willingness to learn
Let’s Practice

• Building responsibility
• Maintain appearance
• Working well with others
• Keeping a positive attitude
• Taking work direction
• Showing initiative
Age Appropriate Transition Assessments

• Provide relevant information about the student in key areas for transition planning.

• Provide information about the student’s current levels of functioning.

• Identify appropriate accommodations to support student success.
Minnesota’s Career Wheel

Minnesota Career Fields, Clusters & Pathways

Marketing
- Merchandising
- Marketing Management
- Marketing Communications
- Marketing Research
- Professional Sales

Business, Management, and Administration
- Administrative Support
- Operations Management
- Business Information Management
- Human Resources Management
- General Management

Hospitality and Tourism
- Lodging
- Recreation, Amusements, and Attractions
- Restaurants and Food/Beverage Services
- Travel and Tourism

Finance
- Banking Services
- Business Finance
- Securities and Investment
- Accounting
- Insurance

Agriculture, Food, and Natural Resources
- Animal Systems
- Aquaculture Systems
- Environmental Service Systems
- Food Products and Processing Systems
- Natural Resources Systems
- Plant Systems
- Forestry, Structural, and Technical Systems

Arts, Audio/Video Technology, and Communications
- Audio/Video Technology and Film
- Journalism and Broadcasting
- Performing Arts
- Printing Technology
- Telecommunications
- Visual Arts

Information Technology
- Information Support and Services
- Network Systems
- Programming and Software Development
- Web and Digital Communications

Transportation, Distribution, and Logistics
- Facility and Vehicle Maintenance
- Health, Safety, and Environmental Management
- Logistics Planning and Management Services
- Sales and Services
- Transportation Operations
- Transportation Infrastructure Planning, Management, and Regulation
- Warehousing and Distribution Center Operations

Architecture and Construction
- Design
- Pre-construction
- Maintenance/Operations

Manufacturing
- Production
- Manufacturing Production
- Process Development
- Maintenance, Installation, and Repair
- Quality Assurance
- Logistics and Inventory Control
- Health, Safety, and Environmental Assurance

Science, Technology, Engineering, and Mathematics
- Engineering
- Mathematics
- Science and Mathematics
ISEEK: www.iseek.org

- ISEEK is Minnesota’s comprehensive resource for exploring careers, planning education, and finding employment.
- Students can use ISEEK to better understand what skills are needed for certain jobs, to find colleges that offer programs in desired job fields, and to learn about projected future demand for workers in various kinds of careers.
- ISEEK is a great place to find that information and a valuable tool for transition planning.
Career Exploration Inventory

• Interest levels in 15 career clusters.

• http://www.jist.com
Employability Skills Inventory

• The ESI feeds into the following scales, directly correlated to the SCANS requirements.

• The 80-item assessment is self-scoring and self-interpreting and can be completed in 20 minutes.

• http://www.jist.com/shop/product.php?productid=16614&cat=0&page=1
My Next Move

• The O*NET Interest Profiler has 60 questions about work activities that people do on their jobs.
• http://www.mynextmove.org/explore/ip
Passion

Allow your PASSION to become your PURPOSE, and it will one day become your PROFESSION.

Gabrielle Bernstein
Families Role in the Assessment Process

Think about the following questions and bring your thoughts and questions to the IEP planning meeting.

- What are my child’s strengths?
- What is my child interested in doing now and in the future?
- What is my child good at doing?
- In what areas does my child struggle?
- What are my child’s academic, employment, and independent living goals?
• Connection maps provide students with a framework for thinking about their strengths and interest, the experiences and skills they have and a way to identifying people in their lives who are their connectors.
How To

Step One –
Take a piece of paper and divide it into **two sections**.
• Side one: My Strengths and Interests
• Side two: My Experiences and Skills

Step Two –
Write down two strengths and two interests.

Step Three –
Write down an experiences where you used a strength or interest and the skills you needed to complete that experience.

Step Four –
List the name of the people who helped you.

Step Five-
Is there a businesses in your neighborhood that could use your strengths and skills.
Completing the Map

• Once you have completed the map, organize the contacts and create an action plan to connect.

• Could you do an informational interview, job shadow, volunteer or have an internship.

• Be sure to list these activities in the transition section of your IEP.
What does your child want to do after high school?

• “Measurable postsecondary goals” is the official term for statements that reflect what a student plans to do after he or she receives a diploma and graduates from school.

Examples

• Employment
  – Upon graduation, I will be employed full time as a construction worker.
  – After high school, I will continue working in part-time jobs that involve animals.
  – When I complete high school, I will volunteer part-time in my local senior center.
Courses of Study

(MPSG) Upon completion of high school, JC will attend Hennepin Technical Center part-time in the career field of construction trades. JC needs 23.5 credits to graduate.

<table>
<thead>
<tr>
<th>School Year</th>
<th>Grade Level</th>
<th>Courses</th>
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Anticipated month and year of graduation: June, 2015
## IEP Requirements: Transition Services
(Activities Needed to Assist the Student in Reaching Postsecondary Goals)

<table>
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<tr>
<th>Service</th>
<th>Activity</th>
<th>Agency Providing Service on the IEP</th>
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</thead>
</table>
| Instruction (i.e. specialized instruction, regular education, career and technical education): | Enhance Career Exploration and Pre-Employment Skills  
**Improve social-interaction skills**  
**Improve math calculation skills**  
**Improve self advocacy skills** | Regular Education  
Special Education  
Related Service Provider |
| Community Experiences:                                                 | Visit a Work Force Center  
Job Shadow in the construction field  
Visit the Admissions and Disability Services offices at Hennepin Technical College | Vocational Rehabilitation Services  
Special Education  
Disability Service Coordinator |
| Related Services:                                                     | Develop post-school goals using Tel-A-Vision.  
**Complete a “benefits” analysis using Disability Benefits (DB)101** | Special Education  
Vocational Rehabilitation Services |
| The development of employment and other post school adult living objectives: | Complete applications for County and Vocational Rehabilitation Services program.  
**Participate in community-based instruction**  
**Improve assistive technology skills** | Vocational Rehabilitation Services and County Provider  
Special Education  
Related Service Providers |
| If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation: | **Improve Orientation and Mobility Skills**  
**Improve Independent Living Skills** | Special Education |
Developing an Annual Goal

• Annual IEP goals are statements of what a student can reasonably be expected to achieve in a twelve month period of time.

• Annual IEP goals take the student from his/her present level of performance to a level of performance expected by the end of the year.

• Annual IEP Goals guide instruction.
Developing a Vision for Competitive Employment

• Early Discussions - Dispel Myths
  – Students can earn money without losing benefits

• Foster Community Experiences
  – Informational Interview
  – Job Shadowing
  – Volunteering
  – Internships
  – Paid Work
Who Helps?

- School
- County Disability Programs
- Vocational Rehabilitation Services
- Community Rehabilitation Providers
- Disability Specific Organizations
- Workforce Centers
- Families
The Increasing Importance of Postsecondary Education/Training

- Any education after high school
- Access to new jobs is dependent on it
- Set it as an expectation early
- Set it as a goal early (IEP)
- Do your research
MN Disability Benefits 101

• Tips for Parents: Start Planning Now at http://mn.db101.org/mn/situations/youthanndisability/tips_planning/program2.htm
True or False

• Everyone “customizes” their work.

• People seek out jobs based on their interests preferences and skills.

• Most jobs are found through family & friend connections.

• Employment is an expectation in our society.
“Every single person in this country has skills and talents to contribute to the workplace and every single person has an inherent right to work.”

Neil Romano, former Assistant Secretary Dept. of Labor, Office of Disability Employment Policy