

Preparing Students with Disabilities for the School-to-Work Transition

Teri Hogan, MS, CRC, CBIS-T

6th Annual Northern Kentucky TBI Conference
March 23, 2012
www.bridgesnky.org

Objectives:

- To understand how the Carl D Perkins Vocational Education Act and IDEA address workforce preparation of students with disabilities
- To be able to name the keys to successful post high school transitions
- To understand the caregivers role in preparing students with disabilities for post high school transitions.

Important Legislation

- Carl D. Perkins Career and Technical Education Act of 2006
 - Federal grants for secondary and post-secondary institutions
 - Provides career guidance and academic counseling
 - Funds career and technical program that are academically rigorous and up to date with the needs of business and industry

Important Legislation (cont.)

- The Individuals with Disabilities Education Act
 - Who is covered?
 - FAPE
 - Least restrictive environment
 - IEP's
 - Transition planning

The Transition Team

- Who should be on the team?
 - IEP team
 - Student
 - Family/caregiver
 - Transition specialists
 - Community Agencies
 - Vocational Rehabilitation
 - Mental Health services
 - Independent Living Centers
 - Social Security Administration

Creating a Plan

- Planning for Employment
- Planning for Post-Secondary Education
- Planning for Independent Living

Planning for Employment

- Assessment that identifies current strengths, needs and interests
 - Complete vocational interest inventory with the student
 - Conduct a situation assessment
 - Complete a formal vocational evaluation
 - Have the youth assess their own strengths and challenges
 - Discuss health issues that may impact employment

Planning for Employment

- Development of job placement options and identify what skills are needed
 - Identify local job openings
 - Use internships and job shadowing to assess needed skills
 - Identify community resources
 - Provide training to potential employers on issues related to employees with disabilities

Planning for Employment

- Matching the student to the job
 - Analyze the demands and expectations of the job
 - List supports needed for the student
 - Identify gaps and needs for the student to be successful
 - Identify natural supports, transportation and accommodation needs

Planning for Employment

- School and work based training/preparation
 - Job seeking skills training
 - Identify potential service providers
 - Provide instruction and training
 - Seek work experiences

Planning for Employment

- Placement and follow up
 - Check in with employer on the new employees ability to handle the job demands
 - Adjust and/or provide supports
 - Monitor progress
 - Monitor need for supports

Planning for Post-Secondary Education

- Assessment that identifies current strengths, needs and interests
 - Assess student's academic preparation and SAT/ACT scores
 - Identify long term career goals
 - Identify health care issues that may be of concern
 - Create a list of supports needed to achieve educational goals

Planning for Post-Secondary Education

- Development of Post-Secondary Choices
 - Visit campuses
 - Locate colleges that offer disabled student services
 - Examine financial impact
 - Consider location of the colleges

Planning for Post-Secondary Education

- Match student to the educational setting
 - Examine accessibility and availability of support services
 - Consider social culture and living settings
 - Balance student assessment to the educational setting

Planning for Post-Secondary Education

- Preparing for post-secondary education
 - Ensure that coursework is preparing the student for college
 - Assist the student with application process
 - Connect with local service providers
 - Provide self advocacy training

Planning for Post-Secondary Education

- Placement and follow up
 - Check progress in the new setting
 - Recognize need for change in natural supports
 - Adjust services as needed

Planning for Independent Living

- Assessment that identifies current strengths, needs and interests
 - Interview student and family regarding goals for independent living
 - Provide observational assessments of level of independence in natural settings
 - Identify transportation needs
 - Create list of supports needed for success

Planning for Independent Living

- Development of adult living options
 - Explore local options
 - Link with other families and students
 - Explore financial options
 - Consider the community for transportation options

Planning for Independent Living

- Match student to placement options
 - Dissect the demands of the independent living options
 - Balance the assessment and list of supports to the best option

Planning for Independent Living

- Preparing for Independent Living
 - Gear some coursework toward independent living
 - Identify possible service providers
 - Provide opportunities to participate in social activities in the chosen community

Planning for Independent Living

- Placement and follow up
 - Check progress in the new setting
 - Recognize need for change in natural supports
 - Adjust services as needed

Caregivers Role

- Actively participate in the Student's IEP meetings
 - Provide input on the student's interests, strengths, challenges and goals
 - Ensure that financial planning is discussed at the meetings
 - Prepare for the transfer of rights when the student reaches age 18

Caregivers Role

- Begin preparing for the future
 - Help the student develop social outlets
 - Investigate SSI programs
 - Encourage the student to volunteer
 - Assist your child in developing employment skills
 - Help the student to become a self advocate
 - Make sure male students register for Selective Service at age 18

Questions?

- Web Resources
 - www.pacer.org
 - www.washington.edu/doiit/Brochures/Academics/cprep.html
 - www.ncset.org
 - www.ncil.org
 - www.dol.gov/odep
 - www.taalliance.org

References

- Barclay, J., & Cobb, J. (Eds.). (2001). *Full life ahead: A workbook and guide to adult life for students and families of students with disabilities* (Rev. ed.). Montgomery, AL: Southeast Regional Resource Center.
- Carter, E. W., Trainor, A. A., Cakiroglu, O., Swedeen, B., & Owens, L. A. (2010). Availability of and Access to Career development Activities for Transition-Age Youth with Disabilities. *Career Development for Exceptional Individuals*, 33 (1), 13-24.
- Luecking, Richard G. (2009) *The Way to Work: How to Facilitate Work Experiences for Youth in Transition* Maryland: Brookes Publishing Company.
- National Information Center for Children and Youth with Disabilities. (2002). *Transition Planning: A Team Effort* (TS10). Washington, D. C.: deFur, S. H.

References

- Rusch, F., & Chadsey, J. (1998). *Beyond high school: Transition from school to work*. Belmont, CA:Wadsworth
- Sanford, C., Newman, L., Wagner, M., Cameto, R., Knokey, A.-M., and Shaver, D. (2011). *The Post-High School Outcomes of Young Adults With Disabilities up to 6 Years After High School. Key Findings From the National Longitudinal Transition Study-2 (NLTS2)* (NCSE 2011-3004). Menlo Park, CA: SRI International.
- Sitlington, P.L., Clark, G.M., & Kolstoe, O.P. (2000). *Transition education and services for adolescents with disabilities* (3rd ed.). Needham Heights, MA: Allyn & Bacon.
- U.S. Department of Education, Office for Civil Rights, *Students With Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities*, Washington, D.C., 2011.