

# TRANSITION FROM SCHOOL TO A FULL ADULT LIFE FOR STUDENTS WITH COMPLEX NEEDS

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# IDEA 2004

- IEP Teams must include transition planning in the first IEP that will be in effect when the child turns 16 years of age, (or earlier if the team deems it is appropriate), states might mandate an earlier date, but not a later one.
- Development of **appropriate measurable postsecondary goals** based upon **age-appropriate transition assessments** related to training, education, employment, and, where appropriate, independent living skills;
- These **goals should reflect the student's strengths, preferences, and interests.**

When do we start talking to kids about work? Living on their own?



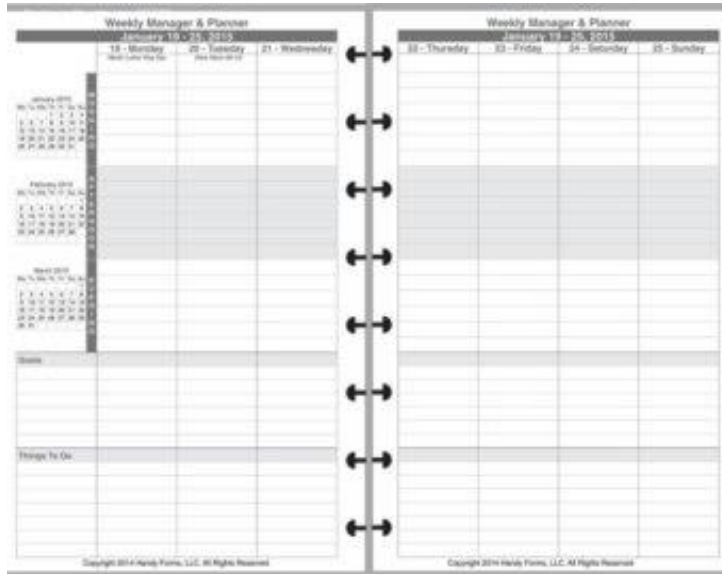


# Transition Planning

- Needs to start early!
- Have high expectations for a rich full life including work and community membership;
- Include connections to long-term supports, formal and informal.



# Planning for a full adult life



# The importance of Parent expectations (slide 1 of 2)

- Parent Expectations have been found to be more influential on whether or not a child with a significant impact of disability will work in the community after high school graduation than even the quality of transition services (Carter, 2014)
- [http://supportstofamilies.org/wp-content/uploads/parent-expectations\\_D21.pdf](http://supportstofamilies.org/wp-content/uploads/parent-expectations_D21.pdf)

# The importance of Parent expectations (slide 2 of 2)

- “The most powerful force in changing Transition outcomes for young people with significant disabilities is inspiration and expectation of individual parents”
- “young adults with significant disabilities who parents definitely expected them to obtain paid work were 5 times more likely to have paid community employment 2 years post high school exit.” (Carter, 2014)
- [http://supportstofamilies.org/wp-content/uploads/parent-expectations\\_D21.pdf](http://supportstofamilies.org/wp-content/uploads/parent-expectations_D21.pdf)



How do we encourage families, young adults and support staff to dream big?

# Do people who rely on others to get out of bed live alone?



- Home of your own;
- With friends and roommates that provide some assistance;
- In-law apartment near supports;
- Host Homes, Supported Living, Group homes.

[http://ruralinstitute.umt.edu/transition/EL\\_stories.asp](http://ruralinstitute.umt.edu/transition/EL_stories.asp)

Do people with ongoing support needs  
get married?

[http://www.valleyjournal.net/Article/16660  
/Lefthand-Irvine-Harrison-to-wed](http://www.valleyjournal.net/Article/16660/Lefthand-Irvine-Harrison-to-wed)



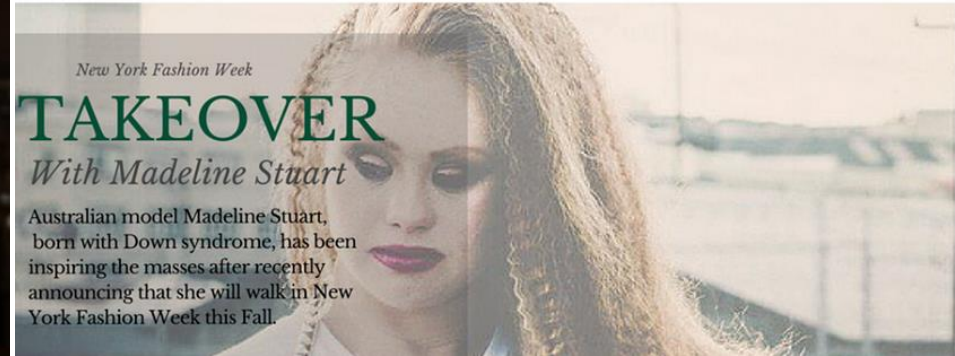
# DO PEOPLE WITH INTELLECTUAL DISABILITIES GO TO COLLEGE?

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[Think College](#) Home Page

[Rethinking College Video Trailer](#)

[Think College Wyoming](#)



*New York Fashion Week*

## TAKEOVER

*With Madeline Stuart*

Australian model Madeline Stuart, born with Down syndrome, has been inspiring the masses after recently announcing that she will walk in New York Fashion Week this Fall.

<http://www.madelinestuartmodel.com/>

# Can people with long term support needs be business owners?

<https://youtu.be/2vhBSqnGDZU>

# Lance began his delivery business while still in school

The delivery business met the needs of a bakery and employees at Corixa.

Initially the school supported his business; after graduation his family and DD provided support for him to run his business.



# The path to your adult life

Measurable Postsecondary Goals

Identify what supports you need to achieve your desired outcomes

- Connect with agencies that provide those supports
- Barter for those supports
- Design your activity to lesson the needed supports

Learn alternative strategies to perform the activity

Have experiences that prepare you for adult life

Improve your skills in needed activities

Current Levels of Performance

# Age Appropriate Transition Assessments

related to training, education, employment, and, where appropriate, independent living.



[https://transitionta.org/system/files/toolkitassessment/AgeAppropriateTransitionAssessmentToolkit2016\\_COMPLETE\\_11\\_21\\_16.pdf](https://transitionta.org/system/files/toolkitassessment/AgeAppropriateTransitionAssessmentToolkit2016_COMPLETE_11_21_16.pdf)

# Discovery and Work Experience Webinar Series

Montana Deaf-Blind Project & Rural Institute Transition Projects

<http://transition.ruralinstitute.umt.edu/training-events/>

2019 archived training and events

“Transition to Employment Webinar Series”

# **EMPLOYMENT FIRST MOVEMENT**

## **PRIORITIZES PAID COMMUNITY EMPLOYMENT AS THE PREFERRED CHOICE OF EMPLOYMENT**

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Under this approach, publicly-financed systems are urged to align policies, service delivery practices, and reimbursement structures to commit to integrated employment as the priority option with respect to the use of publicly-financed day and employment services for youth and adults with significant disabilities. ODEP defines integrated employment as work paid directly by employers at the greater of minimum or prevailing wages with commensurate benefits, occurring in a typical work setting where the employee with a disability interacts or has the opportunity to interact continuously with co-workers without disabilities, has an opportunity for advancement and job mobility, and is preferably engaged full-time. Many states have formally committed to the *Employment First* framework through official executive proclamation or formal legislative action

<https://www.dol.gov/odep/topics/EmploymentFirst.htm>



Employment First

# How does WIOA impact students with disabilities?

- High expectations for all students and adults;
- All young adults will have the opportunity to prepare for, obtain, maintain, advance in or re-enter Competitive Integrated employment;
- Section 511 limits the use of subminimum wage;
- As of July 22, 2016, People 24 and younger must meet conditions prior to being employed at subminimum wage:
  - Pre-ETS AND
  - Applied for VR AND were determined ineligible or
  - IPE and efforts to progress toward the employment outcome were not successful, VR case closed
  - Career counseling and referral

# “Competitive Integrated Employment”

(WIOA 2014)

- It is defined as full-time or part-time work at minimum wage or higher, with wages and benefits similar to those without disabilities performing the same work, and fully **integrated** with co-workers without disabilities.
- Includes supported employment or customized employment



# WHAT IF WE BEGAN WITH THE VISION THAT EVERYONE WILL WORK?

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You need to opt out of work rather than opting in or demonstrating that you are 'ready' or able to work

# Is Competitive Integrated Employment for Everyone?

# What does this mean for adults & youth with significant needs?

- We presume that everyone can work in their community,
- There are many ways to earn a living and contribute,
- We can define “work” in many ways,
- We look for strengths, support needs, interests, factors that motivate each person.

# JUST BECAUSE YOU CAN'T COMPETE DOESN'T MEAN YOU CAN'T WORK FOR REAL PAY IN A COMMUNITY JOB

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It just means you need a different strategy to be successful getting a job.

# Customized Employment

*According to US/DOL:*

Customized employment means individualizing the employment relationship between employees and employers in ways that meet the needs of both.

It is based on an individualized determination of the strengths, needs, and interests of the person with a disability, and is also designed to meet the specific needs of the employer.

# U.S. DEPARTMENT OF LABOR OFFICE OF DISABILITY EMPLOYMENT POLICY

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*[www.dol.gov/odep/categories/workforce/CustomizedEmployment/](http://www.dol.gov/odep/categories/workforce/CustomizedEmployment/)*

# Two Distinct Approaches

*Labor Market Job Development:* **Responding** to the needs of employers with applicants who are “qualified” to meet those general needs.

*Customized Job Development:*

Discovering the “strengths, needs and interests” of job seekers and **proactively** negotiating a job description that meets both the applicant’s and employer’s specific needs.



# Typical Way to Get a Job



# Customized Employment

Essentially, CE provides a set of services *prior* to employment that are designed to tailor the employment relationship in ways that meet both job seeker and employer needs/benefits.

CE attempts to avoid the barriers created by job descriptions by unbundling demands through voluntary *negotiations* with employers.

# Customized Job Development

## Job Seeker Initiates

- Job seeker's skills, tasks & contributions are emphasized
- Employers are contacted because their needs might match what the job seeker brings
- Job seeker or representative presents a proposal
- A position is negotiated

## Employer Reacts

- *Considers proposal*
- *Reviews their unmet needs or allows developer to I.D. unmet needs*
- *If a match is identified, a new job description is created*

# Customized Employment

Uses the same base, and some of the same strategies as supported employment but:

- Always starts with the job seeker and the process of discovery, not the existing job description,
- Initiates and assumes *negotiation*,
- Representation of a job seeker is typical,
- Tasks not job titles.
- Is an option for anyone.

# Features of Customized Employment

- Specific job duties are negotiated with employers voluntarily to customize the job,
- Occurs in regular community workplaces or in self-owned businesses,
- Involves pay of at least the minimum wage up to prevailing wage.

Customizing a job requires that we explore these five components from the job seeker's perspective:

- 1. Conditions
- 2. Preferences and Interests
- 3. Contributions to Be Offered
- 4. Discrete Tasks to Be Performed
- 5. Specific Employers to Be Contacted

# Areas of Employer Benefit

## ***Unmet Workplace Needs:***

This area focuses on tasks that need to get done but are not getting done in the way the employer would like. It also can include tasks that have not been performed but need to be.

## ***Tasks better performed by others:***

This area focuses on aspects of jobs that might better be performed by others at a lower pay grade. This option can directly save money for employers.

## ***Specific benefit to enhance business:***

This area focuses on workplace needs for additional productivity in specific tasks. It must be matched with job seeker's specific competencies.



# LET'S USE WORK EXPERIENCE

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To get to know what each student can do and  
show them they can work in the community!

# Purpose of Work Experience

- Provide a foundation for the expectation of employment for all students
- Provide an array of experiences from which specific interests might emerge
- Provide increasing insight into necessary conditions for success and discrete contributions
- Provide information to guide curricular content in classrooms

# WIOA and Pre-Employment Transition Services

- 5 required Areas:
- Job Exploration Counseling. ...
- Work based learning. ...
- Counseling on opportunities for enrollment in comprehensive transition or post-secondary education programs at institutions of higher education. ...
- Workplace readiness training to develop social skills and independent living. ...
- Self-advocacy skills.



“Employment” in your community may look different than it does in a college town.

# Business might look different in a small town





# Plants grown from native seeds; Terlingua TX



Self-Serve Honor System





Self-Employment: varmint control, raising birds for sale...

# How do youth in your community gain work experience and learn a work ethic?

- 4-H
- Participating in the family business
- Raising livestock
- Moving irrigation pipe
- Mucking stalls
- Stacking hay
- School-based service learning



www.alamy.com - D3Y96A



# Economic Capital & Social Capital

- Where do you spend money?
- Where does your agency spend money?
- Where does the job seeker and their family spend money?
- Where do you spend time and who do you know?
- Leverage your connections.

# In Small Towns it is Easier to Network



- What is your school's network? Teachers?
- Do you hire people who are connected?
- Do you research connections as part of Discovery?
- How are your student and their family connected to the community?

Paid work while in school is correlated  
with paid employment after graduation

# Building skills during work experiences

- Communication skills
- Money management
- Time management
- Getting to and from work
- Understanding work expectations- timeliness, following rules, dress codes, break times, calling off work, requesting time off
- Adhering to a schedule
- Reading, writing, using a computer, math
- Learning specific job tasks

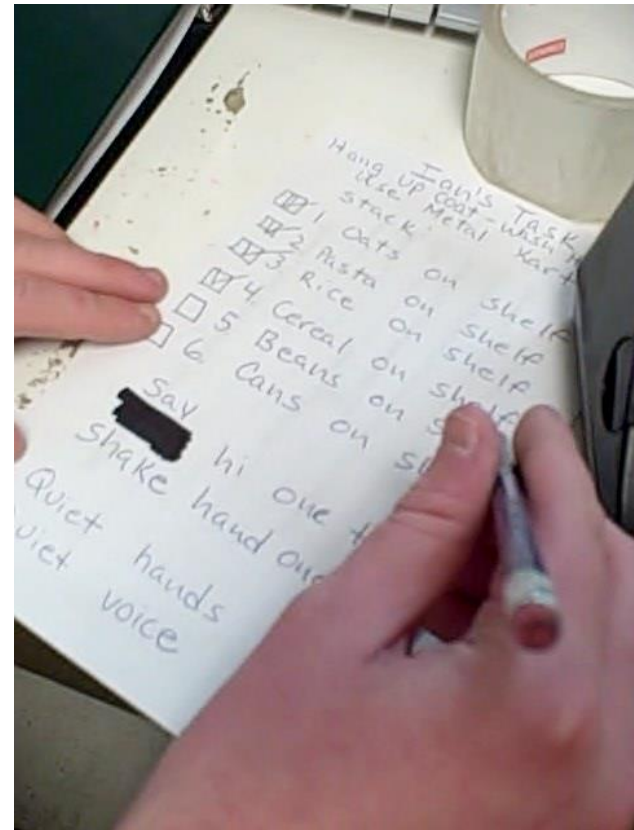
# Strategies to Promote Independence

- Wear a watch so you know when it is time to get ready for .... (use one with an alarm if you are still working on telling time)
- Or set the alarm on your cell phone



# Are we teaching self-management strategies to promote independence, competence and confidence?

- Do students quality check their own performance?
- Do they manage their work tasks?
- Transition to new tasks?
- Initiate beginning and ending work?



# IF THE POST SCHOOL OUTCOME IS EMPLOYMENT FOR EVERYONE,

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How does our time in school change?

Will IEP goals change?

Will work experiences look different for students with significant disabilities?

Will how we provide support change?

# Connecting to Adult Agencies: Entitlement VS eligibility and availability

- Who is eligible?
- When do you apply? Get served? What is the wait?
- What services are provided?
- Do these services fit with your vision for the person's adult life?
- Are they provided in your area?
- What are the alternatives if you are waiting for services?



# Formal Supports

- Vocational Rehabilitation
- Developmental Disabilities
  - DD Waivers
- Mental Health Services
- SSA work incentives: Plan for Achieving Self Support (PASS), IRWE (Impairment Related Work Expense)
- ABLE Act

# Informal Supports

- Family
- Friends and neighbors
- Coworkers
- Supports that are naturally available in the work environment or in your community

# Summary

- Start early!
- Have high expectations!
- Include connections to long-term supports, formal and informal;
- Work with your local VR office, Governor's Council on DD, Wyoming Employment First
- Successful transition takes a village!