



What Would Happen if  
Transition Start At A  
Younger Age ?

# Agenda

- × Thinking about implementing different strategies for younger students.
- × Expanding possibilities for the future.
- × Tasks students can perform in school and at home to build their competencies.
- × Creating a yearly vision board and visual resume that establishes the belief that students will obtain competitive integrated employment.
- × Parents as your best assets.

# WIOA Changed the Rules

- Emphasis on *high expectations* and **competitive integrated employment** for individuals with disabilities, particularly for youth/students with **significant disabilities**.
- **Might have to start laying the foundation for employment sooner.**
- **We know many students do not expect to work. How can we change that expectation?**

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# Age 10 to 12

- × What if we helped young students start getting a sense of what work could look like for them?
- × What is available for students without disability at those ages?
  - × Cutting lawns
  - × Dog walking
  - × Delivering papers
  - × volunteering
  - × Another example



# Small Groups

- × What would need to change to start thinking about pre- transition services earlier?
  - × Your role
  - × Parents role
  - × School role
- × What is one thing you could implement in your class room each year between ages 10 -13 that would help students think about community employment?
- × What are the barriers you would face?
- × What are the solutions?

# Risk & Uncertainty

- × People take risks when they understand the possible costs and/or benefits of the choice at hand.
- × It is essential that we provide families with enough information to understand the choices faced by the student to explore options.
- × People do nothing when faced with uncertainty because they can not gauge the outcome.
- × If we don't explain our rationale for each step in starting transition earlier, families will remain uncertain.
- × In uncertainty, it is harder for families to support the laying the foundation for transition earlier.

# Starting Transition Earlier

× Advantages

× Disadvantages



# Teacher's Role

- × To reframe information in a positive manner that allows students and families to see the possibilities available to them.
- × To help students to think about what information they need to start thinking about employment in the future.
- × To help student and families in creating a mental picture of the student working.



# Exercise

## No one goes to work unless someone believe they can!

- × Pick a student describe them in positive terms (no labels)
- × Imagine them working in the community
- × Tell your partner what you did to make this placement possible
- × Describe the work setting I.e. the time of day, number of co-workers, noise level, tasks being performed

# Parents

- × Parents spend a lot of energy trying to correct deficits of all their children (whether they have a disability or not).
- × Many parents of children with a disability need support in seeing the connection of their child's strengths to tasks that could be performed for pay.
- × Most parents do not think in terms of tasks but rather the whole job that is bundled with both duties and expectations.

# Families as an Asset

- × For many students the family is who will support them over the long haul.
- × If the family supports the work experience /volunteer placement then they will assist you in supporting the student .
- × It is important to view the family as a resource.
- × When they disagree with you it does not mean they are wrong, force yourself to understand their perspective.
- × Be willing to negotiate with families to find a solution.

# Starting Younger Allows Parents and Students to See Possibilities

- ✓ See possibilities: if the student can do this, what else can they do over time?
- ✓ Observe rather than evaluate.
- ✓ See tasks and unbundle them at home.
- ✓ Translate a daily task into a work experience task.
- ✓ Identify strengths rather than “correct deficits”.
- ✓ Overtime learn when the student is at his or her best.



# Not Judging

- As professionals, people assume we have the answers which sometimes leads us to quickly analyze and make quick assessments on too little information
- You must be willing to let go of your biases so that you are not judging
- To understand why someone thinks a certain way about something

## Questions:

- Tell me why you think that? Explain to me what you mean?
  - Then reframe what the person said
- When the family/student behaves or has opinions you don't agree with, consider:
    - Could they be right based on their unique experiences?
    - How can you help them?

# Pick a Partner

- × Describe one of your students only in positive terms.
- × Have your partner tell you three tasks they could do.
- × Then switch roles

# Family Expectations

- × **Family expectations are the key to employment success for youth with disabilities.**
- × Research conducted by Carter, Austin, and Trainer in 2012 **“found that young adults with significant disabilities whose parents definitely expected them to obtain post-school work way back in high school were more than five times as likely to have paid, community employment within two years after exiting school...and** the unexpected finding was **that these expectations were a stronger predictor than anything else ...**

# If Possible

- × Create a plan each year with the student and parents for one of two things they could work on at home or school that would be fun to build towards expanding work skills.



# Small Group

- × Tell me five steps we can take to help parent build expectations that their child will obtain competitive integrated employment
- × At Home In the Community      At School

# School Analysis

- × What if schools were willing to do an analysis of all the different tasks students could perform as a work experiences at school?
- × Think of all the different options that would be available.

# Process That Builds on Information Learned Each Year.

## Age 10 to 13

- **Tasks the student does that can be built on either at home or in school.**
- **Tasks the student finds fun to do.**
- **Exposure to job settings, tours, what do people do for work, volunteer positions, job shadowing**
- **Build belief that the student can and will work.**
- **Talk about the rules of work**
- **What can be implemented into the classroom**

## Age 14-18

- **Work based learning experiences provides exposure.**
- **Start to learn the rules of work**
- **What people get paid**
- **Understands needed conditions**
- **Translate information for what is needed for CEI**
- **Understands the impact of earned income on benefits**
- **Has a bank account**
- **What do they want to buy with their pay check**
- **Pre-ETS Services**

## •• Age 18-21

- **Base on information learned at least one paid job is developed**
- **Job highlights**
- **the student's contributions & Conditions,**
- **Tasks done for pay and reflects interest**
- **Know what work incentives will be used**
- **Applied for VR Services**

# Translation

- Skill or finesse of identifying typical aspects of life and translating those activities into *conditions* for success, *interests* toward employment and potential *contributions* to be offered. We want to do this each school year to determine what can be built on.
- Allows us (teacher, parent, student) to learn who the person is or can be in relationship to work.
- Understanding the different threads that lead to patterns that make up a person to create a work experiences that match his or her contributions



# Translation of Interest - Changes Over Time

- × In order to translate interest you must first figure what it is at a given age, provide an opportunity to try it.
- × And then determine if it can be built on.
- × If it is still something the students wants to do.
- × Sometime people can only tell you a few interest so you must observe what they do, the frequency of the task and the dedication to the task and the enjoyment to tease out interest.

# What Are You Proud of

- × Yearly at the IEP or parent teacher meeting ask the parents and students three things they are proud about their student. How would they like to build on those features?
- × How can you translate that information?

# The Disability System is Confusing

The disability systems, social security, and funding/referral processes are all confusing.

- × Break the information down into manageable steps. Anticipate that some information will need to be repeated each year.
- × Ask them what they need to know before making a decision.
- × Listen and value their opinion.
- × Show Respect
- × Be consistent

# In the Perfect World

## Age 10-12

- × Childhood SSI
- × On waiver waitlist
- × Special Need Trust
- × Able Accounts
- × Practice play
- × Tour at least one business
- × Have the student bring their goals

## × Age 13-17

- × At least four Volunteer/ or work based learning experiences
- × Talk to a benefits planner- Student Earned Income Exclusion
- × Self-employment
- × Enrolled in Pre-ETS•
- × Student brings goals

## × Ages 18-21

- × Paid work experiences
- × Met with a Benefits planner
- × Knows the task they want to do for pay
- × Has gone on at least two informational interviews



# Should build on Each Year

- × How do we insure the student's ideas and requests taken into consideration as educational decisions are being made?
- × Does the team encourage student to assume responsibility for explaining how he or she learns best, and to ask for the necessary support?
- × Has the parent worked with their child to be able to present information about his or her disability, skills and interests, and dreams for the future?
- × How involve is the student in the planning and goal setting of the IEP? How can it be increased?

## What if Each Year the Students creates a visual Resume?

- × The Visual Resume shows pictures of his or her job shadowing or job tours or volunteer work experiences.
- × In bullet points talks about his or her contributions and tasks that were observed or performed

# Connection To Employment

Students clarify their Conditions, Interests, Contributions and Tasks for employment during transition.

This information is used to provide work experiences that the student can learn from. Student starts to realize how with certain employers that have an need, it can match his or her skills. Start to view themselves as workers.

A job is customized that meets the employer's needs and meets the job seekers conditions to be successful is secured by graduation.

- Based on This Presentation Tell Me One Thing You could do differently.
- How would that increase expectations for employment?











Thanks!

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