Family
Employment
Awareness
Training

A webinar series for families of students and young adults with intellectual and developmental disabilities

A partnership between the Paul V. Sherlock Center on Disabilities at Rhode Island College and Indiana Institute on Disability and Community Center on Community Living and Careers

Paul V. **Sherlock Center**
On Disabilities / Rhode Island College

Family Employment Awareness Training – Webinar Series

May 05 – Overview / Transition to Employment in Rhode Island

May 08 – Possibilities for Employment – Supported and Customized Employment

May 12 – Family and School Roles

May 15 – Adult Supports and Resources

Housekeeping

- We want to keep things informal but ask that you keep yourself on mute unless you want to ask a question or make a comment.

- You can also comment or ask questions using the "chat."

- This session will not be recorded because it is interactive, and we strongly encourage participants to actively engage, ask questions, or share personal examples when appropriate.

Online Materials and Resources –

(Materials included for entire series)

❑ PowerPoint handouts

❑ Glossary

❑ Activities

❑ Plan for Employment

❑ Links to related resources

❑ Website for resources – **www.featri.net**

AGENDA

- Who we are

- Charting the LifeCourse

- Family / parent role in transition to work

- School role in transition to work

- Types of employment supports

- Next steps

Paul V. Sherlock Center on Disabilities

❑ Rhode Island's Center for Excellence in Developmental Disabilities.

❑ Provide training and technical assistance, research and information.

❑ Individuals with disabilities, their families and those who support them.

❑ Across the age span.

www.sherlockcenter.org

Paul V.
Sherlock Center
On Disabilities / Rhode Island College

Who is in the Room?

Participate in the Zoom poll so we can tell who is here:

- Family member of a youth with a disability

- Youth age 14 – 22 with a disability

- Teaching professional

- Other professional

- Other

The LifeCourse Tools

Set of planning tools for people and their families for use across the lifespan

If you used the LifeCourse Trajectory Tool introduced last week, type in chat or unmute to comment

Explore with your family member:

- Vision for a good life

- What kinds of experiences can lead to that good life?

- What they don't want

- What experiences to avoid?

https://www.lifecoursetools.com/lifecourse-library/foundational-tools/person-centered/

LifeCourse – Tools to consider all life domains

- ❑ Daily life and employment
- ❑ Community living
- ❑ Social and spirituality
- ❑ Healthy living
- ❑ Safety and security
- ❑ Citizenship and advocacy
- ❑ Supports for the family
- ❑ Supports and services

https://www.lifecoursetools.com/lifecourse-library/foundational-tools/person-centered/

Questions?

Family / Parent Role

❑ Building a support network

❑ Contributing to the employment process

❑ Creating partnerships

❑ Monitoring service quality

Building a Support Network

➢ Inviting people to become a support

➢ Person-centered planning

- PATH - Planning Alternative Tomorrows with Hope
- MAPS – Making Action Plans
- Person-Centered Discovery Process
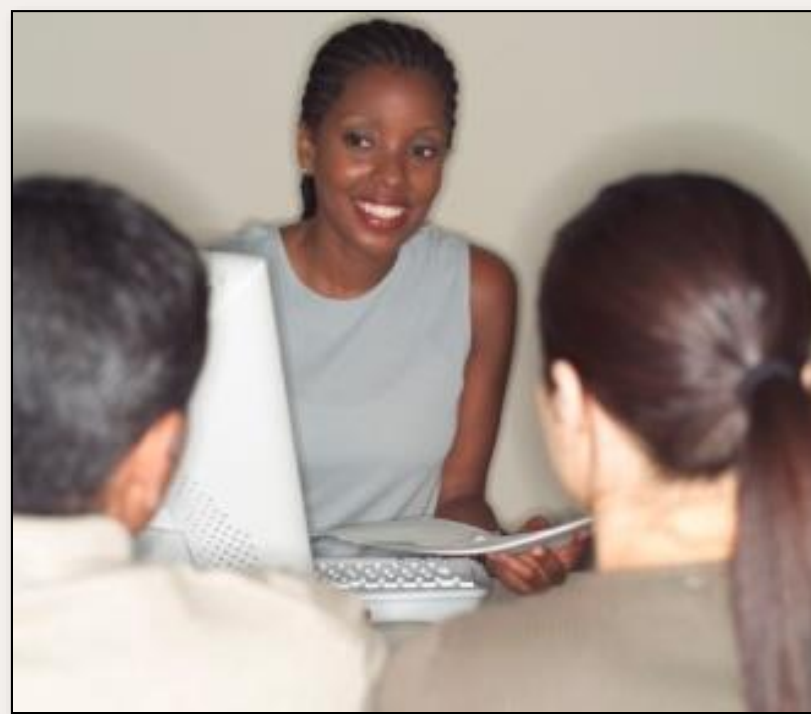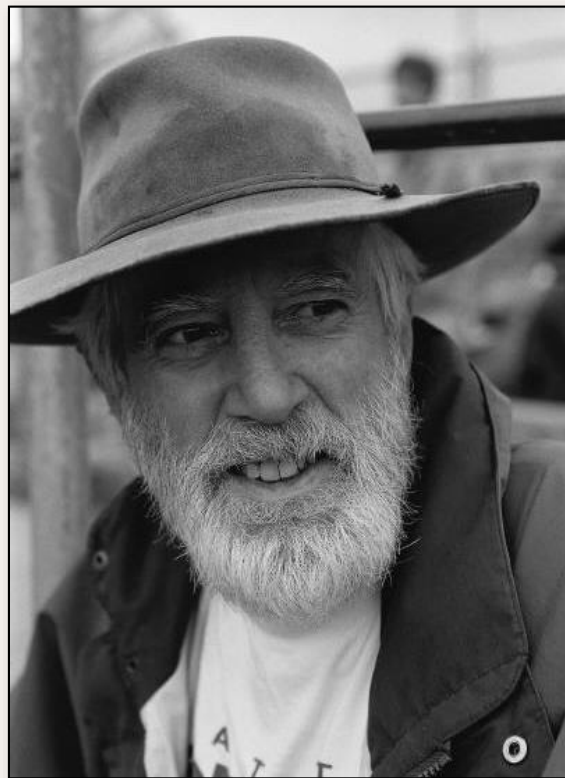- LifeCourse Framework Tools

http://www.imaginebetter.co.nz/planning

Inviting Support –
(worksheet in resources www.featri.net)

➢ Who are the
  - People in your life?
  - People who have helped?
  - People who have information?
  - People with whom you would like to connect?

Inviting Support

Think of the people already in your life. Who is there when you need support?

- Immediate family
- Extended family: cousins, uncles, grandparents
- Friends
- People at work
- Teachers

_____

_____

_____

Who has helped or supported your family in the past?
Support can be a ride to school, money, or even a simple smile.

_____

_____

_____

_____

Who has information you need? Who can help you make new connections?

_____

_____

_____

_____

Contributing to Employment Process

➢ **Look for the individual's contributions and passions**

➢ Assist with brainstorming business/job ideas

➢ Encourage creativity

➢ Plan for employment through IEP transition goals

➢ Network – Share job contacts

➢ Inform the job coach/employment team of any problems or issues

➢ Participate in problem solving

Partnership Strategies

- Build trust - communication, respect

- Shared responsibility

- Common goals

- Strengths-based

- Celebrate successes

- Offer solutions and be willing to be part of a solution

Questions?

School – Transition to Work (ages 14-22)

- IEP Transition Provisions

- Planning Process

Activity

Remember the prompt question from the last session?

- What are your child's postsecondary goals in their IEP?

- What career assessments has your child participated in?

Transition IEP Provisions

- Transition planning is **required** starting at age 14 (or before) in R.I.

- Transition assessments are used to develop measurable goals for after high school **(postsecondary goals)** in the following areas:

  - Employment

  - Education/training

  - Independent living skills (when appropriate)

- These goals are supported by Transition Services and Activities

Transition IEP Planning Process

- The Transition IEP is:

  - A coordinated set of activities and services that builds each year to help the student make informed decisions

  - The entire document – not an add on or a transition plan

  - Intended to foster meaningful conversations with students

- **Career Development Plan – Required for students with intellectual or developmental disabilities**

  - Career planning tool for student and their school teams – aligned with IEP

Transition IEP Planning Process

- The Transition IEP

  - Builds each year based on the student interests

  - Should include the student's:

    - **S**trengths

    - **P**references

    - **I**nterests

    - **N**eeds

Transition IEP Planning Process

- **Present levels** – What do we already know about the student

- **Age-appropriate transition assessments** – What do we need to know about the student

- **Postsecondary (after HS) goals** – What does the student want to do after HS in the areas of Employment, education and training, and independent living

- **Transition services and activities** – What can we do to help the student make informed decisions based on what they want to do

- **Measurable annual goals** – Will help the student achieve their long term postsecondary goals

Transition IEP Planning Process

- The Transition IEP:
    - Makes the connection between what is happening **now and the student's postsecondary goals.**
    - Creates a coordinated set of activities and services that help students and families make informed decisions.
    - Should include representatives from adult funding organizations and service providers to identify potential adult supports needed.

Monitor for Quality Employment Services

- What are quality services:
  - Community-based work experiences
  - Self-determination skill development
  - Job, social and work-related skills development
  - Interagency collaboration
  - Lead to permanent paid employment as soon as possible – before exiting high school, if possible
- What are _not_ quality services:
  - Developmental approaches that focus only on readiness
  - Segregated day services, waiting lists

Questions?

Employer-Initiated Models Project SEARCH

- **Started at Cincinnati Children's Hospital in 1996**
- **Students transitioning from school to work (last year)**
  - On site classroom instruction, worksite rotations, lunch with peers, feedback from instructors, individualized job development and placement
- **Student program is a year long**
  - Whole day program
  - One hour classroom time both AM and PM
  - 10- to 12-week unpaid internships throughout the hospital
  - At the end of the internships, identify best fit and apply for permanent employment

Project SEARCH Rhode Island

- 2019-2025 sites
    - **Miriam Hospital – Providence School district**
    - **Blue Cross / Blue Shield – Cranston School District**
    - **Bally Twin River – Access Point (Adult DD population)**
- Local teams include representatives from the school district, Vocational Rehabilitation (ORS), BHDDH, and an adult community service provider
- Project SEARCH - video on Providence Project SEARCH at Miriam Hospital

Project Search Success Stories

Let's hear from some Project Search Graduates

- [Project Search](#)
- [Delivering Opportunities With Care: Project SEARCH](#)
- [Turnto10 Health Check: Project Search for adults graduates its first class](#)

Questions?

Types of Employment Supports

- Job developer / job coach

- Natural supports

- Assistive technology

Job developer / job coach

- Assists with finding a job

- Negotiates issues with employer (job carving, creating, customizing, accommodations, etc.)

- Teaches how to do the job

- Facilitates relationships and natural supports

- Models interactions and support for the employer

- Ensures the job is done to the employer's standards

- Provides on-going support

Natural Supports

- ➢ People
  - ▪ Employer and co-workers
  - ▪ Family and friends
  - ▪ Community
- ➢ Strategies
  - ▪ Environmental modifications
  - ▪ Instructional techniques

Assistive Technology (AT)

- Items, equipment, or systems used to increase, improve, or maintain the capabilities of people with disabilities

- Low-tech items – an adjustable desk, penholders, or cup holders

- Medium tech – Smartphone or tablet apps

- High-tech items – switches, voice output communication devices, or specially designed robotics

- **www.atap.ri.gov**

Questions?

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For Next Session….

Something to think about before the next webinar:

- What type of supports will your young adult need to achieve their employment goals?
- Begin to complete the left side of the "Identifying Resources Worksheet" **www.featri.net** (Information from the next session will help you complete the right side.)

Next Webinar - Adult Supports and Resources

May 15, 4:30 – 6:30 p.m.

Identifying Resources Activity

Considering the employment possibilities for your child:

- What support needs may they have on the job?

- We will discuss resources to meet those needs during the next
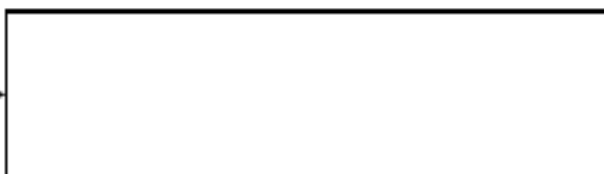
  session.

Identifying Resources

Considering the employment ideas for _____, what are _____'s possible support needs on the job?

What resources are available to address his/her support needs?

Support Need	Resource
◯	▭
◯	▭
◯	▭
◯	▭
◯	▭

Technical Assistance

Sherlock Center on Disabilities

www.sherlockcenter.org

- Available for follow-up and to answer individual questions

- Crystal Cerullo ccerullo@ric.edu

- Call: 401-456-8915

Evaluation for Today

Click on this [link] or find it in Chat.

Please complete!

THANK YOU!

See you at our next session!

4:30 – 6:00 p.m. May 12