

A Vision of Employment For All: Preparing youth to work

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When do we start talking to
kids about work?



How do we send the message

That going to work is
an expectation?

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When work in the community is not the
clear outcome for transition, curricular
content can get muddled.



Setting expectations at home with chores and responsibilities



What does this mean for youth with significant needs?

- Focus on supporting each person to make a contribution and maximize their participation in all activities,
- Focus on identifying the conditions needed to be successful,
- Eliminate the prerequisite to get ready and the need to be competitive.

Is work for everyone?



Tasks, location, & supports were negotiated



Just because you can't compete doesn't mean you can't work

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

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Typical Way to Get a Job



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.

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*

A negotiated job highlighted Kari's contributions



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Conditions for Success

- Characteristics of:
 - Work environment
 - Supervisor or coworkers
 - Tasks
 - Structure of flow of the tasks
 - Flexibility of schedule
 - Ongoing supports

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Contributions


- Personal attribute
- Experience or training
- Credential
- Work characteristic
- Skills (an ability acquired by training)

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Tasks the person can do for Pay

- Tasks of daily living,
- Tasks performed during work experiences, and
- Tasks that can be taught based upon the skills we know a student has.


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Let's Use Work Experience

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


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Types of Work Experiences and Paid Employment in Schools

1. Volunteering
2. Job Shadowing
3. Service Learning/Internships
4. General Work Experience
5. Matched Work Experience
6. Customized Work Experience


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Non-profits

- Food bank
- Senior services
- Humane society
- Civic club
- Volunteer fire department
- Thrift store
- Head start
- Nursing home
- Hospitals

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Service Learning

- Utilizes features of typical service learning activities and can involve inclusion with other students
- Examples: school clubs such as Jr. Achievement; DECA; Candy-Strippers; 4-H; FFA; advanced Scouting

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Services within School/Community

- Yearbook
- Sports team management
- Errands for neighbors
- Branding and vaccinating
- Fundraising for a cause

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What about an evolution of work experiences to prepare students for the best matched

Placement upon graduation, with adequate supports in place

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General Work Experience Focus

- Often an array of pre-developed community or school sites that represent the variety of local economy
- Students may rotate through on a set timeframe – two or three months max.

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Are we learning and teaching all we can in general work experiences?



Interests
Motivators
Support needs
Support strategies
Skills and abilities
Ideal conditions for success

Tasks that match a student's skills within an area of interest...



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An experience matched to Jim's interests and conditions showed different performance.



An individualized work experience where tasks, attendance, and supports were negotiated.



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



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

What do people do for income in your community?



What do people do for income in your community?



Self employment: a delivery business benefited both employers.



What do we need to learn during work experiences?

- How students learn best
- Environments that work/don't work
- Support strategies that help them be successful
- Things to avoid in a workplace
- Tasks the student can do
- Skills, abilities and contributions


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Using work experience to Clarify conditions for success

- Jim does best in an environment where the rules are clear and enforced
- Mostly male
- Working around the same few people daily
- Succinct instruction up front
- A variety of familiar tasks
- Physical tasks


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Using work experience to clarify (or minimize) ongoing support needs

- What environments will 'naturally' have supports a student needs?
- Can the student move from one task to the next? Ask for help? Socialize? Get to work and break on time...WITHOUT THE JOB COACH WITH THEM

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Reframe what may be perceived as a **barrier** to employment and community membership into the "ideal conditions for success" and "support needs"

Focus on how someone can participate...
not why they can't.

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Resource for developing and organizing experiences:

A Guide to Developing a Work Experience Program (Using Volunteerism for Middle School Students)

Available at:

<http://ruralinstitute.umt.edu/transition/articles.aspx>