



Customized Employment for Transition-Age Students: An Action Research Project

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Our Conversation

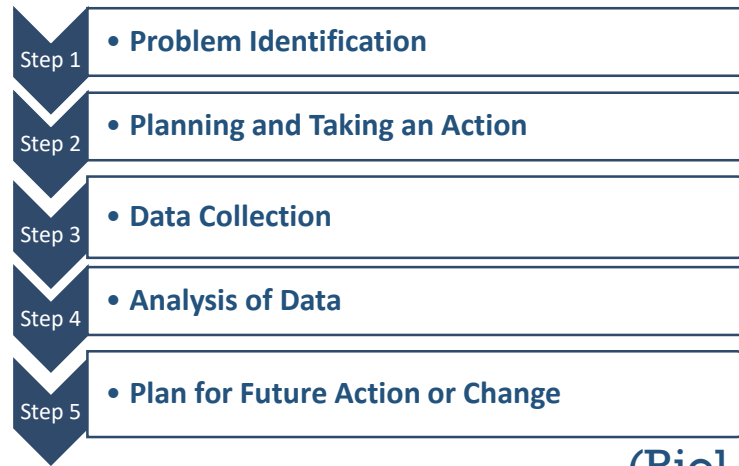
- Brief Overview of Think College Transition Project
- Action Research
- Customized Employment Case Study: Vicky
- CE in the Transition Context
- Tools & Case study activity
- Q & A

Think College Transition Model

- Develop **INCLUSIVE** dual enrollment transition model (*at a community college & two 4-year universities*)
- Students with ID & Autism
- Impact of TCT Model vs. traditional transition services

in a  nutshell

Action Research



(Riel, 2016)

AR starts with a problem:

- Lack of paid jobs related to career goals

Possible solution:

- Customized Employment

Our Action Research Model

- Strengths-based rather than focused on the disability: Deficits to assets → → Features to benefits
- Training on all aspects of the CE process, in particular on specific employer approaches and customized job negotiation skills
- Collaboration with experts in the field, including educators working through the process with their students

Outcomes:

- Community-based, Integrated Paid Employment!
- Training modules
- Creation of a toolkit and video
- A model for other dual-enrollment programs to follow

CUSTOMIZED EMPLOYMENT PROCESS IN ACTION: A CASE STUDY



Ludlow Public Schools



Customized Employment in the Transition Context

Things we learned ...

Discovery & Positive Personal Profile

- use alongside the IEP
- not as comprehensive as the adult version
- use Deficits to Assets tool
- students should help fill in the positive personal profile & create their one-pager

Vocational Themes & Employer Research/Networking

- Themes may change frequently
- Educators struggle getting out of the "big box syndrome"
- Students should be supported to do the employer research
- Students should also help develop the informational interview questions based on their research
- Utilize vocational theme/potential employer table

Employer Engagement including Informational Interviews

- Informational interviews may not be as detailed b/c of time constraints
- Support student involvement as much as possible
- Utilize Features to Benefits tool when marketing potential partnership with employers
- Begin utilization of Job Development Plan worksheet during informational interview;
- Integrate job analysis methods into

Customized Job Development

- Finish utilization of JD worksheet with student involvement
- Educators still may struggle with the "customized" aspect; may default to HR approach
- Big box /corporate business may not be flexible enough to allow a customized position to be developed
- Example of job proposal

Development of natural supports

- Educators may struggle with fading - feel responsible, focus on liability
- Support student to be more independent through use of scripts, practice scenarios, checklists, other accommodations
- Job analysis - might not get done before first shift &/or done casually or incompletely due to time constraints or employer reticence
- CRP may not have capacity to support CE

Pre-Employment Transition Services: “Required” Activities

- Job exploration counseling;
- Work-based learning experiences, which may include in-school, after school, or community-based opportunities;
- Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at IHEs;
- Workplace readiness training to develop social skills and independent living; and
- Instruction in self-advocacy, including peer mentoring.

Deficits to Assets/Features to Benefits



Activity

Deficits or Assets?

As job developers, it is vital you remain creative, innovated, and see the best in all situations. For every deficit listed, brainstorm an asset and write it down in the empty space.

Deficit	Asset
Short attention span	Many interests
Irresponsible	Careless
Distractible	Perceptive
Hyperactive	
Unpredictable	
Impulsive	
Loud	
Stubborn	
Poor planner	
Disorganized	
Willful	
Bossy	
Argumentative	
Tests limits	
Manipulative	
Anxious	
Impatient	
Explosive	
Disobedient	
Defiant	
Angry	
Obnoxious	
Lazy	
Erratic	

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XYZ, Inc. Partnership with RWC

<i>Features of RWC</i>	<i>Benefits to XYZ, Inc.</i>
Pool of qualified, entry-level applicants	Pre-screened, minimum wage applicants
Labor pool from within the community	Creative way to meet corporate community action goals
Consultant services	Free support to students, managers, coworkers; Reduces extra training burden for internal staff
Marketing ability/Community contacts	Public relations of your company through the school system, community organizations, media
Additional off-site training (adapt school curriculum to specific company needs)	Constant reinforcement to employees; quick learning and skill development
Training expertise	Free training for staff, assistance in developing internal trainings
Expertise in developing accommodations	Innovative techniques; increase skills of staff and management in accommodating a diverse workforce

Steps to develop a job proposal

- Discovery/PPP →→ conditions, contributions, non-negotiables
- Vocational themes/informational interviews & tours/ employer research & networking →→ list of preferred potential employers, tasks employers need done
- Compare the tasks that employers need done with the skills students have and tasks they can do or learn to do
- Create your proposal presentation and letter to employer.
Include:
 - Your appreciation for their time and efforts to meet with you
 - A summary of your observations of their needs
 - A list of tasks your student can perform to meet those needs
 - A summary of how you will support your student and the employer to transition your student into a position
 - In the letter: ask for a meeting to present the proposal and for them to meet the student

Think College Learn



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Job Development

THINK COLLEGE LEARN

Educational Coaching and Mentoring Comprehensive Transition Programs For Families Universal Design **Job Development** Accessing Disability Services

This module shares strategies for an **asset or strength-based marketing approach** to job development, focusing on a young person's interests, skills, talents and support needs and matching them to the appropriate work environment to perform tasks that match their skills – and meets bottom-line needs of the business. This approach involves a systematic career discovery process, turning student information into something marketable by creating a Positive Personal Profile (PPP), strategies for turning perceived deficits into assets, and developing a marketing script to bring to employers that highlights a clear connection between a job candidate's abilities and personality and the business needs of an employer. Detailed case study examples are provided.

SECTION 1: Introduction to Job Development

SECTION 2: Gathering Information About a Student

SECTION 3: Creating a Positive Personal Profile

SECTION 4: Turning Deficits Into Assets

SECTION 5: Market with the Employer to Secure the Job

SECTION 6: Case Example: Stacy

SECTION 7: Check Your Understanding

<https://thinkcollege.net/think-college-learn/job-development-0>

Case Studies

- Read your case study
 - Think about what sort of tasks would you think about for your student related to employer needs
 - What opportunities would you try to find for your student?
 - What accommodations would you arrange?
 - How would you market your student to the employer? Use your deficits to assets/features to benefits sheets!
 - Are there concerns that the employer might have? How would you address those?
-
- Share out

Take-aways

- Customized Employment is do-able!
- Involve your students!
- Collaborate with your partners! VR can do many of the activities of CE through their Pre-ETS services
- Use our tools!

References & Resources

- Riel, M. (2016). *Understanding Action Research*. Retrieved from Center for Collaborative Action Research: <http://cadres.pepperdine.edu/ccar/define.html>
- Griffin, C., Hammis, David, & Geary, T. (2007). *The Job Developers Handbook: Practical Tactics for Customized Employment*. Baltimore: Brookes Publishing.
- Workforce Innovation Technical Assistance Center; Youth Technical Assistance Center. (2017, June). The Essential Elements of Customized for Universal Application. Retrieved September 11, 2017, from <https://www2.ed.gov/about/offices/list/osers/rsa/wioa-reauthorization.html>

Evaluation Survey

<http://sgiz.mobi/s3/SOTA-2017-CE>

Optionally, if you have a code reader on your phone you can scan the QR code here and do the survey on your phone.



Thank you!



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