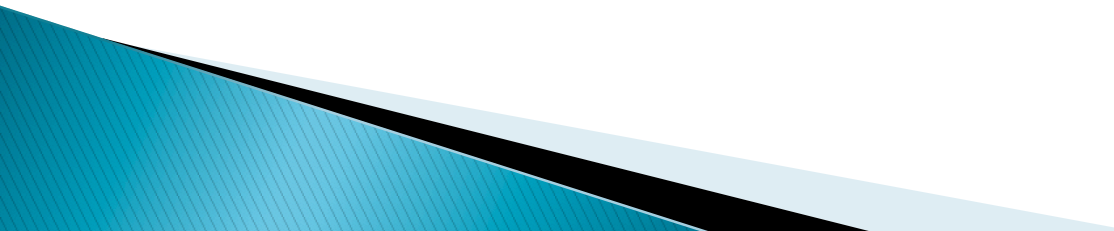


Let's Get to Work

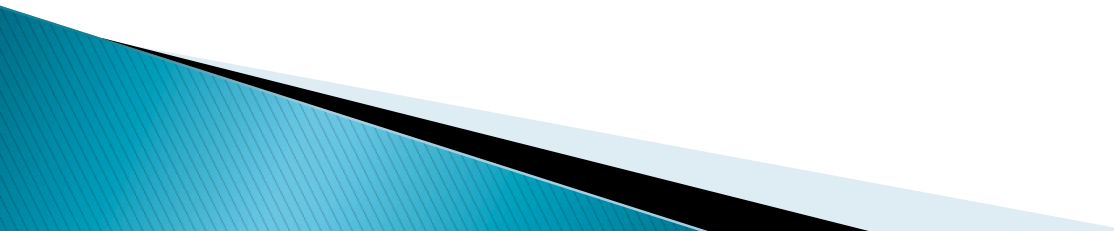
Best Practices
in Employment Preparation

By
Pamela Clark, M.A.
Director of Autism Schools
The Help Group
Summit 2013

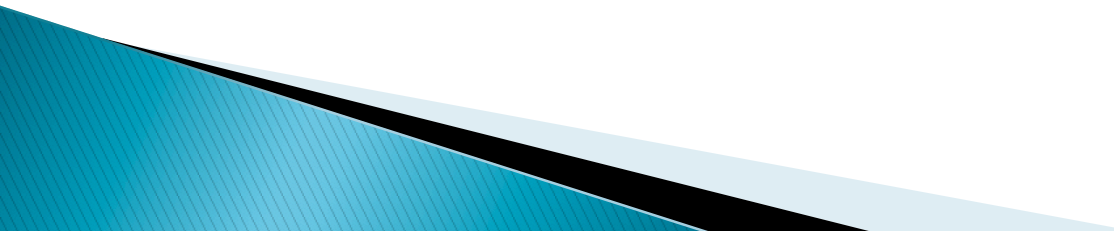
Philosophy

- ▶ It is important that our students with special needs be provided with an educational experience that links the classroom to *real-world* work experiences.
 - ▶ When looking for a career development model, one important consideration should be that it is a continuum of educational experiences.
- 

Continuum Characteristics

- ▶ The model should be developmentally based.
 - ▶ The model components should not exist in isolation and should not be mutually exclusive as to the activities in each.
- 

Phases of the Continuum

- 1) Community Awareness
 - 2) Interests and Job Awareness
 - 3) Pre-Vocational Development
 - 4) Vocational Skill Preparation
 - 5) Skills Application
 - 6) Specialized Services / Referrals
- 

Community Awareness

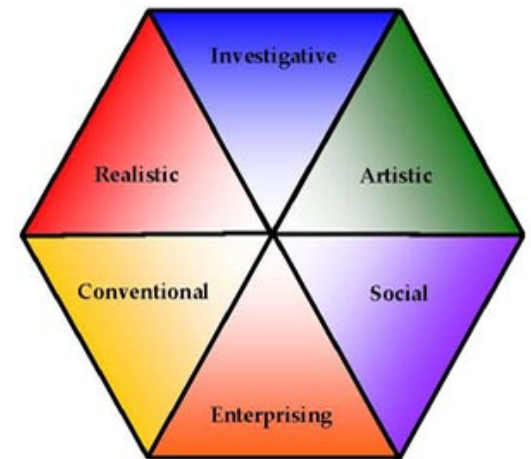
- ▶ Students need an understanding of themselves.
 - Abilities
 - Values
 - Interests
- Also an understanding of others and the world of work



Interests and Job Awareness

▶ Examine individual interests and abilities

- Interest Inventories
- Ability Assessments



▶ Skill Requirements of the Job

Pre-Vocational Development

▶ Six assessment areas:

- 1) Job Awareness
- 2) Needs
- 3) Interests
- 4) Skills and Abilities
- 5) Work Habits
- 6) Daily Living Skills



Vocational Skill Development

- ▶ Target the development of the related academic and job skills required for a specific occupational area.
- ▶ Based on on-going assessments and put into an individual educational plan.



Skills Application

- ▶ Working in the REAL World
- ▶ Use real work as the developmental strategy
- ▶ This completes a comprehensive approach to preparation of the individual

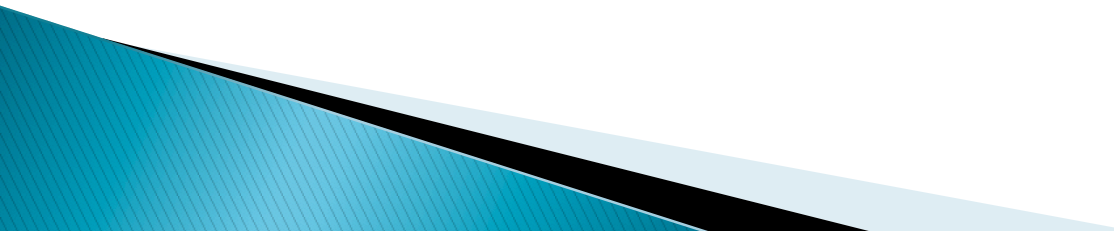


Specialized Services / Referrals

- ▶ Most services are provided by the school or school system
- ▶ Important to include Regional Center
- ▶ May include Department of Rehab



Critical Considerations

- ▶ The ability to interact with co-workers and supervisors is essential to job retention.
 - ▶ The program should place strong emphasis on social skill development.
- 

The Help Group's Vocational Education Program

- Serve young adults between the ages of 18 and 22 with special needs.
- The program works to promote growth and development using a structured curriculum combining classroom instruction with real-world application.

Assessment Drives Instruction

While Career Development curriculum provides instruction at various levels, effective assessment and accurate evaluation are essential. Assessment should drive instruction.

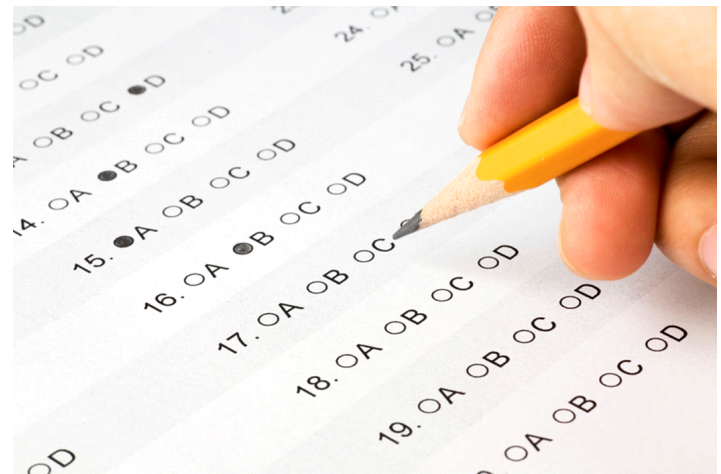
Career Inventories:

- Combination of formal and informal assessments
- Interviews
- Observation of the individual

Evaluation

Evaluation can occur at various levels

- Self-Evaluation
- Staff Evaluation
- Job Site Evaluation





Dollar Tree Stores, Inc.

DOLLAR TREE

Employee Performance Review

EMPLOYEE INFORMATION					
Name	Justin M.			Manager	Eder Velasquez
Job Title	Sales Associate- Intern			Date	1/14/13
Review Period	09/12	to	01/13		
RATINGS					
	1 = Poor	2 = Fair	3 = Satisfactory	4 = Good	5 = Excellent
Job Knowledge Understands & performs assigned duties and job requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>					
Work Quality Accomplishes accurate work with minimal assistance or supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>					
Attendance/Punctuality Demonstrates punctuality and begins work as scheduled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>					
Initiative Takes effective action without being told	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>					
Communication/Listening Skills Offers assistance, is courteous and works well with customers and fellow workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>					
Dependability Manages own time effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>					
Overall Rating <i>(average the rating numbers above)</i>					
VERIFICATION OF REVIEW					
Manager Signature				Date	

Student Evaluation

Worksite: _____

Job Coach: _____

1. Overall my internship was (Circle ONE):

Very helpful

Helpful

Okay

Not helpful

2. At this worksite I felt:

Because

3. Some important things I learned were:

4. The most helpful part of this internship was:

5. Something I have improved in is:

6. A work goal I have set for myself is:

7. Some changes that would make the internships better are:

8. I believe this internship will help me get a job YES/NO (Circle ONE)

9. The internship helped me learn new job skills YES/NO (Circle ONE)

10. The Job Coach was helpful and gave me good feedback YES/NO (Circle ONE)

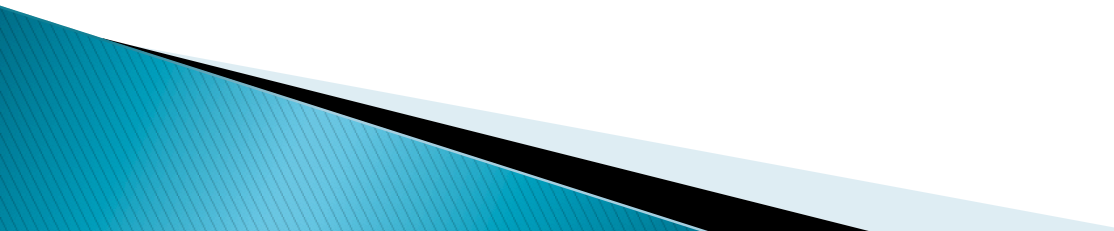
11. Some changes that would make the Job Coach more helpful are:

12. I would/ would NOT (Circle ONE) recommend the internship program to my friends because:

Other Comments:

Vocational Training

Provides hands-on learning through managing and working at on-campus businesses in addition to receiving site-based training at local community businesses and establishments.



Vocational Training

Simulated Work Environment

- Pair classroom instruction with various multiple classroom businesses and school-wide enterprises.
 - E-Commerce
 - Student run café and coffee shop
 - Campus maintenance
 - Gardening
 - Clothing Resource Program
 - Student Run Store
 - Various Office Jobs and Errands



Vocational Training

Off-Campus Internships

- Job coaches provide support to the individual within a real-world work experience in a natural environment.
 - Best Buy
 - Walgreens
 - Dollar Tree
 - Kmart
 - YMCA Preschool
 - Regal Cinemas
 - Sharkey's Restaurant

Internship Considerations

Internships are designed to provide a realistic, meaningful work experience for the individual.

- Length of work shift
- Length of internship
- Tasks
- Intern expectations
- Role of the manager
- Role of the job coach



Positive Behavior Support

Students show the most growth in all areas – academic, social, emotional and behavioral when provided a safe, **predictable** and **structured** learning environment.

The Bridgeport Vocational Center works under the philosophy that the way to strengthen skills is to highlight what a student is doing correctly by attending to appropriate behaviors.

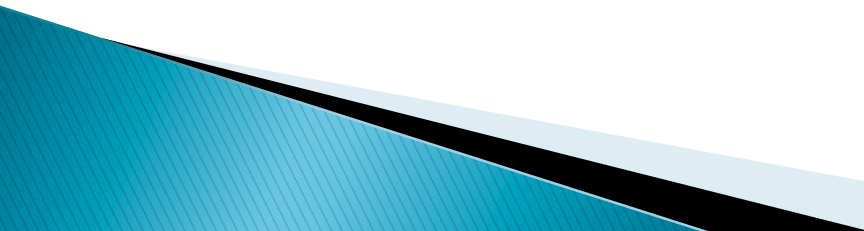


Social/Emotional Skills

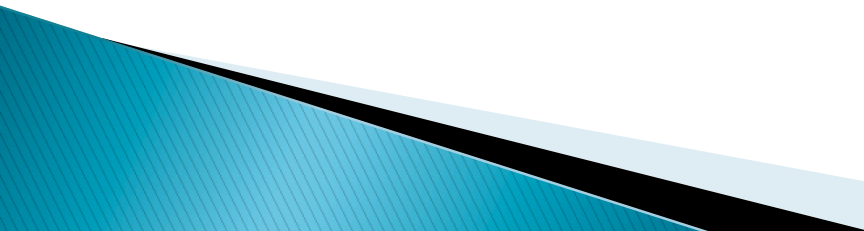
- ▶ Students work toward building necessary skills to deal effectively with their need for attention, assistance or break time, handling anger, frustration and over-excitement appropriately, and developing social and problem-solving skills which allow them more control in dealing with negative situations.



Interactive Strategies

- ▶ Positive behavior support plans should include strategies from each of the following categories:
 - A) Instructional Materials
 - B) Responses that Enable Desired Behavior
 - C) Reinforcement Strategies
- 

Instructional Materials

- ▶ Teach Classroom Limits
 - ▶ Model behavior
 - ▶ Shape approximations of desired behaviors
 - ▶ Incorporate multi-modalities
 - ▶ Offer choices
 - ▶ Teach communication skills
 - ▶ Teach desired behavior
 - ▶ Teach self-management skills
 - ▶ Teach social skills
- 

Strategies to Elicit Desired Behavior

- ▶ Adult proximity
- ▶ Verbal redirection
- ▶ Physical prompts or assists
- ▶ Restating requests
- ▶ Rule clarification
- ▶ Ecological manipulations
- ▶ Purposeful rewarding of desired behavior



Reinforcement Strategies

- ▶ Self reinforcement
- ▶ Peer reinforcement
- ▶ Social reinforcement
- ▶ Activity reinforcement
- ▶ Tangible reinforcement
- ▶ Primary reinforcement

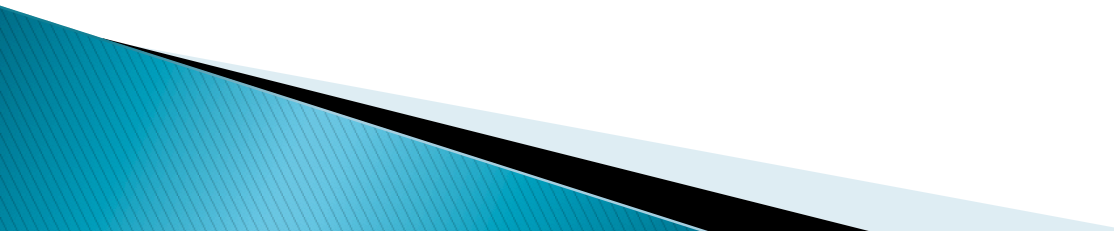


Token Economy – It Works!

- ▶ School-wide System
- ▶ Classroom System
- ▶ Individual Plans



Progress Reporting

- ▶ Point Sheets are based on school- wide and individual goals.
 - ▶ Students should be **active** participants in development of target areas and self -evaluation and points/evaluations.
- 

Model Career Development Plan

- ▶ All of the components of this presentation should be considerations when looking for a model Vocational Education Program.



References

The Help Group's Vocational
Education Center
Work Experience: A Resource
Manual;
Arizona State Task Force

