

WELCOME TO PART 7 OF OUR PATHWAYS TO ADULTHOOD ZOOM SERIES

- ▶ You can download the power point from our website, www.txp2p.org
- ▶ Please mute your phones
- ▶ Type all questions in the chat box
- ▶ We will try to answer all questions at the end
- ▶ If we don't get to your question, please email Cynda.green@txp2p.org.

Pathways to Adulthood

Texas Parent to Parent Transition Team

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Key Steps for Creating a Job for your Youth or Adult

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My assumptions about work

- ▶ Everyone deserves the opportunity to work...given the right environment and supports.
- ▶ Your youth is ready to work NOW!
- ▶ Job creation takes effort, planning
- ▶ Forget work stereotypes; open up your mind to new possibilities.

What are the advantages to working?

- ▶ Money and benefits
- ▶ Social opportunities
- ▶ Feeling of self-worth
- ▶ Reason to get up in the morning
- ▶ Learning new skills
- ▶ Making a contribution

What are the challenges to working?

- ▶ Transportation
- ▶ Behavior and social skills issues
- ▶ Motivation
- ▶ Limits on parents time, effort and resources
- ▶ Lack of public resources and supports
- ▶ Staying eligible for SSI and Medicaid

What are the kinds of work?

- ▶ Competitive work: work for a business or organization that might have workers with and without disabilities
- ▶ Supported employment: working with the accommodations and supports needed on the job.
- ▶ Self-employment: being your own boss, way to gain experience and learn what you are good at.
- ▶ Volunteering: offers a great way to get experience and improve skills that might lead to future employment

Use public school years

Who can help?

- ▶ Each district has a TED (Transition and Employment Designee), can tell you about your district's pre-vocational programs. Who does job placement and job coaching in your district?
- ▶ VAC = Vocational Adjustment Coordinator
- ▶ Career Centers
- ▶ 18+ programs and Project Search

Public school tools

How can school prepare students for work?

- ▶ Employment and transition assessments
- ▶ Relevant, directed IEP goals
- ▶ Pre-vocational curriculum
- ▶ On-campus work experience (recycling, cafeteria, office, delivery)
- ▶ Off-campus work experience (elementary schools, pet stores, churches, non-profits, pizza restaurants)

Off campus experience

- ▶ #1 factor predicting post-school career success is work experience during school: be sure your youth gets relevant work experience during school (Community-Based Vocational Instruction or CBVI)
- ▶ Higher expectations in real-life situations

Tips

- ▶ Find your allies, create a team
- ▶ Encourage student participation in IEP meetings
- ▶ Tell ARD team how important work is to your student and her areas of interest
- ▶ Have a goal of graduating with a paid job
- ▶ texasprojectfirst.org/VTPTemplateAdapted.pdf

Use TWC

- ▶ Texas Workforce Commission, state agency, provides services to employers and job seekers.
- ▶ **Texas Workforce Solutions** local offices, find local office here: <https://twc.texas.gov/offices/vr-general-services.html>
- ▶ **Vocational Rehabilitation**, TWC program, helps people with disabilities prepare for, find or retain employment and prepare for post-secondary opportunities.
- ▶ <https://www.twc.texas.gov/jobseekers/vocational-rehabilitation-services>

TWC in public schools

Pre-Employment Transition Services help prepare for post-secondary education and employment. Services include:

- ▶ Counseling in job exploration and post-secondary training opportunities
- ▶ Counseling on opportunities for post-secondary education such as college, vocational schools, etc.
- ▶ Work-based learning experiences, including internships and on-the-job training
- ▶ Training in workplace and employer expectations
- ▶ Training in self-advocacy and social skills
- ▶ Plus more, go to www.twc.texas.gov

TWC after graduation

- ▶ **Workforce Solutions Vocational Rehabilitation Services** help prepare for, obtain, retain or advance in employment.
- ▶ **Eligibility:** Have a disability which results in substantial barriers to employment and are able to obtain, retain or advance in employment as a result of services
- ▶ **Services include:** Vocational counseling and guidance, on-the-job training, occupational or speech therapy and applied behavioral analysis, rehabilitation devices, including hearing aids, assistance with college education or trade certification

How to access TWC services

- ▶ Talk to your school staff
- ▶ Contact your nearest TX Workforce Solutions -VR Services Office
- ▶ <https://www.twc.texas.gov/>
- ▶ Call 800-628-5115
- ▶ Email customers@twc.state.tx.us

Explore other resources

Public funding for job supports:

- ▶ Medicaid Waivers provide Employment Assistance and Supported Employment to help the individual locate paid employment in the community.
- ▶ Local Intellectual and Developmental Disability Authority (LIDDA) provides Supported Employment; to find your LIDDA
<https://apps.hhs.texas.gov/contact/la.cfm>

Network with local organizations

- ▶ Local parent organizations
- ▶ Local disability organizations, such as Arcs and Independent Living Centers
- ▶ Ask about scholarships, services, networking, work opportunities, local initiatives

Paths to employment

- ▶ Go to this website for information on Apprenticeships and Internships:

<https://twc.texas.gov/students/training-education-opportunities-students>

- ▶ Web-based sales and services, like selling a service or what you make on-line. Examples: jewelry, art, popcorn; trip planning, computer and cell phone maintenance, web design, buying for client

Paths to employment

Self-employment for profit or just for experience

- ▶ Start in the neighborhood providing services
- ▶ Expand as something works
- ▶ Examples: shredding, computer and cell phone advice, delivery, pet sitting
- ▶ <https://www.creditloan.com/blog/disabled-self-employment/>
- ▶ Google self employment disabilities for much more

Other web resources

- ▶ Navigatelifetexas.org, search employment
- ▶ <https://www.pacer.org/transition/learning-center/employment/> Excellent!!
- ▶ <http://www.texasrealitycheck.com/>

Collect information about your youth

Inventory—get input from your youth and others who know him. Gather information on SPIN:

- ▶ Strengths—what's your youth good at?
- ▶ Preferences—what does she like doing?
- ▶ Interests—what does she actively pursue?
- ▶ Needs—what supports does he need to do something?

Some ways to learn more about your youth's SPIN

- ▶ What chores does he do at home?
- ▶ Does he collect anything in his room?
- ▶ What does he spend most time doing?
- ▶ What are his regular activities/routines?
- ▶ Where does he go in neighborhood and area?

Keep asking...

- ▶ Does she prefer Indoors or outdoors, quiet or busy, with people or alone?
- ▶ When's her highest energy level?
- ▶ For how long can she work at one time?
- ▶ In what settings does she best communicate?
- ▶ What supports does she need at work?
- ▶ What places are best to avoid?

Notice trends

- ▶ What employment areas do the conversations suggest?
- ▶ What specific jobs are available in these employment areas?

Visit your community

- ▶ Identify places where people with similar interests work.
- ▶ Have your youth visit a few of these places, with a supporter.
- ▶ Record responses to each place.

Consider what supports are needed

- ▶ Write down where, when supports are most needed
- ▶ Ask what resources are available to assist with those support needs
- ▶ Any personal connections in the community, family and friends who can provide assistance?

Example: meet Jane

- ▶ Jane's strengths are her sense of humor, she's a self-starter, and she finishes what she starts.
- ▶ She prefers to be outdoors and active.
- ▶ Her interests are participating in physical activity, computers, internet, and animals (especially dogs, she itches around cats).

What trends stand out for Jane?

What jobs are available?

- ▶ 1. Work outdoors and active jobs, like lawn work, summer camps
- ▶ 2. Work with animals, like pet care, dog walking, zoo, vet practice, pet store
- ▶ 3. Computer jobs, like data entry, help neighbors with computers and phones; pursue tech skills

Make a plan

- ▶ Jane will pursue a job at the local zoo.
- ▶ Jane will create a job for herself walking dogs in her neighborhood.
- ▶ Jane will investigate classes or programs where she can add to her computer skills

Supports

- ▶ Jane doesn't drive → she will need transportation assistance to the zoo. She hopes to learn to ride the bus.
- ▶ Jane stresses about encountering new places and people. She will need help with first contacts with dog owners.
- ▶ Jane will need guidance in investigating computer classes after she does her own on-line research.
- ▶ Jane plans to contact TWC and ask for a vocational counselor: can TWC will help pay for computer classes? Provide bus training?

To get started

- ▶ Focus on 1 area of interest
- ▶ Brainstorm jobs in that area
- ▶ Visit places where that work is done
- ▶ Connect with people in that area
- ▶ Take one small step first...

You never really get “there” but you always gain experience!

- ▶ Use what you learn from failures and even getting fired!
- ▶ Take pride in what you are accomplishing, even little steps.
- ▶ Connect with other families going through this process.
- ▶ Create a team to help.

Coming this fall!

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Pathways to Adulthood Zoom
Series

Watch our website for dates!

www.txp2p.org



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