

Planning for Employment

What Does This Student Need?	Actions the High School Transition Team May Recommend
<p>ASSESSMENT to identify current strengths, needs, interests, and preferences for post-school employment, independent living, and post-secondary training and/or education</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Interview youth regarding vocational interests and preferences (use other methods to assess interests and preferences of nonverbal students) <input checked="" type="checkbox"/> Conduct situational assessment (observation in a work setting) to assess endurance, strength, aptitude, social skills, interests, interaction <input checked="" type="checkbox"/> Conduct formal vocational evaluation by a trained evaluator <input checked="" type="checkbox"/> Self-assessment <input checked="" type="checkbox"/> Develop student's awareness of different jobs <input checked="" type="checkbox"/> Discuss health care issues that may impact employment
<p>DEVELOPMENT of job and job placement options and awareness of skills needed</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Analyze local labor market (contact employment services for state and request information for the region; contact local vocational advisory council; contact local chamber of commerce; review local want ads; contact employment agencies) to identify job openings and local labor needs <input checked="" type="checkbox"/> Get a range of work experiences: explorations, job shadowing, mentoring, and internships <input checked="" type="checkbox"/> Identify community programs offering job placement or training <input checked="" type="checkbox"/> Build network of employer and community program contacts <input checked="" type="checkbox"/> Provide training to employers on issues related to employees with disabilities
<p>MATCHING of student and job</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Analyze the demands and expectations of the job site (e.g., duties, skill requirements, hours, location, transportation, wages, benefits, social skills) <input checked="" type="checkbox"/> List the supports the student needs to be successful on the job <input checked="" type="checkbox"/> Match the student's assessment and the list of needed supports to the job demands, including transportation to the job

MATCHING (continued)	<input checked="" type="checkbox"/> Identify current gaps and needs for success <input checked="" type="checkbox"/> Identify needed natural supports, job accommodations, adaptive equipment, and support services
TRAINING & PREPARATION in school and work	<input checked="" type="checkbox"/> Provide instruction to youth on job-seeking skills <input checked="" type="checkbox"/> Provide community-based work experiences related to career development <input checked="" type="checkbox"/> Identify potential service providers <input checked="" type="checkbox"/> Provide natural supports and accommodations <input checked="" type="checkbox"/> Provide instruction and training (pre-employment or on-the-job)
PLACEMENT and FOLLOW-ALONG	<input checked="" type="checkbox"/> Work with employer to determine employee's response to the job demands and identify strategies to capitalize on strengths and minimize limitations <input checked="" type="checkbox"/> Provide natural supports and accommodations <input checked="" type="checkbox"/> Monitor progress and readiness for job advancement <input checked="" type="checkbox"/> Monitor changing need for natural supports <input checked="" type="checkbox"/> Make adjustments, as needed

Planning for Education After High School

What Does This Student Need?	Actions the High School Transition Team May Recommend
ASSESSMENT that identifies strengths, needs, interests, preferences for post-secondary education	<input checked="" type="checkbox"/> Assess student's self-advocacy skills, academic preparation, and college-bound test scores <input checked="" type="checkbox"/> Assess student's technical skills, social skills, independent living skills <input checked="" type="checkbox"/> Interview youth regarding educational setting interests and preferences—size, setting, programs (use other methods to assess interests and preferences if student is nonverbal) <input checked="" type="checkbox"/> Identify youth's long-term career goals <input checked="" type="checkbox"/> Develop a list of supports student needs to achieve post-secondary setting <input checked="" type="checkbox"/> Identify needed natural supports, academic or physical accommodations, and support services
DEVELOPMENT of post-secondary education	<input checked="" type="checkbox"/> Visit campuses <input checked="" type="checkbox"/> Participate in college night

DEVELOPMENT (continued)	<input checked="" type="checkbox"/> Have college students with disabilities talk to youth <input checked="" type="checkbox"/> Research colleges and universities that offer special services to students with disabilities <input checked="" type="checkbox"/> Discuss financial issues <input checked="" type="checkbox"/> Discuss preferred location of college
MATCHING of student and post-secondary education setting	<input checked="" type="checkbox"/> Analyze the demands and expectations of the post-secondary education setting—accessibility, support services availability, academic rigor, social culture, independent living setting <input checked="" type="checkbox"/> Match the student’s assessment and list of needed supports to the demands of the post-secondary education setting
PREPARATION for post-secondary education	<input checked="" type="checkbox"/> Provide developmental academic support and coursework needed to prepare for post-secondary education goals <input checked="" type="checkbox"/> Assist youth with applications, interviews, and test preparation <input checked="" type="checkbox"/> Identify potential service providers. <input checked="" type="checkbox"/> Develop natural supports <input checked="" type="checkbox"/> Provide self-advocacy training
PLACEMENT and FOLLOW-ALONG	<input checked="" type="checkbox"/> Monitor progress in the post-secondary setting <input checked="" type="checkbox"/> Monitor changing need for natural supports <input checked="" type="checkbox"/> Monitor changing need for services <input checked="" type="checkbox"/> Advocate for changes and adjustments, as needed

Planning for Living Independently

What Does This Student Need?	Actions the High School Transition Team May Recommend
ASSESSMENT to identify strengths, needs, interests, preferences for adult and independent living, including recreation and leisure	<input checked="" type="checkbox"/> Interview youth and family regarding adult and independent living interests and preferences (use other methods to assess interests and preferences if student is nonverbal) <input checked="" type="checkbox"/> Observe youth in independent living or recreational setting <input checked="" type="checkbox"/> Interview youth and family regarding medical plans <input checked="" type="checkbox"/> Interview youth and family regarding financial plans <input checked="" type="checkbox"/> Identify transportation skills and needs

ASSESSMENT (continued)	<input checked="" type="checkbox"/> Develop a list of supports student needs to be successful <input checked="" type="checkbox"/> Identify needed natural supports, accommodations, and support service
DEVELOPMENT of adult living placement options, including recreation and leisure (not needed immediately, but for planning purposes)	<input checked="" type="checkbox"/> Analyze adult living options in the local area (for example, group homes, supported living homes, roommates) <input checked="" type="checkbox"/> Analyze locality for leisure/recreation options in the local area <input checked="" type="checkbox"/> Coordinate with other families and youth looking for adult living options <input checked="" type="checkbox"/> Provide training and education for families and youth regarding living and financial options for transition-aged youth <input checked="" type="checkbox"/> Analyze community for transportation options
MATCH youth to adult living placement options, including recreation and leisure	<input checked="" type="checkbox"/> Analyze the demands and expectations of the adult living and community participation options <input checked="" type="checkbox"/> Match the student's assessment and list of supports to the demands and expectations of these options
TRAINING and PREPARATION for adult living	<input checked="" type="checkbox"/> Provide instruction to prepare youth to enter identified adult living and community options <input checked="" type="checkbox"/> Identify potential service providers for needed supports and accommodations <input checked="" type="checkbox"/> Develop natural supports <input checked="" type="checkbox"/> Provide opportunities to participate in the community in the identified settings
PLACEMENT and FOLLOW-ALONG	<input checked="" type="checkbox"/> Monitor progress <input checked="" type="checkbox"/> Monitor changing need for natural supports <input checked="" type="checkbox"/> Monitor changing need for services <input checked="" type="checkbox"/> Make adjustments, as needed

These tables were created by the National Information Center for Children and Youth with Disabilities.

