

THE ROAD AHEAD

Career Readiness- High School (15-18yr)



AMERICAN
PRINTING
HOUSE





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she/her/hers

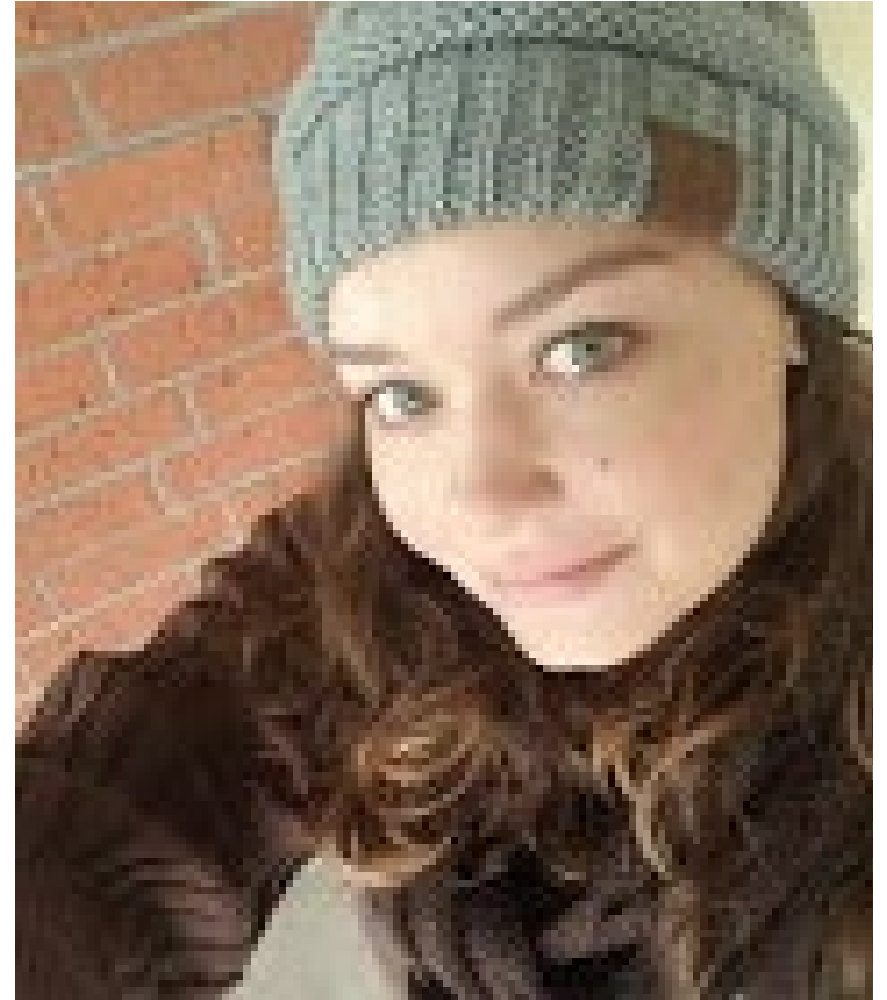
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Learning Objectives

1. Define career readiness
2. Identify barriers of employment
3. Examine career readiness checklist
4. Embed career readiness



DEFINING CAREER READINESS

The What?





The What

What do you think are the components or parts of the definition of Career Readiness?

The National Association of Colleges and Employers (NACE)

“Career readiness is the attainment and demonstration of requisite competencies that broadly prepare *college graduates* for a successful transition into the workplace.”

Competencies

- ✓ Critical Thinking/ Problem Solving
- ✓ Oral/Written Communication
- ✓ Teamwork/Collaboration
- ✓ Digital Technology
- ✓ Leadership
- ✓ Professional/Work Ethic
- ✓ Career Management
- ✓ Global/Intercultural Fluency



COMPETENCIES & VI

Wolffe (1998)



Work Related Competencies 1.

Ability to use resources

1. Time
2. Space
3. Material

Work Related Competencies 2.

Interpersonal skills

1. Teamwork
2. Respect
3. Social skills

Work Related Competencies 3.

Information management skills

1. Find, use, organize data
2. Communicate about data

Work Related Competencies 4.

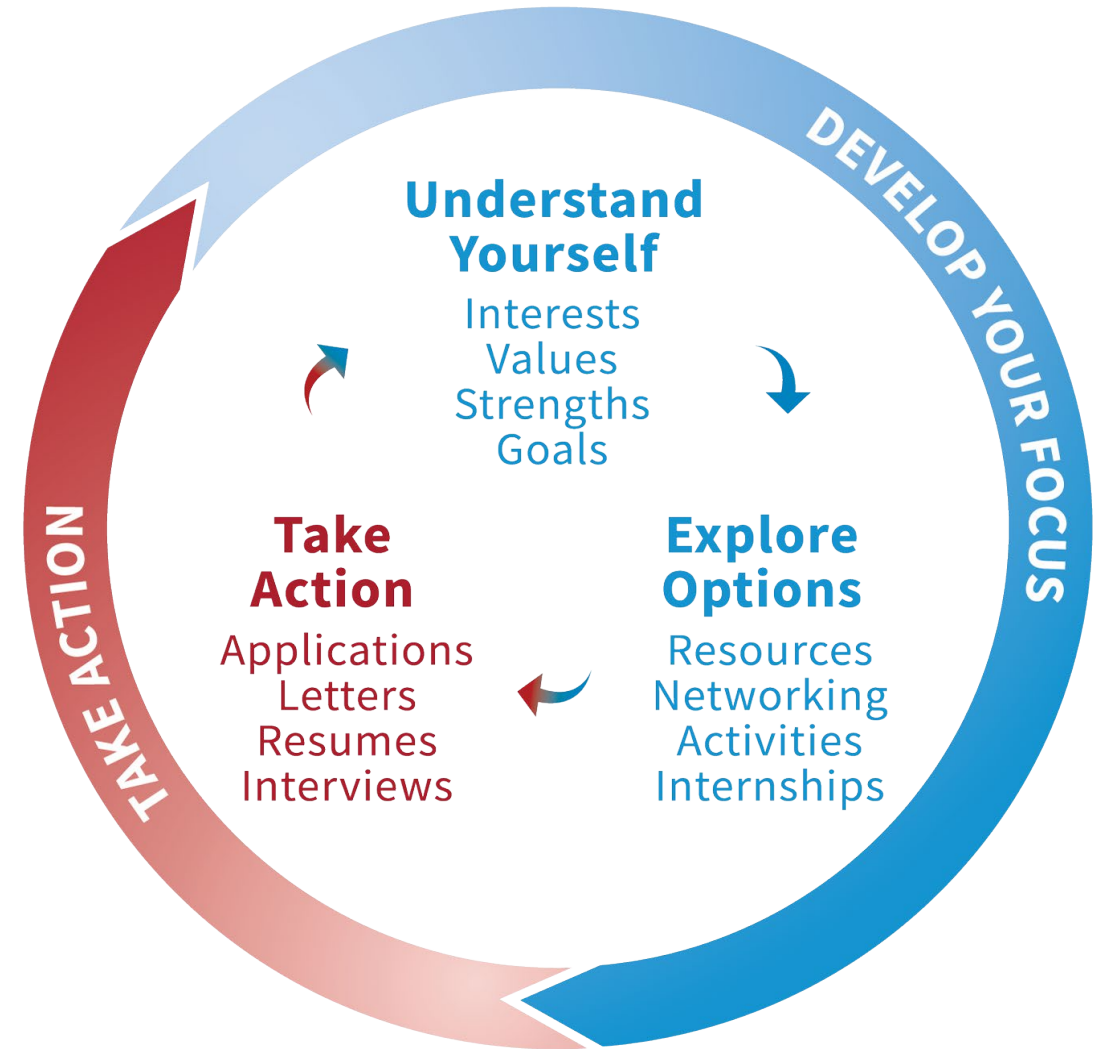
Knowledge of systems

- Social
- Organizational
- Technological

Competencies Check

- EA Rubric
 - EA Rubric ECC Action Plan (EARubric)
- ECC Checklist (Essential Tools, TSBVI)
- Career Competencies Checklist- HS (FoE, Ch 24)
- Career Education Competencies- HS (FoE, Ch 24)
- Parent QA- Transition Competencies Checklist (Region10)

Career Development 1.



Career Guide, Cornell University, 2020/21

Career Development 2.

1. Know: values, interests, strengths, personality, desires, ambitions

2. Explore: industries, occupations, educational paths, work environments, career options

3. Plan: decision making, goal setting, prioritizing tasks, action planning, reality testing

4. Create: job search documents, social and online networking, applications, interviews, work experience



ESTABLISHING IMPORTANCE

The Why?



History

- **IDEA 1990:** IEP, 16 years old, student present
- **IDEA 1997:** Related Services, transfer of rights
- **IDEIA 2004:** Coordinated set of activities, results oriented, academic and functional achievement, strengths/preferences/interests

IDEIA Transition Law

§ 300.43 Transition services.

(a) *Transition services* means a **coordinated** set of activities for a child with a disability that—

- (1) Is designed to be within a **results-oriented process**, that is focused on improving the academic and **functional achievement** of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, **vocational education, integrated employment** (including supported employment), continuing and adult education, adult services, **independent living, or community participation**;
- (2) Is based on the individual child's needs, taking into account the **child's strengths, preferences, and interests**; and includes—
 - (i) Instruction;
 - (ii) **Related services**;
 - (iii) Community experiences;
 - (iv) The **development of employment and other post-school adult living** objectives; and
 - (v) If appropriate, acquisition of daily living skills and **provision of a functional vocational evaluation**.

(b) *Transition services* for children with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a child with a disability to benefit from special education.

It begins with the IEP

IDEA 2004 (§300.43)

- 1. College (2-4 years):** Career readiness skills of technology, self-advocacy, independent living skills, O&M, work expectations, social skills
- 2. Graduating high school:** job volunteering, school for blind, DOR residential programs, DOR/VOC programs
- 3. High school until age 21/22:** family involvement, agencies

IEP & PCP

IDEA 2004 (§300.43)

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Transition-planning meetings

Youth have met with school staff to develop a transition plan: 74%

Youth provided at least some input in IEP and transition planning: 69%

Source: Table ES11: Percentages of youth who attended and provided input during a transition-planning meeting, by disability group

The Problem

- Only 23% of students with visual impairments --who graduated from high school and did **not** go to college -- were employed.
- Of students out of high school for 3-5 years
 - 17% held full-time jobs
 - 12% worked part-time
 - **71% were unemployed**



Source: <https://www.universitystudent.org/memes/theres-a-gap-in-your-cv-what-did-you-do-in-2020-i-was-washing-my-hands-3385>



THE TOOLS

The How?





Can't Does Not Exist

“Never do for a child what you believe that child has the *potential* to do. Anticipate that they can do, make them prove that they can't.

Begin by assuming that they can.”

- Karen Wolffe, FAER



Triage

- Time for:
 - ECC assessment?
 - Observations?
 - Interviews?
 - Student-led IEP?
 - Student-Directed Transition Planning (SDTP)?
 - Person Centered Portfolio (PCP)?

Start where your two feet are!

ECC Action Plan

Blankenship et al.,
EA Rubrics (n.d.)

Expanded Core Curriculum (ECC) Action Plan

Student _____

School Year _____

ECC Priority Area(s)	Assessment Date	Goal (g) or Intervention (i)	Person Responsible for Instruction	Person Responsible for Data Collection	Setting	Amount of Service
Compensatory Skills						
Independent Living						
Use of Assistive Technology and Technology						
Sensory Efficiency						
Recreation & Leisure						
O & M						
Social Interaction Skills						
Career Education						
Self-Determination						

Completed by: _____

Date Completed: _____

Essential Assessments, 2011



Consider

- In what ways you as a vision professional can advocate for collaboration?
- What skills would lend themselves to easy collaboration?

Roles

O&M

- Off campus orientation
- Off campus travel skills
- Cane skills

TVI

- Support to academic/classroom needs and skills (NOT tutoring)

Roles cont.

Body image (O&M)
Concept Dev. (2D TVI, 3D O&M)
Sensory training (near TVI, Distance O&M)
Gross/Sensory motor (O&M)
Functional signs (on campus TVI, off O&M)
Health and eyes (TVI)
Social Skills (both)

Behaviors (ALL)
Living skills (both)
Career education (both)
Self-image/ understanding self (TVI, O&M adds mobility info)
On campus orientation (O&M, but TVI can assist)
On campus travel skills (O&M, TVI reinforce)

Roles cont.

Who else?

- Physical Therapist
- Occupational Therapist
- Optometrist
- Ophthalmologist
- Low Vision Therapist

Orientation and Mobility

“Nearly 50% are completely unprepared”

OCB, CA (J. Hahn, 2021)

- ILS
- Community Involvement
- Communication Skills
- Banking, Official business (ID)



O&M and ECC

- When should you start to look at ECC skills?
- Who can teach ECC living skills? - blurred line in schools
- Where is your responsibility as a TVI or O&M
- You are the voice for your student
- What happens to these students who are not ready



SELF-ADVOCACY

Putting the student in the driver seat



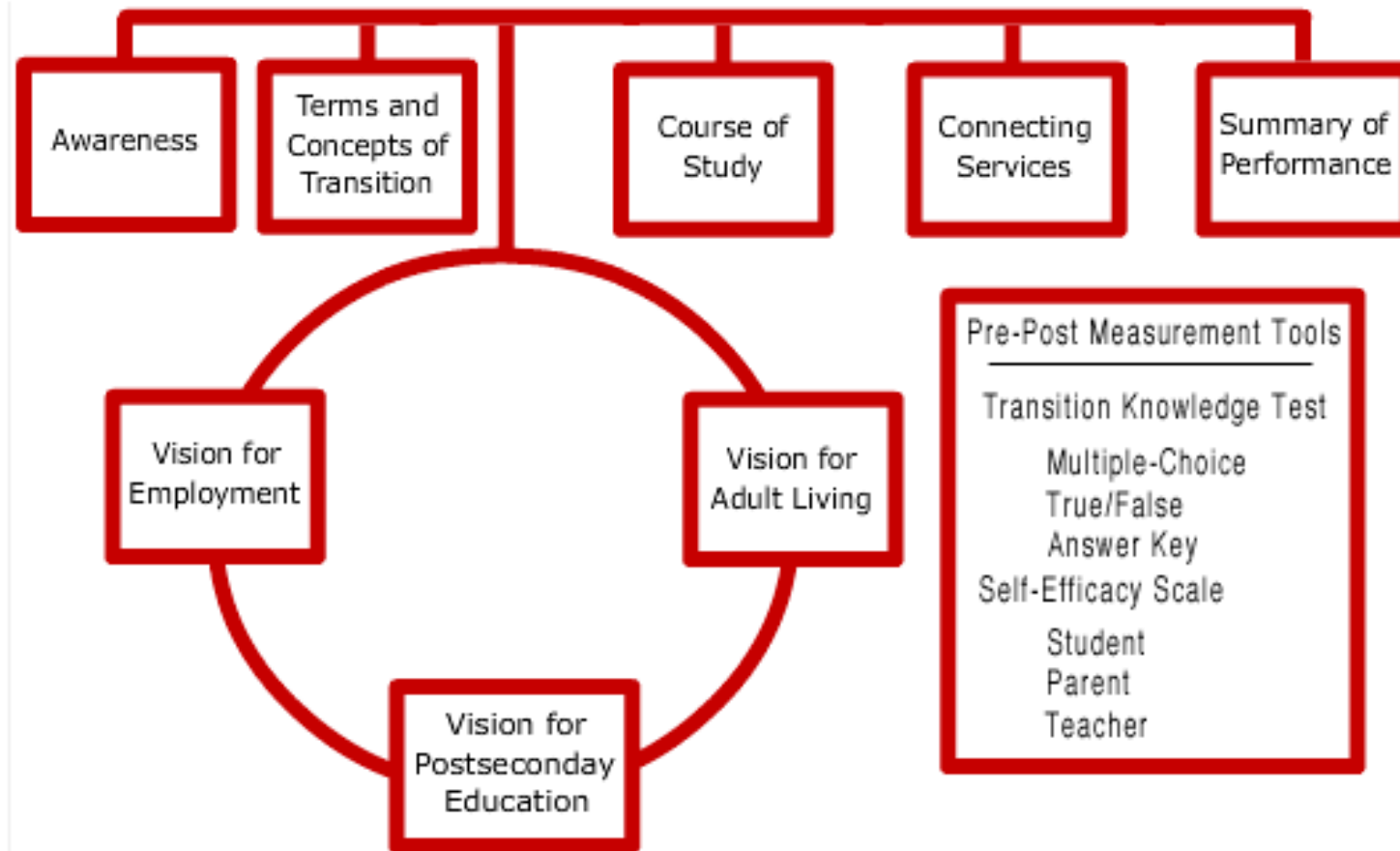
Student-led IEPs

Studies show that a

“consistent trend characterized by self-determined youth doing better than their peers one year out of school.

Members of the high self-determination group were more likely to have expressed a preference to live outside the family home, have a savings or checking account, and be employed for pay”

Student-Directed Transition Planning



Person Centered Portfolio 1.

Circle of Support

- Person
- Close relationships
- Situational and paid

Community Presence

- Home
- School
- Job, volunteering

Person Centered Portfolio 2.

Preferences

- Things that work
- Things that don't work

Action Steps

- Activities
- Who

Person Centered Portfolio 3.

Gifts and Capacities

- Personal gifts
- Personal abilities

Desired Future Lifestyle

- Living situation
- Daily activities
- Fun & recreation



Role Models and Mentors

- New skills from the “expert”
- Relatable person
- Family Support
- CareerConnect (APH)

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THE ROAD AHEAD- HIGH SCHOOL

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