

# THE ROAD AHEAD

Career Readiness- Middle School (10-14yr)



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HOUSE





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# Objectives

- Describe career readiness skills of middle school age students.
- Analyze transition practices of organizations.
- Identify ways to guide students to discover suitable careers.
- Develop a plan to embed career readiness within educational programming, including collaboration within the IEP process.



# 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



# DESCRIBE CAREER READINESS

The what



# The challenge of middle school

Increased focus on standards-based testing and curriculum

- Rapid pace
- Time consuming & more difficult homework
- Pressure

(UDL, CAST)

Puberty and shift in psychosocial growth

- Social-emotional awareness
- Self-concept
- Self-esteem
- Sexual identity

(Erickson)

# Transition Processes: The Planning Begins

Where are you?

- Skill assessments
- Interest assessment

How do you get there?

- Training
- Volunteering

Where do you want to go?

- Work
- Postsecondary education
- Independence



# The Path to Informed Decision: Elementary

- Awareness
- Careers
  - Explore reasons why people work
  - Introduce career clusters
  - Engage in developmentally appropriate activities to foster career awareness

# The Path to Informed Decision: Middle School

- Exploration
- Career Clusters
  - Explore related skills and knowledge
  - Engage in developmentally appropriate tasks
  - Use information to create an Individualized Learning Plan (ILP)

# The Path to Informed Decision: High School

- Planning
- Career Pathways
  - Engage with related skills & knowledge
  - Develop knowledge and skills related to pathway
  - Participate in real-world learning opportunities
  - Explore postsecondary requirements & options

# The Path to Informed Decision: Post Secondary

- Preparation
- Career Major
  - Develop skills and knowledge



# COMPETENCIES

The Skills





# Meeting increased demands for organizing time

- Organizing class schedules
- Homework and team assignments
- Extracurricular activities

# Meeting increased responsibilities at home and in the community

- Chores
- Volunteer and paid work
- Responsibilities within the school community
  - Clubs
  - Sports
  - Band





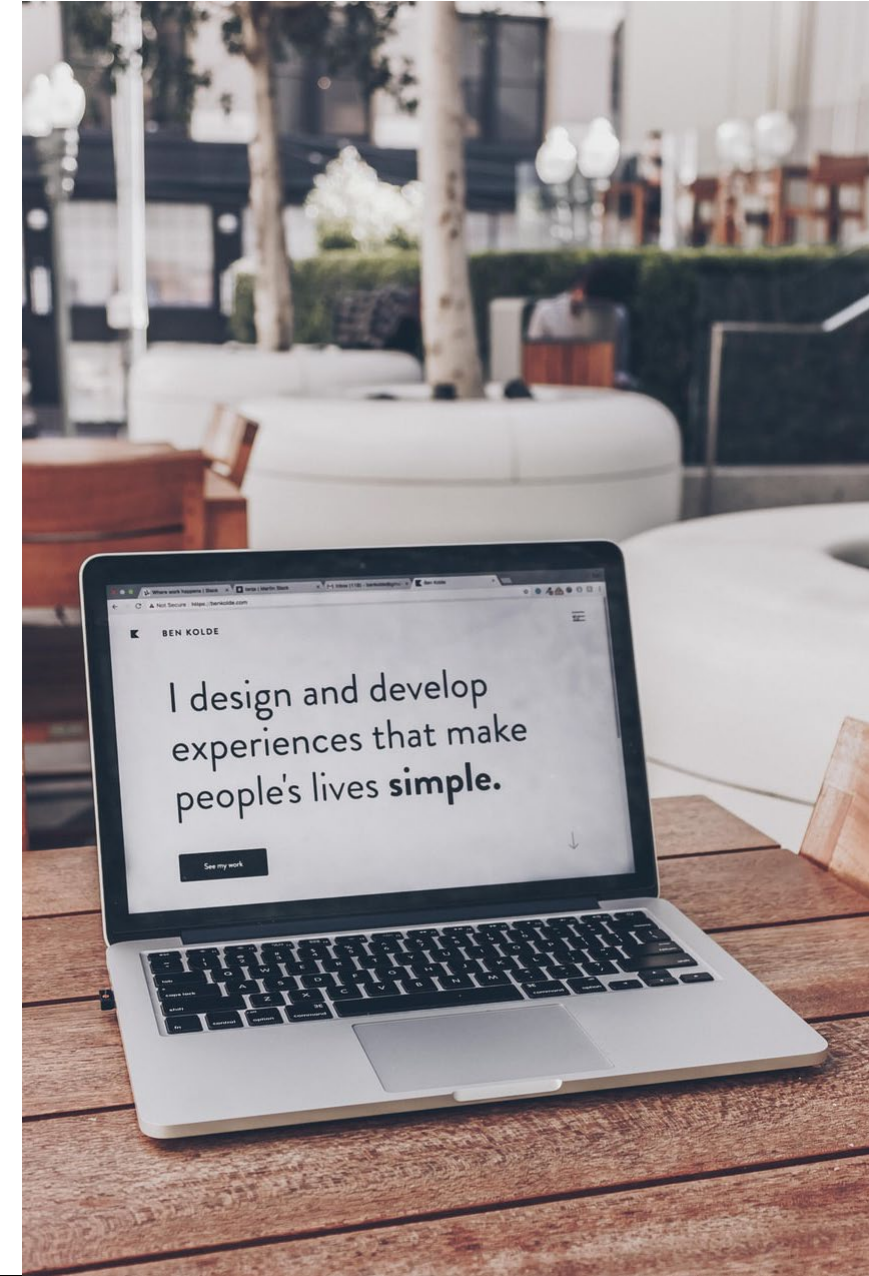
# Meeting increased demands for skill development

- Independently learning new skills
- Efficient use of skills
- Accurately using skills



# Showing a full understanding of the work performed by adults

- Family members
- Detailed knowledge of work
- Community members and their roles





# Showing a beginning notion of the work they want to do as an adult

- Literature on famous Americans, including those w/disabilities
  - Book reports
- National, regional, and local career options
- Identifies and discusses career interests and abilities

# Investigating identified areas of interest

- Specifies and explores
- Informational interviews
- Job Shadowing



# Example for interview:

- What are your primary job duties?
- What do you like best and least about this job?
- Do you use any specialized tools or equipment to perform your job?
- Do you wear a uniform or any protective gear while on the job?
- If you complete an assignment, how do you know what to do next?
- What type of education or training and work-related experience did you need for this job?



# **ESTABLISHING IMPORTANCE**

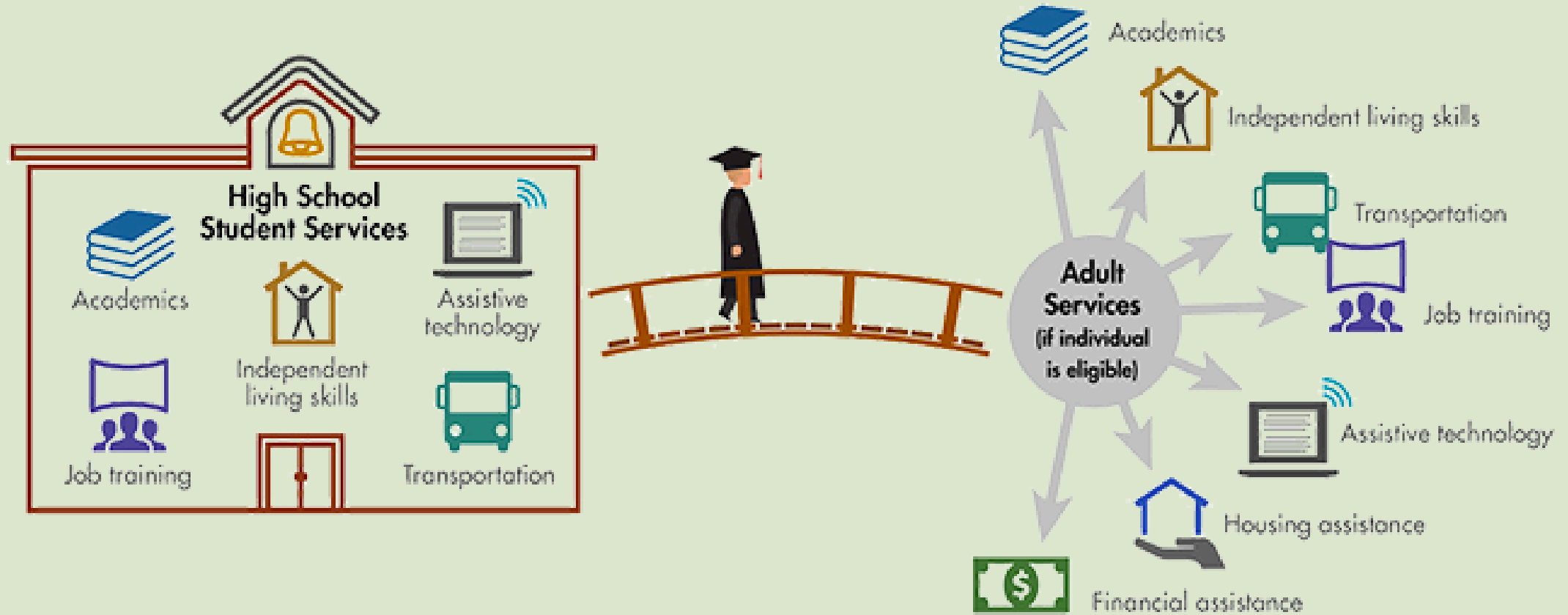
Transition practices of organizations



# Building a Network of Supports



# Planning for Post-Secondary Life



Graphic adapted from Government Accountability Office analysis of agency documentation (<http://www.gao.gov/>).



# **THE TOOLS & HOW**

Guide students to discover suitable careers







# Identify suitable careers

- Research career interest
- Identify & record
  - Accommodations needed
  - Overall skills
  - Schooling vs. Apprenticeships
    - Tech school v. University

# Embed into ECC

- Assistive Technology
  - Research Careers
  - Practice resume writing (typing, formatting)
- Independent Living Skills
  - Budget based on the average pay of the career
- Social Skills
  - Practice Interview



# Passionate Careers

- Understanding who they are
  - 16Personalities.com
- Career Cruiser
  - Curriculum from FL DOE
  - Interest survey





# Jobs lead to Careers

- Explore the big Career Cluster
  - Break down into related options
- Starter jobs can build foundational skills
  - Summer Camp Counselor
  - Volunteering

## Job Performance Evaluation

Once or twice a week your work and participation will be evaluated. This evaluation is meant to help you think about the quality of work you produce and your attitude behind it. As you are getting closer to graduating and moving on into the working world you need to start practicing strong job performance skills.

Skill	3 points	2 points	1 point	0 points
<b>Checking over work:</b> if work is checked then there should be minimum errors in it	Student had a minimum of 2 total spelling or grammatical errors.	Student had between 2-4 total spelling or grammatical errors.	Student had between 4-6 total spelling or grammatical errors.	Student had more than 6 total spelling or grammatical errors.
<b>Using accommodation:</b> to be efficient you will need to use visual accommodations to complete your work in a timely manner and well	Student used their accommodations for the entire work session.	Student used their accommodations for 75% of the work session.	Student used their accommodations for 50% of the work session.	Student used their accommodations for >50% of the work session.
<b>Active participant:</b> you will need to demonstrate both in your communication and body language you are actively engaged in the lesson.	Student sat up, was off their phone, and actively responding to questions and tasks asked of them for the entire session.	Student sat up, was off their phone, and actively responding to questions and tasks asked of them for 75% of the session.	Student sat up, was off their phone, and actively responding to questions and tasks asked of them for 50% of the session.	Student sat up, was off their phone, and actively responding to questions and tasks asked of them for >50% of the session.
<b>Following expectations:</b> even if you disagree with the method you need to go through with the expectation	Student did not argue and immediately followed all directions. They kept up with session norms.	Student needed 1 reminder to comply with new expectations and/or session norms.	Student needed 2 reminders to comply with new expectations and/or session norms.	Student needed 3+ reminders to comply with new expectations and/or session norms.
<b>Communication:</b> you will need to communicate needs and even sometimes wants in a polite fashion	Student communicated a need/want using their manners and at an appropriate time.	Student needed 1 reminder to communicate a need/want using their manners and/or at an appropriate time.	Student needed 2 reminders to communicate a need/want using their manners and/or at an appropriate time.	Student needed 3+ reminders to communicate a need/want using their manners and/or at an appropriate time.

# School as a Job

- Professional Evaluation
  - Create a rubric for on going vision projects or sessions
  - Provide opportunity for a self evaluation
- Time Management
  - Make a weekly schedule
- Possible Compensation
  - Earn a choice for next O&M outing
  - Earn a free day

# PLAY & recreation

- Play with words
- Play with perspectives
- Play with ideas

“Play is, first and foremost, an expression of freedom. It is what one wants to do as opposed to what one is obliged to do. The joy of play is the ecstatic feeling of liberty.” Gray (2008)

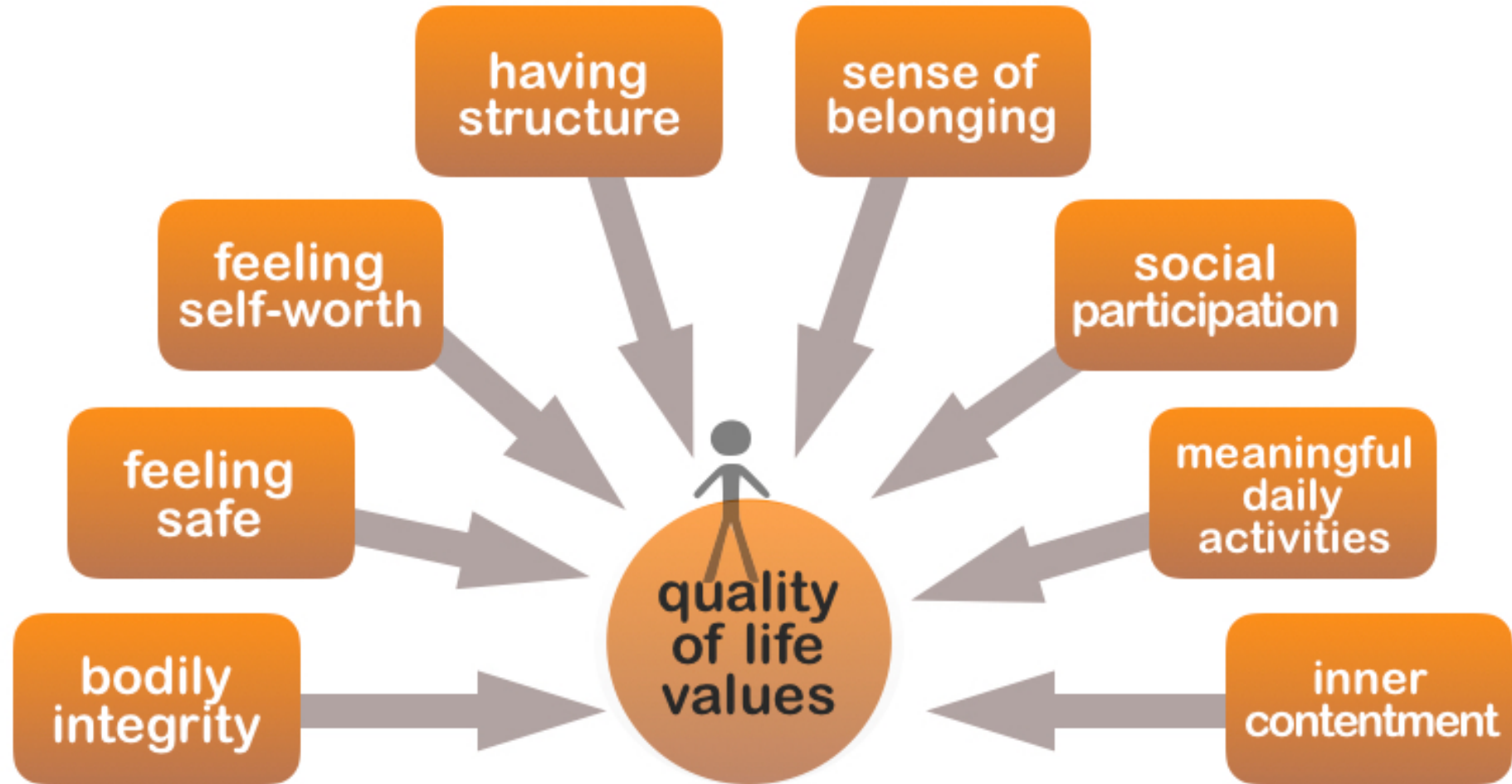




# Social Interactions

- School and academics is not the end all and be all
- Play has a social element
- Middle Schoolers do not know what play is!
  - *“doing whatever I want,”*
  - *“doing something fun for you”*
- *“Everything else is planned by school or parents.”*

# Wrap Up







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# THE ROAD AHEAD- MIDDLE SCHOOL

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