

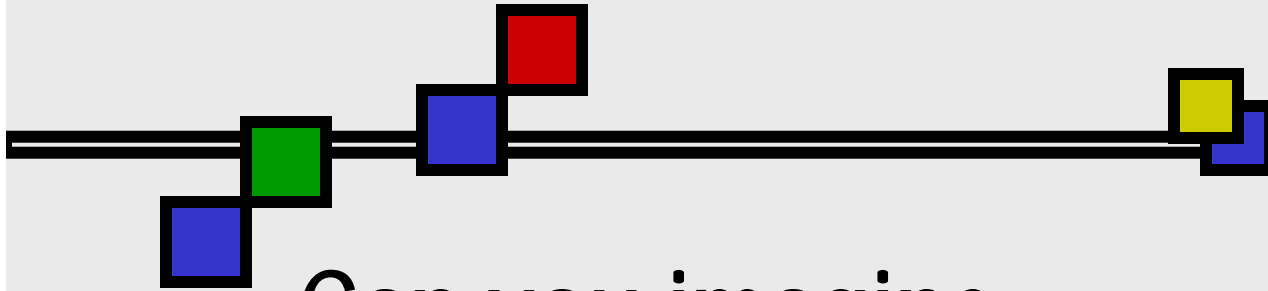
# Transition, Employment and All the Rest



**Maggie Leedy**

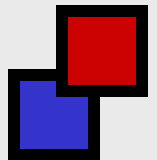
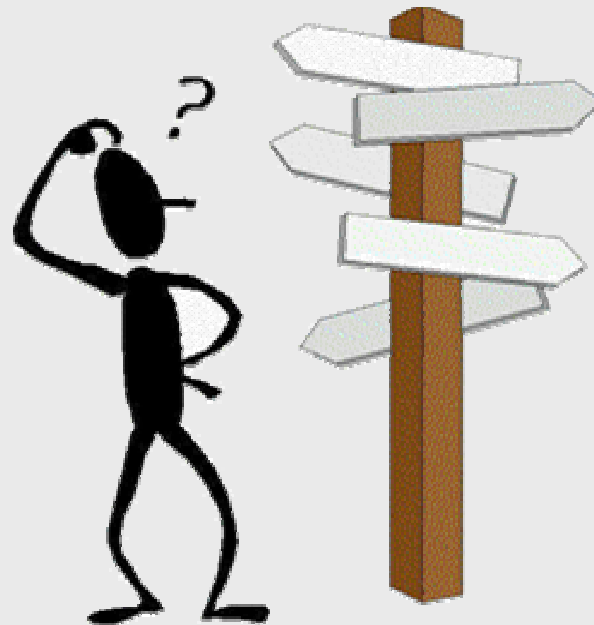
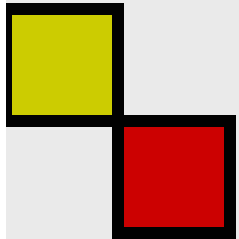
RSA Region V CRP-RCEP

[mleedy@montgomeryworks.com](mailto:mleedy@montgomeryworks.com)



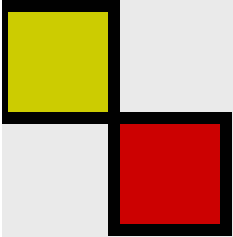
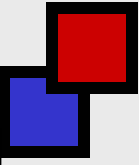
Can you imagine...

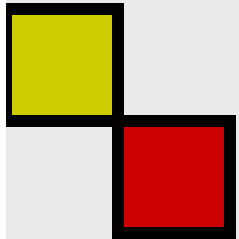
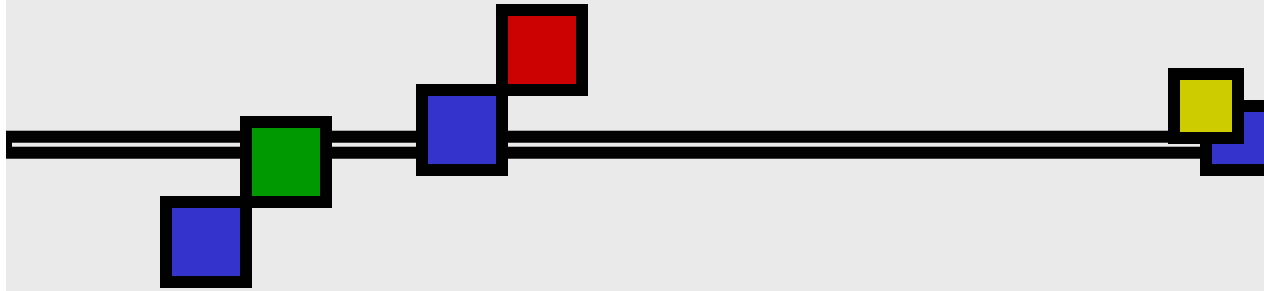
Planning a trip without using a  
roadmap to get you there?



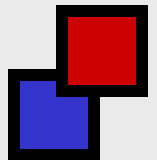


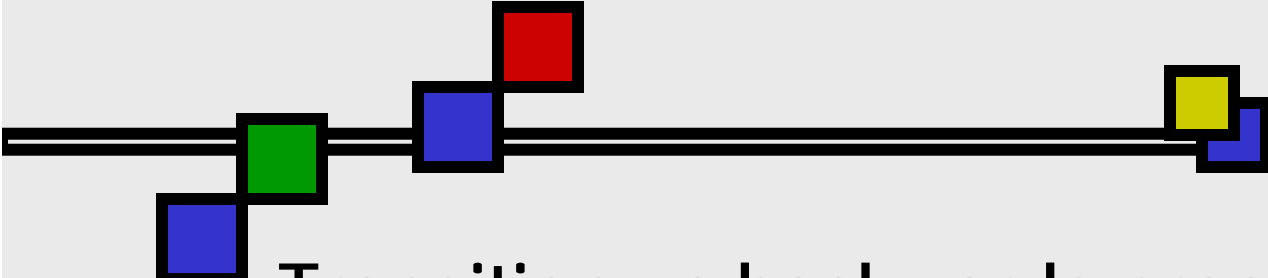
## To plan your trip, we will review:

- 
- Common issues related to ineffective transition planning and implementation
    - *it helps to know what to avoid*
  - The basics of community resource mapping
  - How to determine how your particular role fits into the “big picture”
- 



How can we help young adults make  
EFFECTIVE TRANSITIONS from the school  
world (*the land of entitlement*) to the adult  
world (*the land of eligibility*)...from a highly  
controlled environment to the community –  
with all of its risks, uncertainties and  
opportunities





Transition: a backwards process... that must start with the *outcome*.



**OUTCOMES**

Employment

Vocational Education

Post-Secondary Education

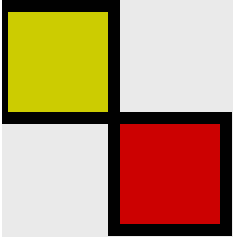
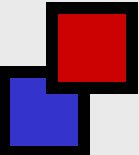
Independent Living

Community Participation



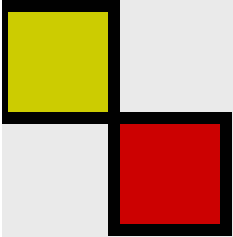
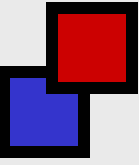


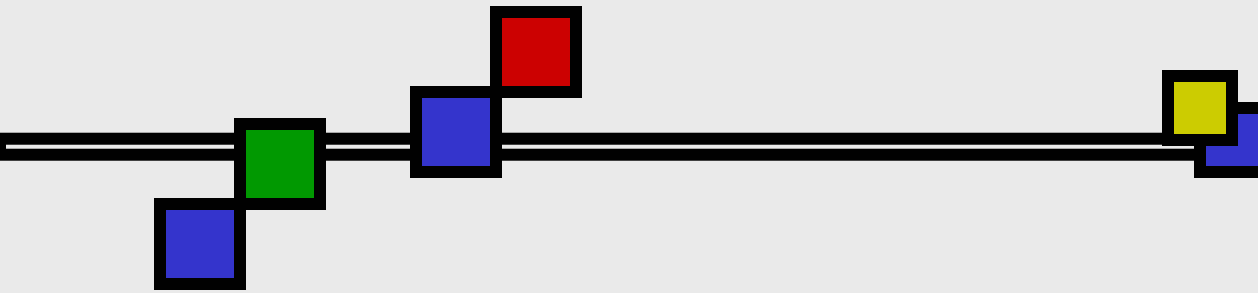
# Common Issues

- 
- The young adult has not:
    - identified his/her own strengths, talents, interests, or preferences
    - expressed personal career interest areas
    - identified accommodations needed for successful employment and/or post-secondary education
    - participated in the decision-making about his/her career potential.
- 

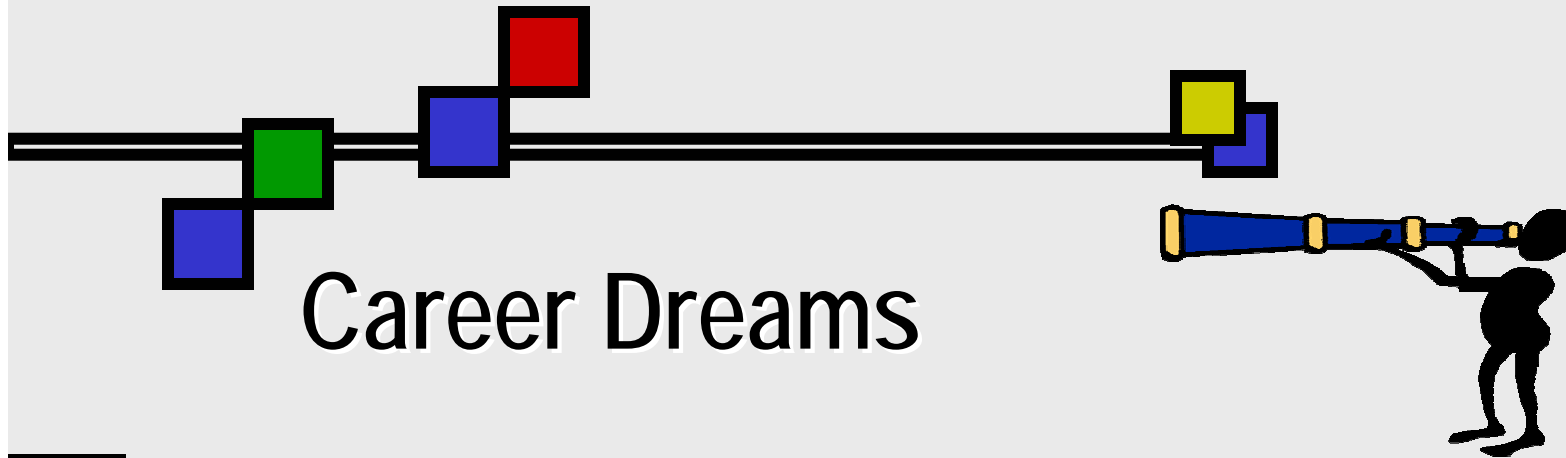


## More Common Issues

- 
- The young adult:
    - has limited or no hands-on exploration experiences related to his/her career interest areas.
    - has no work experiences (paid or unpaid).
    - believes “things will be different” after high school – and doesn’t think that supports will be necessary.
- 



***Oftentimes we DO to our children –  
without including them in the process.***



## Career Dreams

How do we become aware of the world outside our own immediate experience?

EXPOSURE

Exposure **LEADS** to Interest

Interest **FUELS** Motivation

Motivation **LEADS** to Action



# Tips for Exposure



## Snag-a-Job

Career exposure at the community level

- Log onto: [www.snagajob.com](http://www.snagajob.com)
- Click on “job search”
- Enter your zip code
- Click “search”

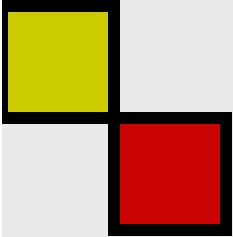
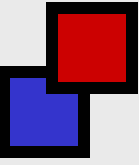
## Career Videos

Global career exposure

- 
- Log onto: [www.acinet.org](http://www.acinet.org)
  - Click on “Videos”
  - Watch what people do...either by industry or by occupation or abilities



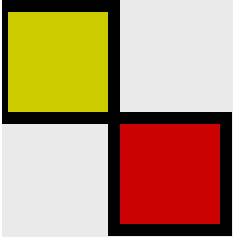
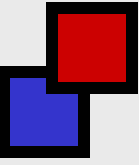
Use a Career Development Checklist to Prepare and Document your Journey:

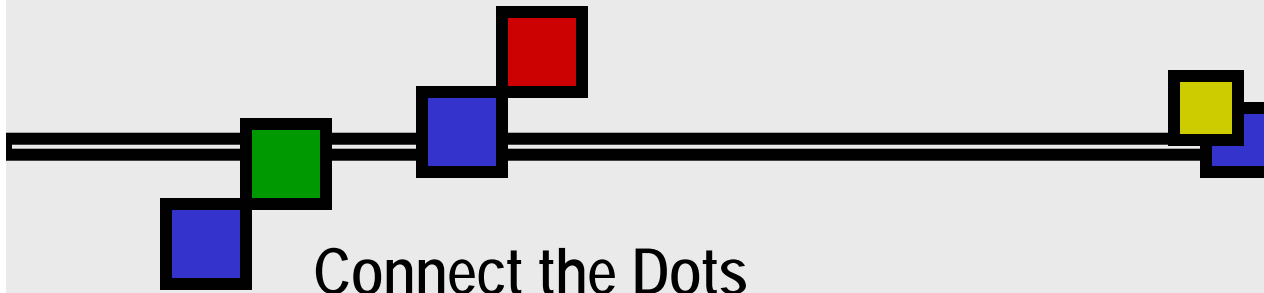
- 
- Identification of career interest area(s)
  - Awareness
  - Exploration (action) activities
  - Job readiness preparation checklist
  - Interview preparation
- 



## Community Resource Mapping: A Strategy to Connect & Coordinate Transition Efforts

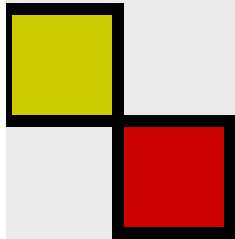
*(Who do we know...who do we NEED to know?)*

- 
- Gain valuable information
  - Creates structure and organization
  - Builds relationships & partnerships
  - Works across categorical labels
  - Allows for informed decision making
- 

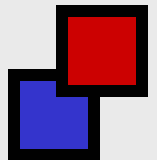


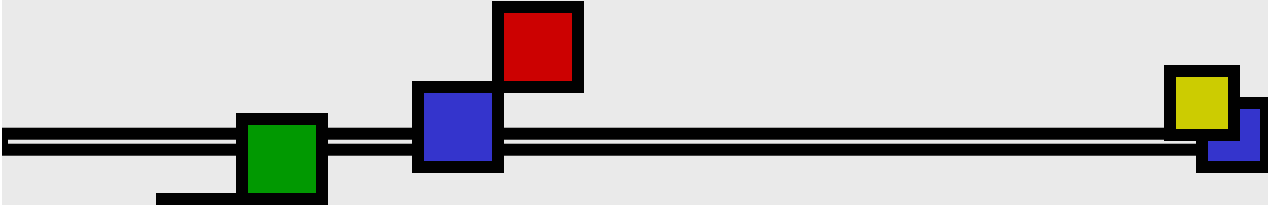
## Connect the Dots

### Step 1 – Consider what is needed



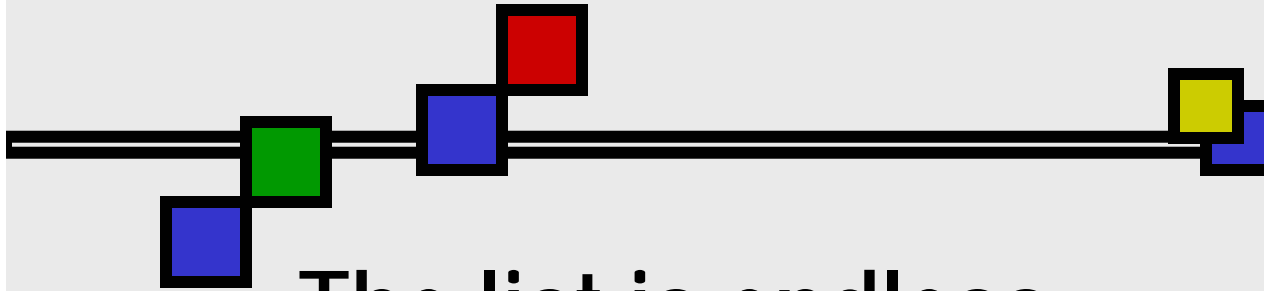
- Apprenticeship
- Assistive technology
- Career awareness
- Continuing and adult education programs
- Daily living skills
- Housing
- Internships and job shadowing
- Mental health services
- Mentors & Role Models
- OT/PT/speech
- Parenting classes
- Post secondary CTE programs
- Recreation
- SSA Benefits Planning
- Self-advocacy skills
- Transportation
- Vocational Training
- Volunteer experiences
- Work experiences (paid & unpaid)





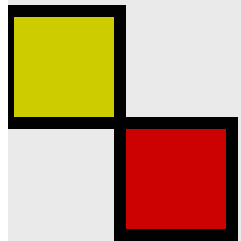
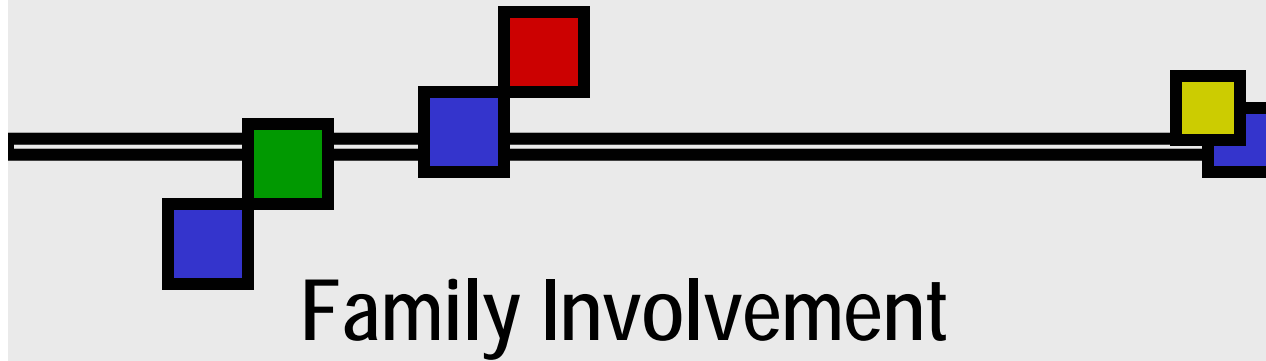
Connect the Dots  
Step 2 – Consider your Community

- 
- ADA Information Centers
  - Boys & Girls Clubs
  - Children & Family Services
  - Center for Independent Living
  - Community Colleges
  - Community Rehabilitation Programs
  - Developmental Disabilities Administration
  - Department of Juvenile Justice
  - Extended families
  - Faith-based organizations
  - Health and Human Services
  - High school Transition Support Teachers
  - Job Corp
  - One Stops
  - TANF
  - Universities
  - Vocational Rehabilitation
  - YMCA/YWCA
- 

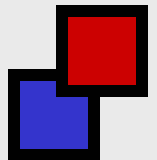


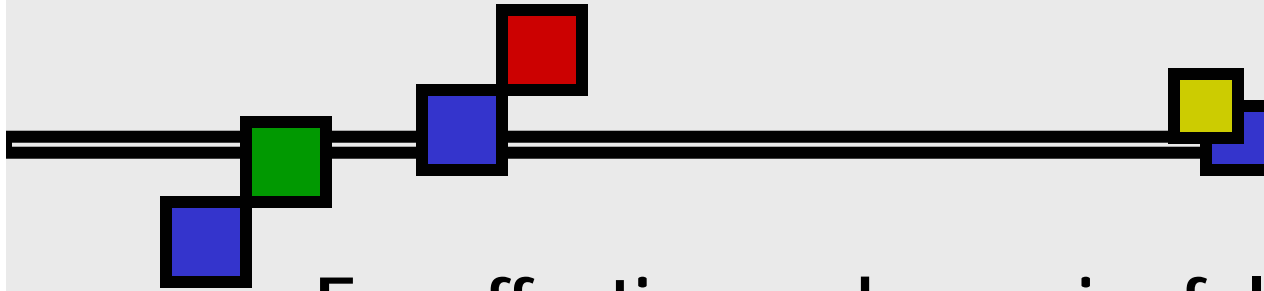
## The list is endless

- Consider community agencies that potentially match the supportive services, information and assistance needed for the individual young person and the desired post-school outcome(s).



The degree to which an individual's family is involved can greatly affect the quality, relevance, and degree of services that are provided and the outcomes associated with activities.





## For effective and meaningful transition:

- Create a team
- Work together
- Expand your vision of community resources (and potential resources)
- Assign duties
- Focus on the individual's dreams and goals & **involve** the young with each step
- Practice informed decision making & choice
- Celebrate efforts

