



Transcript of Conference Call Presentation

Supported Employment Strategies for All Youth

presented by

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Dan Linneman: I would like to welcome you to the National Transition Alliance March teleconference, entitled *Supported Employment Strategies for All Youth*.

Our speaker is Thomas Golden. He is on the program teaching staff with the Program on Employment and Disability in the School of Industrial Labor Relations at Cornell University. Thomas has had hands-on and academic experience working with both supported employment and school-to-work opportunity systems.

This afternoon he will be presenting an overview of supported employment, effective strategies to facilitate employment, the maintenance of employment when the support required is extensive, and how these strategies relate to all students and the School-to-Work Opportunities Act. Finally, Thomas will share some case studies where these strategies have been successful and effective. Thomas?

Thomas Golden: Thank you for the invitation to talk with you today. We are going to talk about supported employment, not so much as a model, but as some strategies that we may be able to apply when working with and supporting individuals that have traditionally been under-served when it comes to providing community integrated employment.

Part of our delivery strategy that we are going to be talking about today is how to do a much better job early on with students with more severe and significant disabilities and more extensive support needs. I will also discuss how to begin delivery of some up-front support and assessment services to really ensure that we are identifying and matching students with workplaces that minimize their disability while maximizing their ability.

Brief History of Supported Employment

Supported employment really began in the mid-seventies as a step in the evolution of our vocational rehabilitation service delivery system to individuals that experience severe disabilities and barriers which have precluded participation in integrated community employment opportunities. While supported employment was really started and used with individuals labeled with more severe disabilities in the 1970s, it is a field that has really evolved into a way of identifying and providing employment related support to anyone that might need to ensure their job success.

Since it first started out, supported employment has undergone numerous changes. Supported employment strategies have been modified over the years to meet the needs of people with mental illness, brain

injury, learning disabilities, and a whole array of other disability populations that have typically not been included. Current emphasis and importance is now on the development and provision of individualized supports and services within a values-based context.

Values-Based Context

When we talk about the values-based context of supported employment, we are really talking about a way of supporting individuals that is based primarily on what their support needs are, not what their classification of disability or the label of their disability is. For us to make a statement like, “all individuals with x need a, b, and c,” we are assuming that we are dealing with a homogeneous disability group. What we do know about disabilities is that they are not homogeneous. Specific populations are comprised of individuals, and those individuals really need, desire, and want customized services and supports that lead them toward employment.

Supported employment is federally defined and targeted, as I said, for people with the most severe and significant disabilities, accessing vocational rehabilitation services under the Federal and State Vocational Rehabilitation program. Supported employment is actually defined in the Rehabilitation Act of 1973 which was amended in 1998. Many of the strategies that were developed initially in the early 1970s and utilized over time have proven effective as a means to include school-aged students with disabilities in work-based learning activities and opportunities. What we have found to be most exciting is that when we break supported employment down as a model into the individual strategies that make it up, we find woven through-

out the model a real structure for career planning that is not dissimilar to what we are experiencing when we work with any student regardless of disabilities as we are preparing them for work as part of their secondary education program.

Overview of Supported Employment

Supported employment provides community-based jobs and supports, whether those supports are externally imposed or naturally, within the workplace. Support services are as individualized and extensive as are the needs of each employer and employment candidate we will be supporting.

It is important to understand that supported employment is federally defined as “competitive employment in an integrated setting with ongoing support services for individuals with the most severe disabilities.” Now, for those of us that are working in school-to-work programs, when we talk about ongoing support services, we are not talking here about youth that just need a little bit of help finding a job or need a little vocational training and then they are able to really sustain their work effort independently. We are talking here about individuals that have traditionally not been included within the workforce, because for whatever reason we thought they could not work. Be it that we thought that every job in the world required people to work forty hours a week, or other misperceptions regarding job readiness, we inadvertently excluded certain populations of individuals with disabilities from the workplace.

When you are looking at whether or not your school-to-work program is incorporating supported employment strategies, you want to ask yourself —

- 1) Are you targeting individuals with the most severe disabilities?

- 2) Are you providing them with community-based assessment and employment experiences?
- 3) Have you identified whether or not there is a need for long-term, ongoing supports in that job setting? And, if so, who might the provider of this long-term support be?

That is an issue that we are going to discuss later when we talk about staffing and also about program design.

Basically, supported employment is, as I said earlier, provided by somebody on site that is either coming from the school or a local agency, or coming internally from the employer's side, working exclusively with supporting the student at the job site. But primarily when we talk about supported employment, we think of a model where a student is placed or supported by a job coach or someone called an employment specialist or consultant. These individuals provide an array of community-based services to ensure that we have done a good up-front job of assessing an individual's interest.

When we talk about job analysis, we are talking about the work site. We are talking about taking a look at what the essential functions are of certain jobs, what that environment entails, what the work culture entails, and then matching that with a consumer assessment. We need to look at the student's interests and preferences, and capabilities and capacities, and then figure out how we are going to build on them.

Through this assessment process of looking at the student's work-based learning experience, their abilities, interests, and preferences, we really begin what is called the job development process. This process involves looking at where the student best fits in based on their interests and preferences as

well as the extent to which the job site can support the individual. Some other services that are included would be things like job modification, systematic job instruction or job trading, ongoing career development to look at promotional opportunities, and follow along support services which would be the long-term support mechanism that we had talked about earlier.

Models of Supported Employment

These core services are provided within a competitive employment arena using a variety of different models. So, it's important to understand when we talk about supported employment strategies that we are not just talking about one way of placing an individual with a severe disability into a job and supporting their career development. There is a whole array of approaches that can be used.

What I just referred to is known more as an individual placement model where you start with one student and you really customize what that student's program is going to look like.

Some other approaches that are probably more familiar to you that maybe some of you are dabbling in are things like mobile work crews where you've identified a certain market need if you are in the community. Let's say, for example, that you are in an area where there's a lot of landscaping. You might design a mobile work crew where you take a few individuals and establish a community-run business where these individuals go around the community marketing and providing that service.

Another model would be that of an enclave where you've actually identified within a large industry or corporation an array of jobs in a certain location or disbursed throughout that location where you are able to place an array of students and

have one support person there providing the supports needed.

And then, of course, you have more entrepreneurial or self-employment business opportunities. This model entails taking a look at the individual that has a specific interest in cultivating their own business or employment based on their skills or capacities or some service that they think that they can market and make an income doing.

Assessment

Supported employment services and supports can include an array of different activities. When we talk about job and task analysis, that's a real important tool, if you will, for any quality school-to-work program to really have. What we are talking about here is some practices that are consistently implemented across the board for anybody that might be developing job opportunities for students that have a way of methodically going in and sizing up a job. Not just from a specific job or a task perspective, but kind of a multi-modal assessment, looking at work environments and work culture as well.

This is especially important when we are talking about individuals with more severe disabilities. It's important that we understand what some of the variables in the work environment might be that could potentially negatively impact on a person's success.

When we talk about assessment within the job site itself, it's really going to be three-pronged. It's going to involve a global environment assessment—tools that you can use to go in and methodically look at what the environment is comprised of. Are there environmental barriers? Are there environmental obstacles, for example, to a student with a severe physical disability who may use a wheelchair?

Is there a flight of ten stairs going in that they are not going to be able to maneuver? That's an important piece of information for us to have. Once you get inside the building, we would be talking about things like lighting, distractions within the work environment, possibly noxious fumes or smells for individuals that may have certain types of impairments or chemical sensitivities. A good environmental assessment is taking a look at the outside of the employment site, how you get to the employment site, how you get in, what's involved once you are in, and what the environment looks like. This is also important information for you to bank, if you will, within a database for your partnerships so that in the future you can go to that file and pull it out to look at how accommodating and how accessible a particular work environment is.

The second prong of that initial assessment is what we would refer to as a work culture analysis. This is an assessment to look at the things that make up this work setting that impact a person's ability to be assimilated. We are talking here about things like dress, language, communication styles, certain types of shortcuts that people take, accepted behavior, and unaccepted behavior. It's really trying to get a feel for what the work culture is comprised of and what it takes to truly be assimilated within the workplace. Keep in mind that just because somebody works in a job doesn't necessarily mean that they have been integrated on an array of different levels. They could physically be there but not socially connected to the other workers they are working with. This is a special consideration we need to take into account when we are working with students with more severe disabilities.

The final prong is really what we talked about earlier: job and task analysis. This involves looking

very globally at what the essential functions of the job are, breaking it down by cognitive tasks, emotional/psychological tolerance, physical skills, and then breaking it down into individual tasks. Now, you may think, “We have never done that before. Why would we have to do it here?” Keep in mind that we may be talking about individuals that have disabilities within the cognitive realm where they have difficulty possibly understanding directions that are given, multi-step tasks, or have difficulty sequencing steps. It’s really going to be important for you as a support person or for your job coaches to make sure that they are equipped to do a good job with task analysis. That’s really your base for providing systematic instruction to an individual that might need that type or level of support in their life.

That three-pronged assessment of the employment site is what you are then going to match up against what you know about the student. Learning about the student should take a look at a lot of different things in that student’s life.

It’s not stopping with just looking at what the student’s interests and preferences are, but it’s taking a look at what their capacities are, their abilities. What are things that have worked as part of their educational program in the past that have been very successful? What hasn’t been successful so we don’t replicate it? Let’s learn from our mistakes. Also, it takes a look at what some of the supports are that exists in that person’s life, both familial as well as community that we might be able to build on. It takes a look at indices of satisfaction for this consumer. A lot of time when we are working with students, we ask them what they want to do. They tell us what they want to do, and we take it at face value, when what we have learned from working

with any person that’s looking at career development is that employment decisions are made based on an array of indices, things that are important to them.

An important part of the consumer or student assessment is finding out the specific things that students want to make sure are built into their training or their placement opportunities such as benefits, number of hours they have to work, flexibility, and access to transportation. Is making a high wage more important than four weeks of vacation time? Or is four weeks of vacation time more important than how much I’m going to make as far as an hourly wage? Those are things that are really important for us to understand.

Some other specific supported employment services and supports include facilitating job development, making contact with employers, and facilitating reasonable accommodation and possible job modifications. Sometimes when you go to match those things up, what you find is that often an employment site might have many of the supports that are needed but there may be one or two that are lacking. And those might be things that we need to ask for accommodations for, or it might be as simple as modifying or creating a jig that helps them form whatever that piece of the job was that they needed to work on.

Over the last ten years, supported employment has really undergone some significant changes. These changes hold some important lessons for us because they hold significant implications for youth that are involved in school-to-work activities.

Evolution of Supported Employment — Person-centered Planning

Supported employment strategies are really evolving

much more toward an individualized person-centered approach (see list of *Person-Centered Planning Related Websites* at end of this transcript). This goes back to recognizing an individual's uniqueness. Personal career building and person-centered planning is a movement away from the traditional medical model or expert model and really puts the person with the disability in the driver's seat. In the past, we have seen a lot of professionals and experts making decisions for them. In light of this movement, we are seeing individuals being supported in making their own decisions about their life and about their careers.

Typically, service delivery planning is facilitated by a team that's comprised of key players in that person's life — family members, and other important friends in their life, members from their special education team (whatever those are referred to as in your state) that guide the development of a student's individualized education program, possibly employers, and some related services personnel. There's a whole array of people that should be around that table supporting that individual as they are planning for their future career.

Planning teams should be operating on a principle that all people, disabled or not, are going to require some level of support to perform certain things in their life, and it recognizes that individuals who experience disability are just not part of the homogeneous group. That's so important as you are looking at expanding your school-to-work opportunities to students with more severe disabilities.

Scheduling Considerations

I'm going to talk a little bit now about some scheduling considerations, because when we are talking about using supported employment strategies, often

there is going to be a support person that's involved. You may already offer some of these services and you may want to package them and offer them more formally than you are now.

Program scheduling is going to vary with the intensity of the on-the-job coaching that's required by the student. Some individuals may not require this type of support dependent on how good a job match has been done. You are going to see that program scheduling is going to vary based on that intensity. Most important for a supported employment program is intense flexibility.

Since work baseline experiences are provided within an actual employment setting, a student is probably going to consistently require some schedule adaptations based on the work schedule, especially if it's not consistent and regular, and sometimes may be based on the whim of the employer. Students might work in the mornings and participate in the academic program in the afternoon, or work Tuesday and Thursday and be in regular classes or alternative programming Monday, Wednesday, and Friday. Employment experiences could also be provided after completion of the school day — you should keep that in mind — in order to enable the student to maintain a level of integration and social relationships similar to their non-disabled peers in the academic setting.

With the movement toward inclusion that we are seeing nationally, this is becoming an increasingly complex scheduling consideration as parents are advocating very strongly for the students to be included across particular areas to help them achieve higher academic standards. We are seeing less and less time available for creating work-based learning opportunities. So, in some regards, we have to get pretty creative when it comes to how we are

going to schedule it around a student's core curriculum. Additional planning means that you're probably going to have to identify the specific level of service that a student may need.

For example, as we talked about earlier, a student with fewer support needs may only require initial job setup and orientation, while a student with more support needs may require more intensive job supports like systematic instruction at the job site, much more intensive follow-up on supports, or maybe even just simply advocacy and counseling as the person is adjusting to the work environment itself.

When to Offer Supported Employment

Supported employment services or strategies that might be delivered by local partnerships are really appropriate for any student who is entering a work-based learning experience and who needs intervention to enhance success. I'm a firm believer that if we remove some of the names of these models that we have out there and we took them at face value, we will find that pretty much we are all on the same plain — our support needs may vary, but we all have support needs.

However, research is strongly suggesting that while all students benefit from work-based learning, students with severe disabilities have shown tremendous gains in skills capacities and work behaviors while they are provided a real opportunity to learn and apply them.

The age at which to begin providing supported employment depends on the student. I see some individuals that have been thirteen or fourteen years old that have a very good concept of what it is they would like to do and what they want to pursue as a career, that have entered into working opportunities

very young in their teenage years. And then on the flip side, seventeen and eighteen year old students are still having difficulties in identifying a job that might be of interest to them. They may not have been provided with quality career planning up to that point and are having to really think about their future direction as an adult. So, I wouldn't say that grade levels are static when you are talking about supported employment strategies. It's really based on the point at which the student is ready and interested in being exposed to community-based and work-based learning experiences. And that's going to be based on that student's interests and preferences and the level of support that they are going to need when they are out there.

Length of Support Services

Now, once you've identified your student, then you've really got to begin to frame and get a better understanding of the length of the support and services that they are going to need to have. While federally, as we talked about before, supported employment is targeted for adults with severe disabilities requiring long-term or lifelong job supports, the use of these strategies for school-aged students is really time limited.

You have to keep in mind that at most you are going to have this child until the age of twenty-one, and at some point someone as an adult provider is going to need to take over the support services that you've been providing while they were in school. One of the case studies that we are going to talk about later involves a school that's uniquely positioned as an adult service provider that, interestingly enough, picks up the student as he or she is aging out of school and continues his or her employment and training experience. So, keep in mind

that if you are going to work on developing environments and work-based learning experiences where you are able to support students, you have to consider who is going to support them once they leave. Are we providing them with opportunities that aren't available to them as an adult?

If you have limited adult service providers that provide supported employment or if there is a waiting list in your area for supported employment services, these are important considerations to make as you are going along. This comes into play as you begin to define for us some advocacy that we, as a school or a school-to-work partnership, really need to be considering in order to begin projecting out five years down the line how many of our kids are going to be exiting our school-to-work program that are going to require extensive long-term supports and making sure that information is getting to the appropriate referral source. One thing to keep in mind, whatever the customized length of the work-based learning component, is the importance of ensuring that the student is connected to an adult provider who can continue service and career development once the person has completed school.

This kind of seamless movement from school to adult life will ensure that the individual doesn't experience a lapse in their services and support. Keep in mind you have a really good resource here to build on, and that is transition planning as it's mandated and outlined very clearly in IDEA. Students with disabilities should have a coordinated set of activities within their individualized education program that outline goals and objectives very clearly that promote the movement of the student from school to the adult service provider community or to post-secondary education or employment

outcome if long-term supports are needed. Typically your catalyst for that is really maintaining very close ties with your special education department in districts that you might be working and making sure that you have a tight partnership there when it comes to using that IEP as the vehicle for building goals around school or work-based learning opportunities and then reporting progress back through to those personnel that are working with the student in the school-based setting.

Staffing

Let's move on to staffing. One important consideration for you to keep in mind is that identifying specific staff is secondary only to a comprehensive system of personnel development which is going to equip those staff members with the essential skills that they need. These individuals need to be equipped to understand disability from the context of support needs. They also need to be capable of multilevel communication. These people are going to be working out in the field with these students in job sites. They are going to be, on one hand, communicating with the student's primary education teacher, and, at the same time, having interactions with that student's supervisor at the job site, while still maintaining contact within his or her own local partnership to get updates. Individuals must also be comfortable with job training in the community, flexible, interested in the challenges that this model has inherent to it, persistent, patient, and able to facilitate and participate in team approaches, especially when it comes to planning and providing feedback on how the student is doing in the job setting.

Diverse past work experience is also important. Some of the best job coaches or employment

specialists I have worked with, having operated a supported employment program myself on several occasions, have been individuals that have just worked different jobs in the community that have pretty diverse experiences, not the rehabilitation or special education sector. They have worked at a diner or tossed salads down at the Olive Garden. These types of individuals have kind of a keen understanding of what those specific jobs entail already because they have worked them themselves.

Another important personal characteristic is being a good problem solver. Sometimes they are going to get out there and are going to be using a systematic instruction plan and then come up against some barriers that need tweaking. A person has to have the ability to do some onsite, quick problem solving because they are out there in the field by themselves. They should also be tolerant of ambiguity and change, energetic, assertive, social, organized, creative, supportive, able to work unusual hours, and independent. The list could go on and on and on. Most important is that they care about other people and bring to the work-based learning experience an array of skills and competencies that they can build on to make for a rich learning environment for the student.

Outcomes

Now, students that are being provided employment supports using the strategies I have already talked about are going to achieve a whole array of different outcomes. When we talk about the outcomes that students should be achieving, that's really dictated by what the student identified as a particular outcome before we delivered the service. Keep in mind we are living in an age of continuous quality improvement. Satisfaction of our customer is

dictated by the service we provide: Did we deliver what it was that they said that they wanted to begin with? What are those long-term adult outcomes that are extremely important to the student? What do they look like? Try to put some meat around the bones so that you have a better idea of what types of services and support you are going to need to package around them through the next few years of their educational program to make sure that they come out the other side having attained it.

One skill that we have seen students gaining is the ability to explore occupational areas in greater detail. Many of these students that I have seen with *more severe disabilities* that are now being provided access to the competitive employment arena are going in there with a very limited repertoire of experiences. They don't understand what careers are available in the community. Maybe they have been told their whole lives that they don't have to work because of the severity of the disability or that people with severe disabilities don't work, a common message that we have heard in the past. One of the richest outcomes that we can really support students in obtaining is just a better understanding of what's out there and what's available to them so they can make more informed choices. We can help them to learn the education and performance requirements of certain jobs. What do particular occupations require?

I don't know how many students I have worked with that, when you ask them what they want to do, stipulate a goal that makes you sit back and think, "I don't think that this is something that's viable for you." When you begin to question them a little further, you find out they don't have a clear understanding of what that particular career requires. So that's an important outcome for us to

think about. When a student says, "I want to become a brain surgeon," we should not immediately discount it and say, "Well, that's not viable and it's not realistic." We should explore with that student and look at what is required, helping the student understand whether or not they have the abilities and the capacities to make that a viable goal or an occupational objective for themselves.

The whole career development process is another important outcome. Make sure that your students with severe disabilities, if you have a career development planning process, have access to the same planning process used for all the other students in your school-to-work program. Career planning is not based on whether you are disabled or not. It's based on human experience in how we make decisions and how we are led to make decisions in our life. That's beneficial to students with severe disabilities as well.

Another important outcome is just simple development of employment history, references, and allowing and affording the student an opportunity to demonstrate their capacities and skills. Even though many of us in rehabilitation and special education say we believe that all individuals, regardless of disabilities, can work, we are constantly challenged as we meet people that have more severe and more extensive disabilities. We are challenged to really think outside of the box and think of an environment this person can work in. What types of environments would support their disability and maximize their ability to perform a job? It's so important to provide students with opportunities to really demonstrate their ability to perform instead of just projecting whether or not they are going to perform. Many times they use vocational assessments and evaluations that are pen and paper tasks

or work samples that are in very low stem environments which really don't translate to whether or not a student actually is going to be able to perform when motivated in a natural environment. We try to predict that. What we have learned with individuals and students with very severe disabilities is that you can't project that ability. You can't predict that ability based on those types of evaluations. It's important to get them out there and afford them the opportunity to demonstrate their capacities and skills and abilities to perform jobs.

Dan Linneman: Great, thank you, Thomas. I also want to reinforce the notion that supported employment, besides generating personal outcomes, shows the world that these kids have a place in it.

With that comment, do any of you have questions for Thomas?

Zaf Khan (Tennessee): My name is Zaf Khan. I'm the special education director for Williamson County, Tennessee. Thomas, you mentioned a values-based context. I would like more information about what you meant by that. And you also talked about the 1973 to 1998 amendment in the law. Can you tell me a little more about the amendments in 1998 with the Vocational Rehabilitation Act?

Thomas Golden: When we talk about a values-based context for delivery of these services, we are talking about a common values-based context that parallels the inclusion movement within special education. It starts with a firm belief that students can benefit from being provided the same access to curriculum and their community as their non-disabled peers. They can learn from that and, provided with the right supports, they can be successful at it. So when we talk about a values-based context for delivering supported employ-

ment, we are talking about not focusing on the individual's classification or disability, but instead focusing on their abilities and capacities and building programs based on them. Nobody is going to get me a job based on the fact that I am a really anal-retentive person. But they might be able to get me a job based on the fact that I have good organizational skills. We need to remove the student from the disability and say, "I'm not convinced that the disability is inherent to the student but more that possibly the disability is inherent to the environment." Our final question in clarifying a shared-values base becomes, "Where could we find environments that will sustain this individual and support them in working toward their goals?"

Dan Linneman: Do you want to talk a little bit about some tools that people have used to go through the process that you were just talking about?

Thomas Golden: They are not fancy, expensive things that you buy. My experience has been your best tool is sitting down with the kid and asking them a series of questions and sitting down with other key stakeholders in their life and asking them a set of questions. I am talking about a person-centered planning approach, asking the student, "What are your interests and preferences? What are supports that exist in your life right now? What are things that have been or have proven to not be positive for you in the past? What are things that you do like? What are things that have been positive for you that have resulted in outcomes? What made them unique for you? What type of role have mom and dad played in your life in helping you get to the point that you are today? What do you see as important things that we as a school can provide for you in preparing you for adult life?"

This person-centered approach starts from the get-go putting that person in the driver's seat and holding them accountable for telling us what it is they want instead of us, from our professional or our expert position, trying to recommend based on what we know from an assessment what it is that we think that they can do. It really brings about an ongoing dialogue. In fact, the more I'm in the field, the more I try to move away from the term "assessment," because I think that career planning is a lifelong process of continually learning about yourself. So, any tool that you have that provides a student with more information about who they are and where they are at on their career planning road is beneficial to them and helps them make better decisions.

Regarding the Rehabilitation Act amendments, what I can tell you is that while it does define supported employment and breaks down what they mean by an integrated work environment, it is not something that has a great deal of bearing for school districts primarily because the Rehabilitation Act outlines the state/federal vocational rehabilitation system. I simply referenced it because that is where supported employment is federally defined for us. And what we pick and glean from that is simply the core definition.

Zaf Khan (Tennessee): Thank you. Also, in the new 1997 IDEA amendments, children who are fourteen years and older now are required to have transition plans. What are your feelings about this? How should schools attempt to address this in terms of transition planning for school-to-work programs for this new IDEA amendment?

Thomas Golden: I think it's important. I am going to just share personally my own feelings about it. I think it's a natural thing to happen. I was

talking with some school-to-work folk the other day when I was out in New Mexico for the NTA Tools for the Future Workshop. It amazed me, as I was discussing the components of transition that are outlined in IDEA, that they seemed to parallel career planning very closely. Transition planning doesn't make sense just for students with disabilities. It makes sense for all students. The earlier we start that dialogue about adult aspirations, the better off we are. I will give you an example.

In New York State, we really consider transition planning to start at age twelve with something called the Level One Vocational Assessment, which is really nothing more than a person-centered interview that I have referenced earlier which base-lines where a student is right now with their adult aspirations. Where did they see themselves living, learning, and earning as an adult? And from that, we begin to draw some conclusions about needed transition instruction, and by age fourteen, that student is going to need this included in their IEP. My experience has been that I can't identify student's needed transition instruction unless I have already identified their long-term adult outcomes in those three areas of living, learning, and earning. If I ask the student, "Where do you see yourself working?" and he says, "You know, I have not really thought about it" or "I don't think I want to work," some might discount it. I say that's valuable information because I can make some good educational programming decisions based upon that. For a student who says, "Well, I really don't know what's available to me," that immediately draws to mind that this kid needs to have a tight connection to his school-to-work activities that are going to expose him to different careers. What that programming might look like could be very different for each

individual based on the support needs. But identifying those long-term adult outcomes is essential to putting a statement of needed transition instruction in the IEP.

Following that, we get into actually having the full-blown transition component at age fifteen in the IEP, and that's going to include not only a statement of needed transition instruction, but it gets into identifying the student's long-term adult outcomes in those three areas that we had discussed — the provider of a community service that this student may need, what the service is going to be, and the date that it's going to start. And then finally, a description of the coordinated set of activities that will lead that student toward or help that student refine the long-term adult outcome they had described to us very early on.

We will revisit that whole process every year thereafter, with a focus on helping that student either refine or work toward the long-term adult outcome. I have heard many educators say, "Well, you know, I just worked with this kid and he changed his long-term adult outcomes this year." That's okay! That's what we want to happen. That means the student is going through a career development process and making probably very good decisions based on information they glean this year through their IEP. We should be working kids at age twelve or very early on in their academic career. I think it makes good sense.

There are a lot of practical tools that are out there that can help you with that. The Transition Research Institute at the University of Illinois, Urbana-Champaign have some invaluable resources on their web site that I would encourage you to go and take a look at that can really assist you in figuring out how to integrate transition within your

existing IEPs (<http://www.ed.uiuc.edu/sped/tri/institute.html>; telephone: 217.333.2325).

Zaf Khan (Tennessee): Thank you. That was very informative. With regards to resources, you mentioned a number of very interesting concepts, for example, global environment assessment. You also talked about culture analysis, work integration, and systematic instruction. What resource book or web site talks more about this? I am very interested in getting more information about these various concepts. Could you give me some lead into this area?

Thomas Golden: Certainly. There are several resources that you can connect to. One that immediately comes to mind is the Rehabilitation Research and Training Center on Workplace Supports at Virginia Commonwealth University (<http://www.worksupport.com/portal.htm>; telephone: 804.828.1851). It is under the direction of Paul Wehman and John Kregel (pwehman@atlas.vcu.edu or jkregel@saturn.vcu.edu), the forefathers in the whole supported employment movement almost twenty years ago. That center has developed invaluable resources and tools on how to establish work-based learning experiences for students with disabilities. They have, I believe, some of those resources on the web site. If not, I know they have published several helpful tools through P. H. Brooks publishing company (<http://www.pbrookes.com>).

The University of Illinois comes to mind again. The University of Minnesota also has several good publications (<http://www.ici.coled.umn.edu/ici/pub@mail.ici.coled.umn.edu>; telephone: 612.624.4512). I know here at Cornell through the Program on Employment and Disability, we have several handbooks, guides, and training manuals that might be of assistance to you that lay out

different tools (http://www.ilr.cornell.edu/ped;/ilr_ped@cornell.edu; telephone: 607.255.7727).

If you are looking for what those tools might be, before you buy anything, make sure you do yourself a good Internet search and explore some of these sites that I have talked to you about today. All of them have links to other web sites and you may just find you are able to pull some pretty good tools for free right off the web. This stuff isn't rocket science, but you do need to have a good tool belt there when you are thinking about how to do these types of assessments with students and do these types of assessments of different workplaces to make sure you are doing good job matching.

Most states have what are called University Affiliated Programs (<http://www.aauap.org>). Those are invaluable resources as well for pulling up some of these tools.

Zaf Khan (Tennessee): Thank you.

Dan Linneman: Okay. I want to thank you, Thomas, for your participation. You've presented a lot of information clearly and quickly.

Person-Centered Planning Related Websites

Here are some starting points for developing person-centered planning processes. These sites are provided for information only, and may or may not reflect the philosophy, values and initiatives of the NTA.

Publications by John O'Brien and Connie Lyle O'Brien
<http://soeweb.syr.edu/thechp/rsapub.htm>

Training Resource Network: Supported Employment & Other Disability Resources
<http://www.trninc.com/>

National Institute on Life Planning
<http://www.sonic.net/nilp/>

Best Practices--Transition Services
<http://www.leon.k12.fl.us/everhart/bestprac.htm>

What You Should Know About Personal Futures Planning
<http://www.lsi.ukans.edu/beach/html/g6.htm>

Transition Bibliography:
<http://www.tr.wosc.osshe.edu/dblink/transbib2.htm>

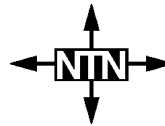
Person Centered Planning Practice Guideline
<http://www.mdmh.state.mi.us/dch/pcp.htm>

ATI: Person Centered Planning
<http://www.sesa.org/ati/pcp.html>

Inclusion Press Home Page
<http://www.inclusion.com/index.html>

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