

Developing Vocational Skills for Students Receiving a Certificate

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Transition Services are...

Transition planning is a continuous process through high school...it is not a one-time event

Transition planning is collaborative and parents are essential partners in the process

The student is the key decision-maker; the student is encouraged and expected to participate in this process



Looking Down the Road

The Transition Support Teacher helps to facilitate the transition from school to the “real world.”

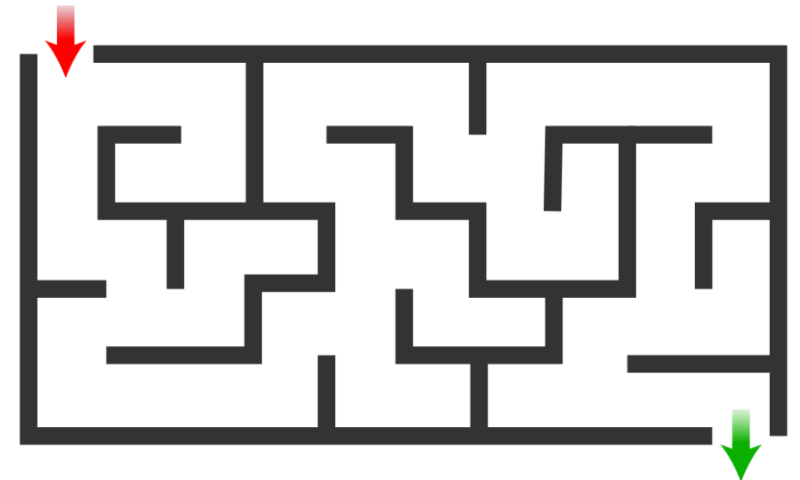
We see Transition as a way to navigate through the maze of school, work, community and life!

We like to look at the **“Big Picture.”** Where do you see your son or daughter in 5 years?



In 10 years?

In 20 years?



Figuring out the Right Path

Some of the transition services that your son or daughter may receive in high school, depending on his or her Transition Outcomes:

- **Social Skills Training**
- **Assessing Interests and Abilities**
- **Self Advocacy Instruction**
- **Independent Living Instruction**
- **Vocational Instruction and Job Coaching**
- **Linking the Student to Community and Adult Service Agencies**
- **And so much more!**



Where to Get Started?



Begin by thinking about your child's skills and interests



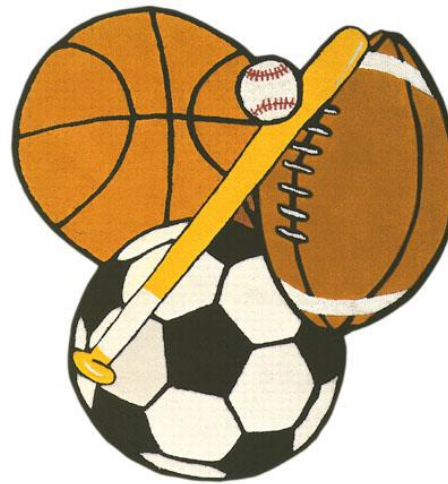
Begin teaching your child about self-determination and self-advocacy: have your child participate in their IEP meetings



Promote independence and think about the "soft skills"

Explore areas of interest

- Think about what your child likes to do in their free time
- What is your child good at?
- What do they like to do?



Self-Determination & Self-Advocacy

- **Self-Determination Definition:** directing your own life, making your own choices, learning to effectively solve problems, taking control and responsibility for one's own life....controlling your own destiny!
- **Self-Advocacy Definition:** taking charge of your own life, and having the right to make decisions without undue influence or control by others.

Self-Determination & Self-Advocacy

- Knowing likes and dislikes
- Setting goals
- Achieving goals
- Making informed decisions as independently as possible
- Knowing when to seek help
- Understanding one's disability
- Speaking up for yourself
- Making decisions about your life & sharing those decisions
- Knowing where to get information
- Asking for help
- Knowing your rights

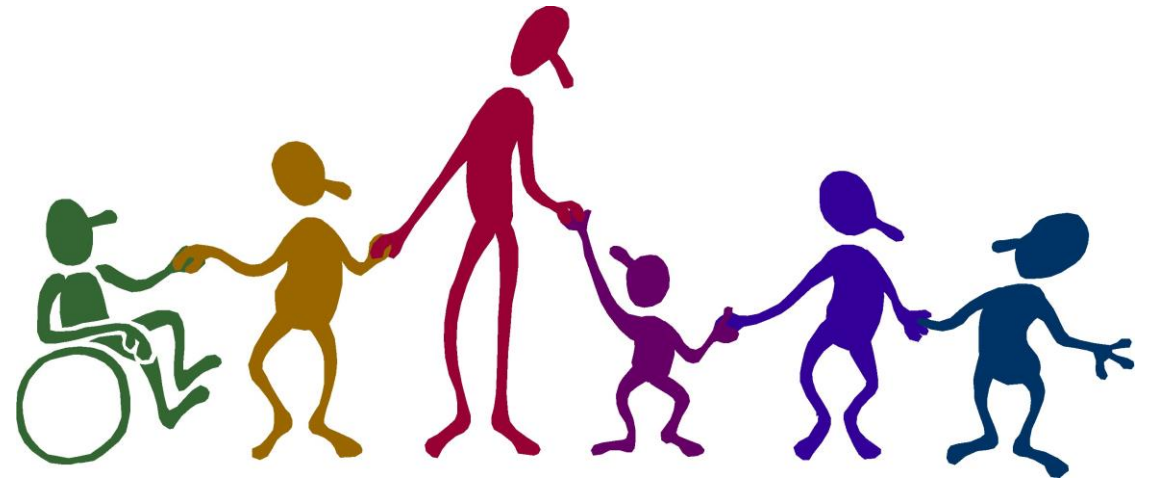
Self-Determination

- Begin the self-determination discussion early and have it often
- Self-determination has to be taught and practiced consistently
- Begin by having your child make choices
- Start small: provide your child with opportunities to make choices (meal choices, leisure activity choices, clothing choices)
- Teach your child to ask for help when he/she needs it
- As your son/daughter gets older, begin to discuss his/her disability and teach your child to know what his/her needs are in relation to their disability



Social Skills

- Teach and practice appropriate social skills. These are life long skills that your child will need at home, work, in school and in the community.
- Using social amenities, communication skills
- Using appropriate greetings
- Accepting corrections, suggestions or feedback
- Waiting appropriately
- Maintaining personal space
- Displaying good personal hygiene habits
- Working cooperatively with others
- Following directions



Teach and Practice Safe Behavior

- What is an emergency situation?
- What to do in an emergency?
- Talking to strangers in the community
- Cell phone and computer safety
- Traveling in the community:
 - **especially** pedestrian safety
- Using public transportation (buses, MetroAccess)



Promote Independence

- Empower your child to be as independent as possible
- Give your child chores or responsibilities at home
- Can my child....
 - make their own lunch?
 - do their own laundry?
 - navigate safely in the community?
 - wake up in the morning and go through their morning routine without you?



In school...

ready. set.
go!



High School Vocational Experiences

CAREER CLUSTERS

- FOOD SERVICES
- CLERICAL
- CUSTODIAL
- RETAIL
- HOSPITALITY
- HORTICULTURE
- OTHER

EMBEDDED SKILLS

- ACADEMICS
- SOCIAL SKILLS
- BEHAVIORAL MANAGEMENT
- COMMUNICATION SKILLS
- ADVOCACY
- PROBLEM SOLVING
- CHOICE MAKING
- OTHER

Types Work Experiences in High School

- **In the School Building:** Students are assigned to different departments within the high school building to work with staff or students. This could include building services, the main office, the attendance office, the media center, the mail room etc.
- **Job Sampling Rotation:** Students work on a site for a designated period of time for the purpose of assessment, skill development, and career exploration. Once the time period has ended, students sample another job. Job sampling is typically unpaid.
- **In-School Work:** The special education program may have an in-school business; such as a cookie or coffee business. The students work during 1 – 2 periods of the school day specifically for that business.
- **Volunteer Community Internships:** The student works as an unpaid volunteer at a job site within the community. The student learns specific behavior and job related skills that are identified in the IEP goals and objectives.
- **Job Shadowing:** The student observes an employee in a specific work setting of their interest. This observation could range from 2 hours to several days.
- **Paid Employment:** The student is hired as a paid employee with a company in the community. He/she is required to perform the job as would any other employee at the company. Modifications and accommodations are made as appropriate.

Transitioning Youth and Adult Services

Eligibility vs. Entitlement

What is it and how do I get it?!

▶ Entitlement

Your child has the right, by law, to receive special education services from a public/non-public school through the age of 21 or upon exiting with a Maryland State High School Diploma.

▶ Eligibility

Your son or daughter must qualify for services by meeting specific eligibility requirements for certain agencies.

The Developmental Disabilities Administration (DDA)

The Developmental Disabilities Administration partners with people with developmental disabilities to provide support and resources to live fulfilling lives. DDA is the primary State agency that provides long term funding for community-based services and supports for people with developmental disabilities. DDA assists students with developmental disabilities in exiting from the school system and transitioning into adult services while receiving ongoing supports.



Developmental Disabilities Administration (DDA)

- Families must complete the eligibility process
- The process includes filling out the application, providing documentation, and a face to face interview
- Services can include:
 - Behavioral Support Services
 - Community Support Living Arrangements (CSLA)
 - Day Services
 - Family Support Services
 - Individual Support Services
 - Low Intensity Support Services
 - Medical Day Care
 - Respite Care Services
 - Supported Employment Services
 - Employment Discovery & Customization
 - Day Habilitation
 - Community Learning Services
- Services are provided through non-profit community providers

The Transitioning Youth Initiative

- Special funds are set aside in DDA's budget for eligible students exiting school the year of their 21st birthday. This funding is not guaranteed.
- Through this initiative, DDA administers services to fund supported employment, self-directed and other day services for eligible transitioning youth
- Families begin looking at day program providers in the spring of their child's second to last school year
- Families choose an adult service provider in October of their child's exiting school year
- DDA services typically begin July 1st of the students exiting school year

The Road Ahead – Finding the Right Path



Remember,

transition is a *“process.”*

It doesn't happen overnight.

Sometimes we chose the wrong path. That's okay...

Your kids will grow and learn all of the time.

We are here to give them the resources they need to succeed and guide them to where they want to be!

Resources and Information

MCPS Department of Special Education, Transition Services

<http://www.montgomeryschoolsmd.org/departments/special-education/programs-services/transition-services-unit.aspx>

Maryland Transitioning Youth

<http://www.mdtransition.org/>

Developmental Disabilities Administration

<http://dda.dhmh.maryland.gov/Pages/home.aspx>

Pacer's National Parent Center on Transition and Employment

<http://www.pacer.org/transition/>

Questions?

