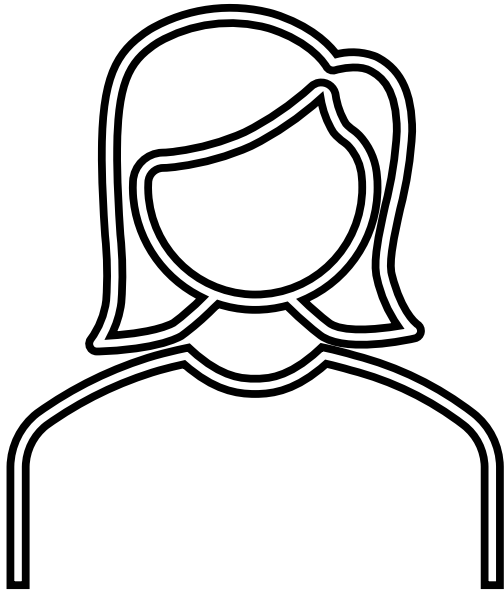


# Emerging Trends 2025: A Conference on High-Impact College-Based Transition Services & Inclusive Post-Secondary Education

Expanding Work Opportunities on  
Campus and in the Community





# Presenter

**Jill Eastman, M.A., CESP**  
Program Coordinator  
Employment & Training  
Institute for Community Inclusion  
[Jill.eastman@umb.edu](mailto:Jill.eastman@umb.edu)

# Session Goals



Identifying and describing core components of Career Planning

- Person-centered planning
- Building the team

The Power of Discovery

Building YOUR Toolbox

- Positive Personal Profile
- Charting the LifeCourse
- 30 Day Job Development Plan

Arranging and facilitating Work-based Learning experiences

Networking for Opportunities and Resources

Planning for Success

# Transition & Post-Secondary Programs


*Whole Life Goals for  
Individuals with (IDD)*



Offer	Offer pathways to greater independence, self-sufficiency, financial security, and meaningful employment.
Allow	Allow individuals with IDD to enroll in credit-bearing courses alongside peers, participate in non-degree courses, and engage in internships and work-based training.
Provide	Provide exposure, learning opportunities, and support to students looking to increase knowledge, develop transferable vocational and soft skills, and better understand what they need to successfully achieve their goals.



# Research Shows...



Nearly 2/3 of students from post-secondary programs secure employment within 1 year of graduation, and a significant portion achieve independent living.



# CURRENT INCLUSIVE EDUCATION INITIATIVE INTERNSHIP PARTNERS



# A Word from Denise Bissonnette

Gifts and Possibilities



Quality career planning is based on person's interests and desires, not just on what they “can do”!

---



# Person-Centered Approach for Quality Employment Supports



# Being Person-Centered

- Treating people with dignity and respect
- Using personal strengths and talents as foundation to build upon
- Supporting people in connecting to their community
- Listening and acting on what the person communicates
- Taking time to know and understand individuals and the things that make them unique




# Person-Centered Planning



*A process for determining desired outcomes alongside a person based on their strengths, interests, values and needs*

- Directed by the individual
- Facilitates choice
- Flexible
- A Living Document
- Strengths based vs Deficit-based
- Person vs Program-centered



# Language Matters

*Strengths-based*



# Customizing Communication



- Identify preferred communication style, frequency and patterns
- Use accommodations and tools to support communication
  - ✓ Scripts
  - ✓ Pictures
  - ✓ Physical Demonstration
  - ✓ Assistive Technology



# Communication Skills



ACTIVE LISTENING



EFFECTIVE QUESTIONING AND  
PARAPHRASING



CONFRONTATION, NEGOTIATION,  
AND RESOLUTION

# Career Planning: Foundation

Build the Team	Develop Vocational Profile	Develop Placement Plan
Family, friends, professionals, employers	Interests and skills	Tasks
Contribution to the process	Past experiences	Roles and Responsibilities
Role of the job seeker	Identify employment goal/outcome	Timeframe
Role of the Employment Specialist	Methods and Tools	Review and Revise

# Positive Personal Profile



Inventory of attributes  
relevant to the entire  
employment process



Pulls together information  
learned from variety of  
sources



Supports building of  
resume, interview  
preparation and finding the  
best fit for role and  
environment

# Components of the Personal Profile

Dreams & Goals

Interests

Talents, skills &  
knowledge

Learning styles

Values

Positive  
personality traits

Cultural  
background &  
beliefs

Environmental  
preferences

Dislikes

Life & work  
experience

Support system

Specific needs

Innovative  
solutions &  
accommodations

*Creative  
possibilities &  
ideas!*

# Discovery



Interviews



Observation



Time in the Community



Records Review



Documentation



# Personal Profile vs IEP/ISP Process

## Personal Profile

- Job seeker drives the process
- Job seeker chooses team members to participate
- Focus: strengths, vision, interests
- Holistic approach to resources
- Informal and formal supports

## IEP/ISP

- Treatment team drives process
- Treatment team with or without individual
- Focus: diagnosis, deficits, challenges
- Disability specific resources
- Formal and paid supports

# Integrating ISP Goals into Employment Planning

How can career planning activities help work towards meeting ISP goals?

- ✓ Safety and travel
- ✓ Communication/soft skills
- ✓ Grooming and hygiene
- ✓ Organizational skills



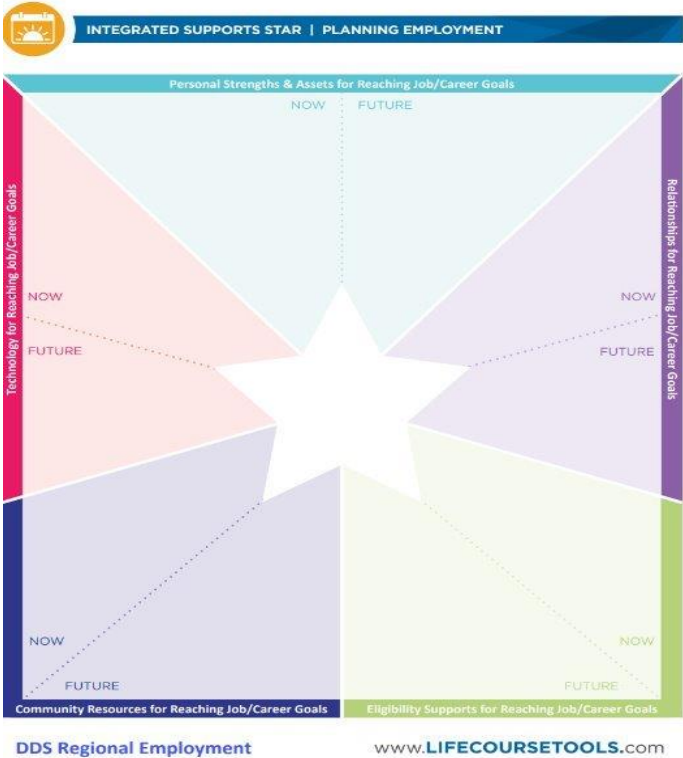
# Charting the LifeCourse

- All people have the right to live, love, work, play and pursue their own life aspirations
- Key Principles:
  - Focus on ALL
  - Recognize the person in the context of the family AND community
  - Trajectory of life experiences
  - Achieving life outcomes



# Charting the LifeCourse & the Employment Portfolio

## Integrated Supports Star



## Planning Employment

The Planning Employment form is a worksheet for planning employment. It includes a header with a sun icon and the text "LIFECOURSE PORTFOLIO | PLANNING EMPLOYMENT". Below the header, there are sections for:

- NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_
- WHAT QUALITIES DO I HAVE THAT WOULD MAKE SOMEONE WANT TO HIRE ME? WHAT AM I GOOD AT OR INTERESTED IN?**
- WHY IS IT IMPORTANT FOR ME TO WORK? WHAT OTHER GOALS WILL HELP?**
- WHAT KIND OF JOBS OR WORK EXPERIENCE HAVE I HAD OR DO I HAVE NOW?**
- WHAT HELP DO I NEED TO SET A JOB/CAREER GOAL AND TAKE THE STEPS TO GET IT:**

At the bottom, there are social media icons and a footer that reads: "Developed by the Charting the LifeCourse Network - Lifecoursetools.com © 2020 Curators of the University of Missouri - UMKC, SJC, & UMKC © May 2020".


## Life Trajectory

The Life Trajectory form is a worksheet for planning employment. It includes a header with a sun icon and the text "LIFE TRAJECTORY | PLANNING EMPLOYMENT". Below the header, there are sections for:


- Steps To Help Me Move Closer To My Job/Career Goal**  
*(You will think about WHO or WHAT can help you with the steps in the LCM)*
- My Vision for My Job/Career**  
What is my short term goal for employment? What job or career would I most want to end up doing in the long run?  
My long term goal for employment
- Top Priorities That Lead to My Employment Goal or Vision**
- What I Don't Want for My Job/Career**  
What are the things I must have to apply for or accept a job? Are there things about a job I would prefer (outside/inside, fast/slow pace, salary, schedule, tasks, dress code, work around people or not)?  
What kind of jobs do I know I don't want to do? What kinds of things in a job would make me not want to do it?  
Experiences to avoid because they push me toward things I don't want

At the bottom, there are social media icons and a footer that reads: "Developed by the Charting the LifeCourse Network - Lifecoursetools.com © 2020 Curators of the University of Missouri - UMKC, SJC, & UMKC © May 2020".

# Life Trajectory Planning for Employment

**LIFE TRAJECTORY | PLANNING EMPLOYMENT**


**Steps To Help Me Move Closer To My Job/Career Goal**  
*(you will think about WHO or WHAT can help you with the steps in the STAR)*



**My Vision for My Job/Career**  
What is my short term goal for employment? What job or career would I most want to end up doing in the long run?  
My long term goal for employment  
What are the things I must have to apply for or accept a job? Are there things about a job I would prefer (outside/inside; fast/slow pace; salary, schedule, tasks, dress code, work around people or not)?

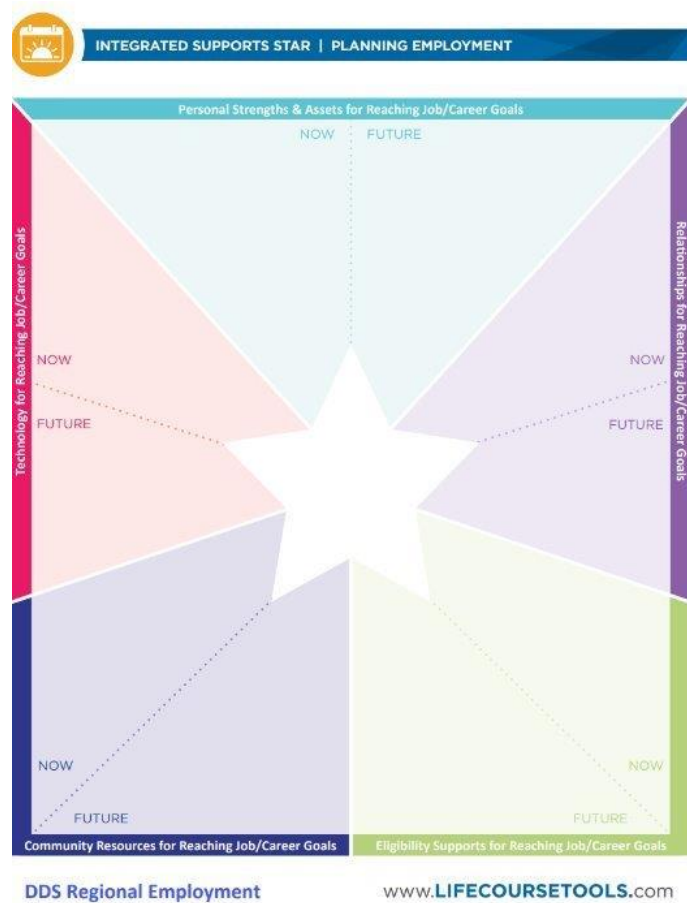
**Top Priorities That Lead to My Employment Goal or Vision**

**What I Don't Want for My Job/Career**  
What kind of jobs do I know I don't want to do? What kinds of things in a job would make me not want to do it?  
Experiences to avoid because they push me toward things I don't want

Developed by the Charting the LifeCourse Network - LifeCourseTools.com  
© 2020 Curator of the University of Missouri | UMKC-HD • May 2020



# Integrated Support Star for Employment



- Identifies existing resources —AND—  
— what else is needed
- Drives outside-of-the-box thinking
- Facilitates development of natural supports
- Strengthens problem solving and future planning

# Pulling it all together: Summary



**LIFECOURSE PORTFOLIO | PLANNING EMPLOYMENT**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**WHAT QUALITIES DO I HAVE THAT WOULD MAKE SOMEONE WANT TO HIRE ME? WHAT AM I GOOD AT OR INTERESTED IN?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**WHY IS IT IMPORTANT FOR ME TO WORK? WHAT OTHER GOALS WILL HELP?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**WHAT KIND OF JOBS OR WORK EXPERIENCE HAVE I HAD OR DO I HAVE NOW?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**WHAT HELP DO I NEED TO SET A JOB/CAREER GOAL AND TAKE THE STEPS TO GET IT?**

What are supports that work well and what does not? \_\_\_\_\_ How do I learn best? \_\_\_\_\_

What helps me stay motivated? \_\_\_\_\_ What is the best way to encourage me? \_\_\_\_\_

Developed by The Charting the Lifecourse Series - [LifeCourseTools.com](http://LifeCourseTools.com)  
© 2020 Curators of the University of Missouri | LIFEC 340 | May 2020

# Remember....



- It's a journey, not a sprint!
- What works for one person...
  - ✓ Be flexible and open-minded
  - ✓ Be willing to learn/try something new
  - ✓ Embrace change

# Assessment



“A pity this test doesn’t measure *all* her skills...”

# What if you still need more information?



YOU HAVE ASKED ALL THE  
RIGHT QUESTIONS



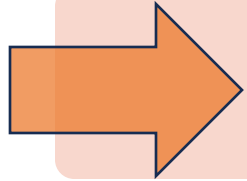
YOU MET WITH THE  
STUDENT/JOB SEEKER  
SEVERAL TIMES



BUT REMAIN UNSURE OF  
GOOD JOB MATCHES AND/OR  
JOB TASKS



# Effective Career/Job Exploration Approaches



## Work-Based Learning (WBL) Opportunities

Informational Interviews, Tours, Job Shadows  
Situational Assessments (On-the Job Evaluation)  
Skills Training and Classes



## Mentoring



## Employer and Vocational Research



## Volunteering

# Work-Based Learning

## *A Good Fit...*

Limited work or  
community experience

Interests needing further  
exploration

Thinking about changing  
careers or jobs

Assessing for “fit” in  
authentic  
Job/environment/career

Needing opportunities  
to demonstrate skills or  
knowledge to employer

# Informational Interviews

- Explore careers, specific work settings, clarify goals
- Expand professional networks
- Build confidence in job interviewing
- Receive up-to-date career information
- Identify professional strengths and weaknesses
- Learn about business needs and goals
- Get feedback on resume



# Business Tours



- ✓ Expose job seeker to work environment
- ✓ Opportunity to learn more about the job seeker, employers, and careers
- ✓ Practice self-presentation skills in low stress situation

# Job Shadowing

- Opportunity to experience actual job and environment
- Try to observe multiple roles and more than one person performing job tasks
- Time limited
- Ask more specific questions
- Learn more than in an informational interview



# Volunteering

- Unpaid activities
- Non-profit organizations only
- Open to all individuals
- Based on individual's preferences, interests and goals
- Self-determination and choice
- Not just to stay busy or fill time
- Not a long-term substitute for paid employment



# On-the-Job Evaluation/ Job Tryout

*Opportunity for student/job seeker to work in community setting and try job or related job tasks.*

---

Examine skills and abilities

---

Try accommodations/support strategies

---

Explore career/job options or work environments

---

Look at social skills/interactions, work habits, learning styles



# On-the-Job Evaluation: Considerations



Involve  
supervisors  
and  
coworkers



Try a  
variety of  
tasks



Explore:  
Requirements of  
job/tasks  
  
Ability to meet  
requirements/  
expectations



Use a standard  
format to  
collect  
information



Vary work  
trial hours  
and times



Examine task and non-  
task areas  
  
Work culture and  
opportunities for  
natural supports &  
social inclusion



# Financial and Legal Considerations *Unpaid Work Experiences*

- Disability
- Vocational exploration, assessment or training
- Individualized Plan for Employment
- No immediate advantage to employer/business
- Time limitations per activity
- No guarantee of employment

# Skills Training and Vocational Classes



LEARN NEW  
SKILLS/ACCESS  
NEW RESOURCES



IDENTIFY LIKES &  
DISLIKES



RECEIVE UP-TO-  
DATE  
CAREER/LABOR  
MARKET  
INFORMATION



CONNECT WITH  
INDUSTRY EXPERTS  
BUILD COMMUNITY  
NETWORK

# Mentoring

## What is a mentor?

*A more experienced professional (in your field) who offers you career guidance, advice and assistance from a real-world point of view.*

## Why should someone have a mentor?

- Gain knowledge and hear about factors for success
- Receive assistance with setting and achieving goals
- Learn relevant skills and insider “tips”
- Understand industry needs and labor market trends
- Connect with industry experts; expand professional network
- Make smart, intentional business decisions
- Overcome workplace challenges



# Employer and Career Research

## **Information Needed:**

- Local labor market trends
- Job requirements and environments
- Level of education and experience needed
- Availability of jobs

## **Resources:**

- America's Job Centers (MassHire)
- Pathful Explore (Virtual Job Shadow)
- Occupational Information Network (O\*NET)
- Social Media (LinkedIn, Facebook, Instagram, X)

“Networking is not about just connecting people. It’s about connecting people with people, people with ideas, and people with opportunities.”

-Michele Jennae,  
Consultant, Writer, Artist

# Tap into YOUR Networks!

Personal/  
Professional

Early Childhood/  
Education

Services Used

Associations

Spiritual/Worship

Organizational/  
Agency-Wide

Health & Wellness

Community Based

Retail  
Establishments



# Identifying Areas for Support

*Within Work-based Learning Opportunities, Internships*

Potential support needs must be identified and considered for long-term employment success

Two Areas of Focus:

1. Accomplishing job tasks
2. Fitting in with the work culture



# Think About and Plan for...

- ✓ Transportation
- ✓ Benefits Management
- ✓ Personal Organizational Skills
- ✓ Non-work Appointments
- ✓ Accommodations/AT
- ✓ Financial Management
- ✓ Clothing/Uniform
- ✓ Housing
- ✓ Child Care

# Addressing Support Needs



Assist with finding and accessing resources



Identify and arrange accommodations



Placement support resources



Recognize and facilitate natural supports



Fading supports & social inclusion

# Natural Supports



Assistance in the workplace typically available and/or perceived as usual



Non-paid supports



Utilize existing workplace supports and strategies to train and mentor



Job coach may facilitate natural supports

# Benefits Planning

- Why:
  - Supports independence
  - Promotes financial independence
  - Long term benefits may mean living below poverty level
- How:
  - ✓ Certified Work Incentive Counselors (CWIC)
  - ✓ Work without Limits



# Transportation

Consider transportation early in the career planning process:

- Build a resource directory
- Keep job seekers involved
- Develop good relationships with local transit officials
- Avoid “yes, but transportation is too much work.”
- Stay positive

---

**First:** “Typical” options: public transit, carpool

---

**Next:** Para-transit: The Ride, ride share, hiring a driver

---

**Last:** Service provider, short term, drains resources

# Pulling it All Together

Striving to do your best for everyone you work with means managing many variables at the same time.

**Stay organized.** Planning is the best way to stay on top of the to-dos on your list.

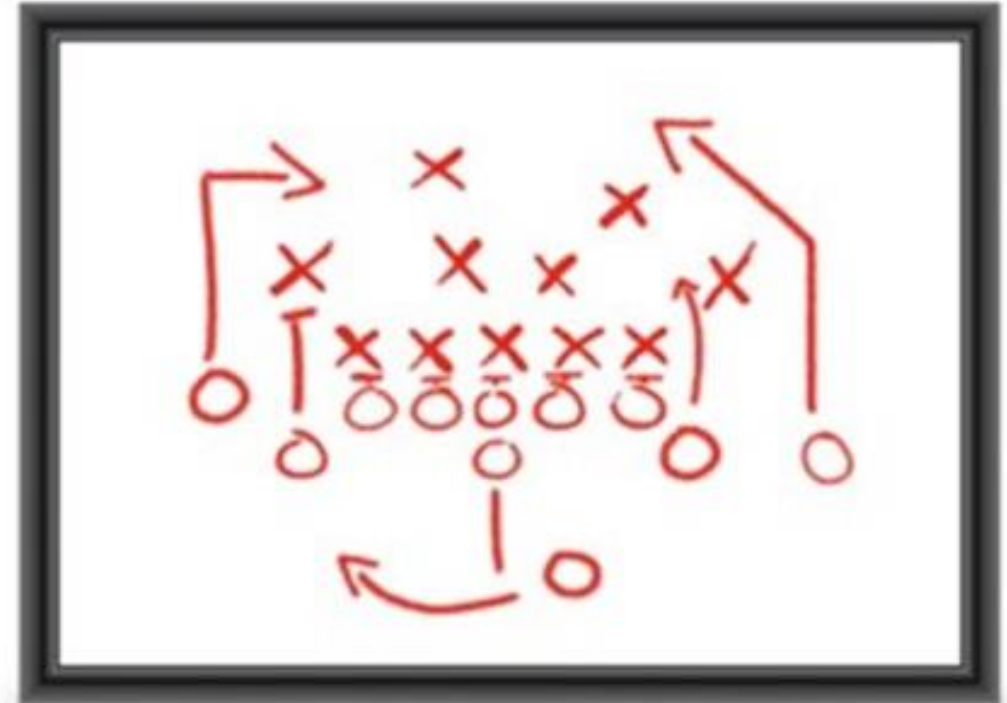
Use a **30-Day Job Development Plan** to help keep you, the job seeker, and stakeholders on the same page.





# Creating Plans

*A 30-Day Job Development Plan* is an agreement between the job seeker, employment specialist and others to identify and accomplish tasks and action-steps needed to reach the goal of securing a quality job match.



# 30-Day Job Development Plan

*Organize the job search tasks, responsibilities and timeliness*

- ✓ Keeps the job seeker motivated and involved
- ✓ Provides a sense of accomplishment even if a job has not been secured yet
- ✓ Puts the job seeker in control of the process



# Important Points to Remember

- ✓ Begin every 30-Day plan with a person-centered approach
- ✓ Assign tasks to team members according to their strengths and areas of expertise
- ✓ A 30-Day plan is for ALL students/job seekers
- ✓ 30-Day plans should be reviewed and rewritten every 30 days until the student/job seeker achieves intended goal.
- ✓ Once one goal is reached, start a new plan!

# Documentation

Case notes, time logs, reports, planning documents, etc., all paint a picture of individualized support services for a student/job seeker

- Timely
- Legible (if handwritten)
- Complete sentences, with complete thoughts
- Objective
- Specifics: date, objective, response/results, observations, next steps



# Summary

- Use non-traditional assessments for career development like Discovery and Work-Based Learning
- Use whatever works to draw out student/job seeker expression of strengths, skills, interests and preferences
- Many resources available for career exploration and job search
- Plan for short- and long-term support, using Positive Personal Profile and Charting the LifeCourse
- Time and energy spent on good, effective career planning within post-secondary education results in good job matches (satisfaction, higher earnings, longevity, advancement)