Seven Critical Steps to Employment for Individuals with Disabilities

1. On-Campus Work-Based Learning
   a. Beginner level, job-related skills and behaviors
   b. Simulated work experiences
   c. Campus-based enterprises
   d. Job Coaching and Data Collection
   e. Data-Shaped Decision-Making

2. Community Work-Based Learning
   a. Career awareness and investigation
   b. Data-Shaped WBL/CBVI placements for specific skill acquisition

3. Skill Readiness
   a. Matching job skill and behavior training to specific employment targets
   b. Self-assessment and student monitored progress
   c. Job search skills
   d. Virtual and Print Resumes; Virtual Portfolios, Video resumes
   e. Networking

4. Emotional Readiness
   a. Job-related social skills training
   b. Success builds Success
   c. Effective communication in the World of Work
   d. WBL Culture: dress, eye contact, etc
   e. Self-Determination Skills: self-awareness, positive self-talk, problem-solving, goal setting, etc
   f. Managing stress, distractions, struggles, and individualized barriers

5. Partner Readiness
   a. School/Parent/Community Support Team
   b. Shared Values: Worth, needed, it is “important for & important to"
   c. Confirm: all partners are on the same page with a common visions
   d. Respect/Dignity: the training and employment meet this criteria for the student and parents/guardians
   e. Results: are calculated for all partners and their roles/responsibilities

6. Internship
   a. Strengths, needs, interests and preferences
   b. Internships to Employment: specific skills instruction and managing employment risks
      i. Employers worry about the ability to do the job, the ability to learn new things, stamina, support needs, and sustainability
   c. Cross-functional approach for all partners
   d. Analyzing structural barriers
   e. Productivity Analysis and Instruction
   f. Levels of Support
   g. Data collection and “Partner Measured Performance Improvements”

7. Sustainability
   a. Transportation needs and barriers
   b. Evaluating results using the Sustainability Matrix
   c. Person-Centered Thinking or the Life Plan (Dr. Mitchell)
   d. Functional Instruction for Employment Matrix
   e. District to Community Resource Transfers of Instruction and Support
   f. District partners with the family and/or other support person as the case managers