



## 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