What you need to know to facilitate quality work experiences

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TransCen, Inc.

WORK IS GOOD!
Presumption of Employability:

The culmination of publicly supported education can and should be adult employment for all youth, regardless of disability, need for support and accommodation, or economic circumstance.

Continuum of Work-Based Learning Opportunities

- Career Exploration
  - Field trips, job shadowing, guest speakers, informational interviews, career fairs

- Career Assessment
  - Computerized, service learning projects, work sampling, community volunteer settings
Continued...

- Work-Related Training
  - Non-paid
  - To develop work skills and behaviors needed to secure paid employment

- Cooperative Work Experience
  - Paid by employer, school, or Workforce
  - Must follow Wage and Hour guidelines

Documentation

- Summaries of work-based learning activities
- Copies of agreements
- Assessment information
- Employer observation
Quality Work Experience

- Clear program goals
- Clear expectations
- Clear roles and responsibilities
- Outcomes linked to student learning

Quality Work Experience

- Convenient links between students, schools, and employers
- Mentor(s) at the worksite
- Assessments to identify skills, interests, and need for support at the workplace
Quality Work Experience

- Reinforcement of work-based learning outside of the workplace

- Academic, social, and administrative support for all parties

Kyndal at Sinai Hospital

- Loves to be with people
- Good interpersonal skills
- Interned in telecommunications department
## Types of Work Experience

<table>
<thead>
<tr>
<th>Type</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career exploration</td>
<td>Initial work exposure</td>
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<tr>
<td>Job shadowing</td>
<td>Work observation and exposure</td>
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<tr>
<td>Work sampling</td>
<td>Job task sampling and exposure</td>
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<thead>
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<tr>
<td>Service learning</td>
<td>Work responsibility and follow through</td>
</tr>
<tr>
<td>Internships</td>
<td>Intensive career prep</td>
</tr>
<tr>
<td>Apprenticeships</td>
<td>Specific Occupational skills</td>
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<tr>
<td>✤ Paid work</td>
<td>✤ Build resume</td>
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<tr>
<td>✤ Part-time jobs</td>
<td>✤ Continue to build skills</td>
</tr>
<tr>
<td>✤ Full-time jobs</td>
<td>✤ I.D. workplace and career preferences</td>
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<tr>
<td>✤ Related to course of study</td>
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<tr>
<td>✤ Adjunctive, e.g., after school, summer</td>
<td>✤ Earn $$</td>
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## Planning for Work Experience

- ✤ Know applicable labor laws
- ✤ Disability disclose: to disclose or not to disclose?
- ✤ Positive Personal Profile
- ✤ Employer contacts
Guiding Principles of Planning

- All youth have unique talents
- Focus on talents and preferences, not deficits
- Youth should be empowered to take active role
Guiding Principles of Planning

- Give families opportunities to weigh in
- Use multiple methods to collect information about youth
- Support youth as necessary

What employers want

- Competent and convenient assistance with youth referrals
- Matching youth skills and interests to job tasks
- Support in training and monitoring youth
- Disability information (when youth disclose)
How to give it to them

- Informational interviews

- Professional and responsive contact

- Clarify employer expectations about training, coaching, etc.
How to give it to them

- Model positive interaction and support
- Seek feedback and adjust support accordingly
- UNDER-PROMISE AND OVER-DELIVER!!

Supporting students in the workplace

- Six steps to providing effective supports:
  1. Clarify employer requirements
  2. I.D. potential challenges and needs for support
  3. Determine type, level, and amount of support
  4. Develop individual support plan
  5. Regular feedback to student
  6. Evaluate and adjust support
IS GOOD!

WORK

The Way to Work: How to Facilitate Work Experiences for Youth in Transition

Available from TransCen, Inc.

www.transcen.org

Resource