



Secondary Transition

Preparing for Employment

Begin with the end in mind...

When family members have high academic and employment expectations for their children with disabilities, the youth experience greater success in those critical areas. Family members' awareness of their children's potential employability and the importance of work are likely to influence positive employment outcomes for youth with disabilities.

The following are considerations in preparing your son or daughter for employment.

Communicate with your son or daughter.

- Talk with your son or daughter about the future and his/her interests, dreams, and aspirations.
- Help your son or daughter to identify his or her strengths, skills, and talents.
- Help your son or daughter learn about his or her abilities and disability.
- Build your child's ability to self-advocate (speak for her/himself) by supporting her or his engagement in Individualized Education Program (IEP) team meeting and activities at home and in the community.

Communicate with your child's IEP team.

- Remember that you are a critical member of your child's IEP team and no one knows your child better than you.
- As an IEP team member, offer information and assistance when discussing/creating your child's IEP and assist your son or daughter in expressing his/her needs and interests. Ensure that information, such as the following, is shared:
 - Your child's strengths and weaknesses

- Your child's interests, abilities, and aspirations
- Any special knowledge about your child
- Others that you would like invited to the IEP meeting

Work with your son or daughter to enhance social skills.

Dimensions of social skills needed in school, community and the work place:

- Peer relational skills
- Self-management skills
- Compliance skills
- Assertion skills

Create occasions for your son or daughter to be socially active in the community where these social skills can be role played/modeled/practiced.

Examples may include the following:

- Making purchases at local stores
- Ordering food at local restaurants
- Using public transportation
- Doing his/her own banking

Work with your son or daughter to enhance job readiness skills.

Help your son/daughter learn job-related skills to be better equipped and prepared for employment opportunities. Such skills include communication, interpersonal, and decision making. Examples include:

- Dressing appropriately
- Interviewing
- Problem solving
- Decision making
- Effective communication
- Time management
- Organization
- Conflict resolution

Research to Gain a Better Knowledge of Secondary Transition

- Know your rights and responsibilities
 - Laws/regulations/policies
 - Procedural Safeguards Notice
- Learn about community agencies that provide services to support students including:
 - Counseling Services
 - Job Coaching
 - Job Training
- Learn/ask about supports that will be available following graduation for your child
- Use the PA Secondary Transition Guide – www.secondarytransition.org
- Review and use the Planning for the Future Checklist - <https://www.pattan.net/Publications/Planning-for-the-Future-Checklist>

- Maintain copies of all school records and medical information
- Keep lists of all contacts that you make with agencies such as:
 - The Office of Mental Health/Intellectual & Developmental Disabilities (MH-IDD)
 - Office of Vocational Rehabilitation (OVR)
- Attend the Pennsylvania Community on Transition Annual Conference – (go to www.pattan.net for more information)

Work-based Learning Experiences

- In the IEP team meeting, discuss work-based learning experiences such as the following: career exploration, job-shadowing, work sampling, service learning, internships, apprenticeships, paid employment, mentoring,
- Also see: http://www.transitionta.org/sites/default/files/postsecondary/Timeline_8-6.pdf

Additional PaTTAN Resources: Preparing for Employment

Secondary Transition: The Importance of Employment: Why Work?

Secondary Transition: Career Pathways

Secondary Transition: Job Skills

Secondary Transition: Customized Employment

