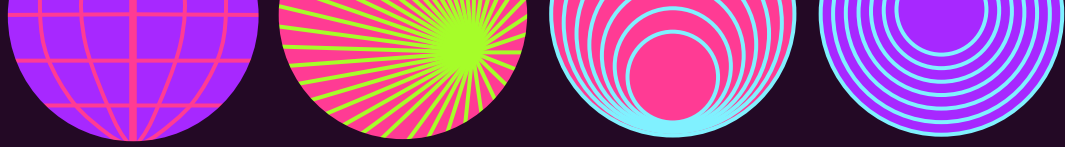


It's a Jungle Out There!

Out of the box
thinking about
employment





Jared Galeai
Center on Disability
Studies
UH-Manoa

Rhonda S. Black
Special Education
UH-Manoa





Outcome 01

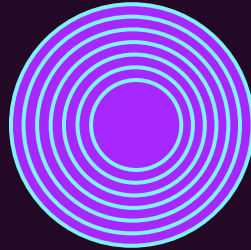


- Understand the importance of introducing children with disabilities to the expectation of work and contribution to one's community from an early age, and nurturing their job preferences and aspirations;




Outcome 02

- Gain tips for helping students develop "soft" skills that are important for most work environments
--communication, social skills, flexibility, problem-solving, grooming, time management and more.






Outcome 03



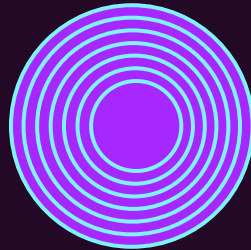


- Learn of some innovative ways that the Center on Disability Studies, the Division on Vocational Rehab and Developmental Disabilities Division are looking at future careers and job searches (reverse job fairs, micro enterprises/self-employment, teleworking, customized employment, etc.).



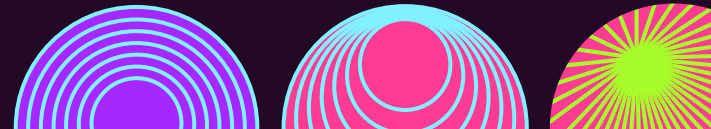
Outcome 04

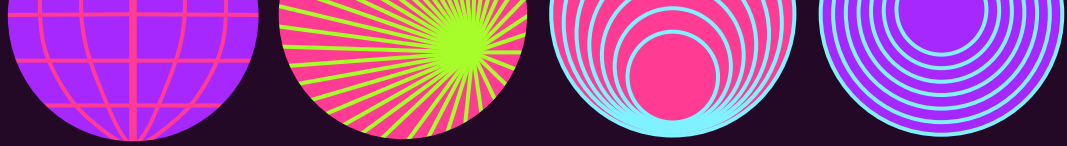
- Know of resources for more information about promoting and finding employment for students with disabilities.



What do you think of when you hear the word
Transition? (chat)

When should transition planning begin? (chat)





Introduction

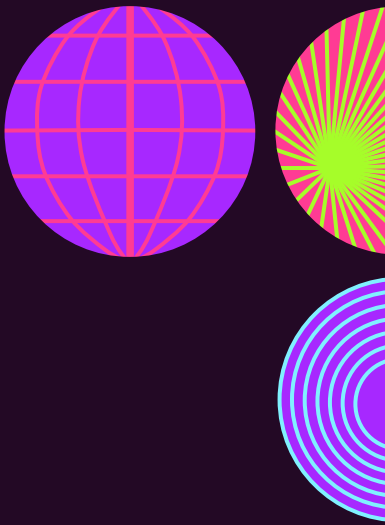
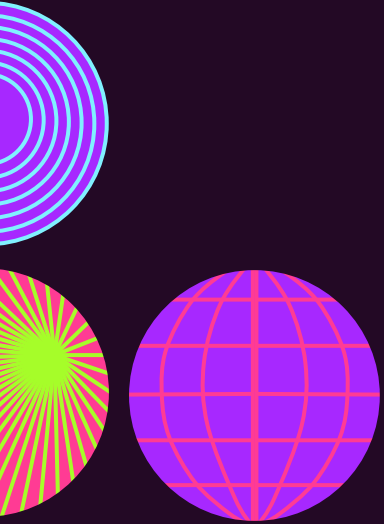
To hit the target,
transition
planning needs
to start early

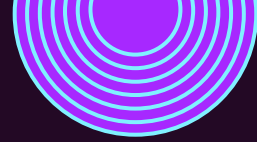
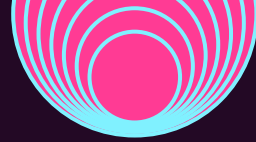
Stages of Transition

Awareness

Orientation

Exploration and Preparation

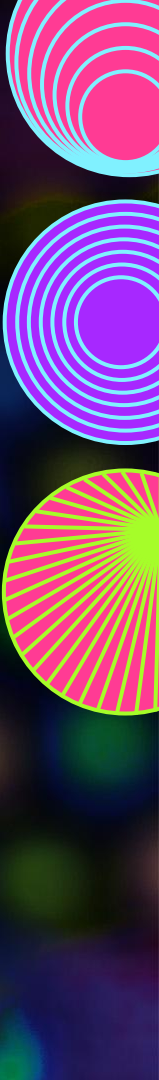


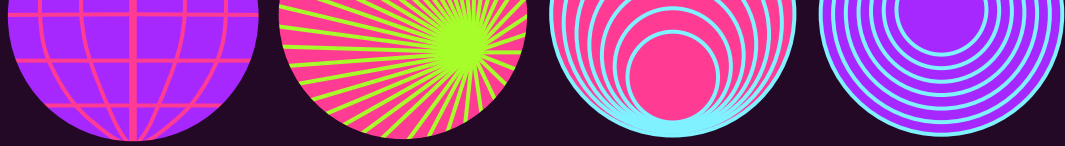


	Awareness Elementary	Orientation Middle School	Exploration and Preparation High School
School	Basic skills Awareness of occupations	Field trips Interest inventories Interpersonal skills Details about occupations	Assessments Vocational courses Soft skill development Apprenticeship
Home	Importance of work	Discipline of work Interview and Shadow parents/relatives	Job etiquette Interviewing skills Sense of independence
Community	Aware of self within the community	Volunteering Tours	Job try-out Placement in area of interest



Awareness





What do you want to be when you grow up?

Knowledge of what kind of jobs are out there.

AWARENESS

Self-awareness

Likes and dislikes

Self-care - independence skills


Give responsibilities



Orientation



Orientation



Learn more about different jobs that seem interesting

Different jobs within clusters



Increasing responsibilities
Self-monitoring



Work attitudes

Personal dispositions



Hygiene and Health



Exploration



Exploration



Career
academies

Job site visits

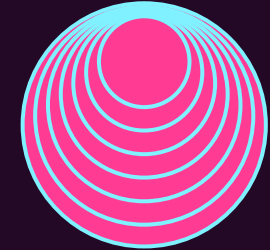
Job tryouts



What kind of training
is required?

Where?

Entry requirements



Life skills
Budgeting
Health care

Self-regulation



Preparation



Preparation

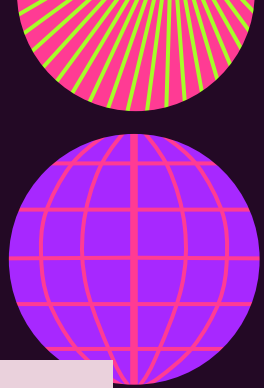
Job Training

Work Experience

Vocational
Education

Workplace
Social Skills

College Visits



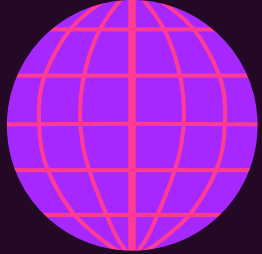
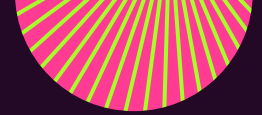
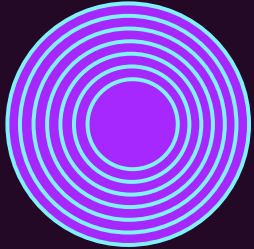
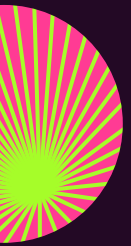
Placement

Internships

Summer
Employment

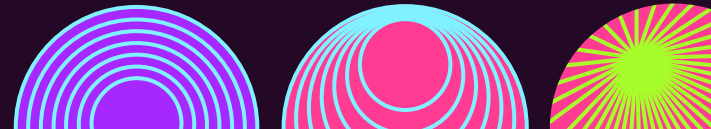
On-the-job
training

Supported
Employment



When should transition planning begin? (chat)

What other skills need to be taught to ensure a successful transition? (chat)



Workplace social skills



RECOMMENDATIONS



1

Communication skills

2

Self-regulation

3

Adaptability

4

Honesty,
dependability

5

Self-advocacy

6

Initiative



Innovative ways for Employment Development


- Micro-Enterprises
- Reverse Job Fairs
- Customized Employment
- Supported Employment





Micro - Enterprises

What is it?



Micro-enterprises - What are they?

Write or scribble



Micro-Enterprises



Self-employment, small business.

Usually 10 or fewer employees, low startup costs, highly individualized to individuals' skills, strengths, and interests.

Benefits:

- Types of work not found in existing jobs
- Control and self-reliance
- Can control the earnings with little to no impact on benefits
- Can create a way to save
- Job tasks and workplace that match their needs

Potentially overcoming barriers to employment; transportation, etc.



Micro-Enterprises



Some of the things that are needed for this to be successful:

- Individualized to the interest and skills of the person
- Generates some income and is a genuine business
- Afford opportunities for social inclusion
- Strong leaderships
- Range of supports, can be formal or informal



Micro-Enterprises

Examples of these Jobs
are:

- Pottery, woodworking, artwork
- Public speaking and advocacy
- Internet and website development
- Personal services, (yard work, pet sitting)
- Delivery services
- Errand services



What's need to make it work?



1

Support System

With friends, family and mentors.



2

Financial Planning

A need for the product or service



3

4


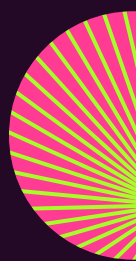

Benefits Planning

5

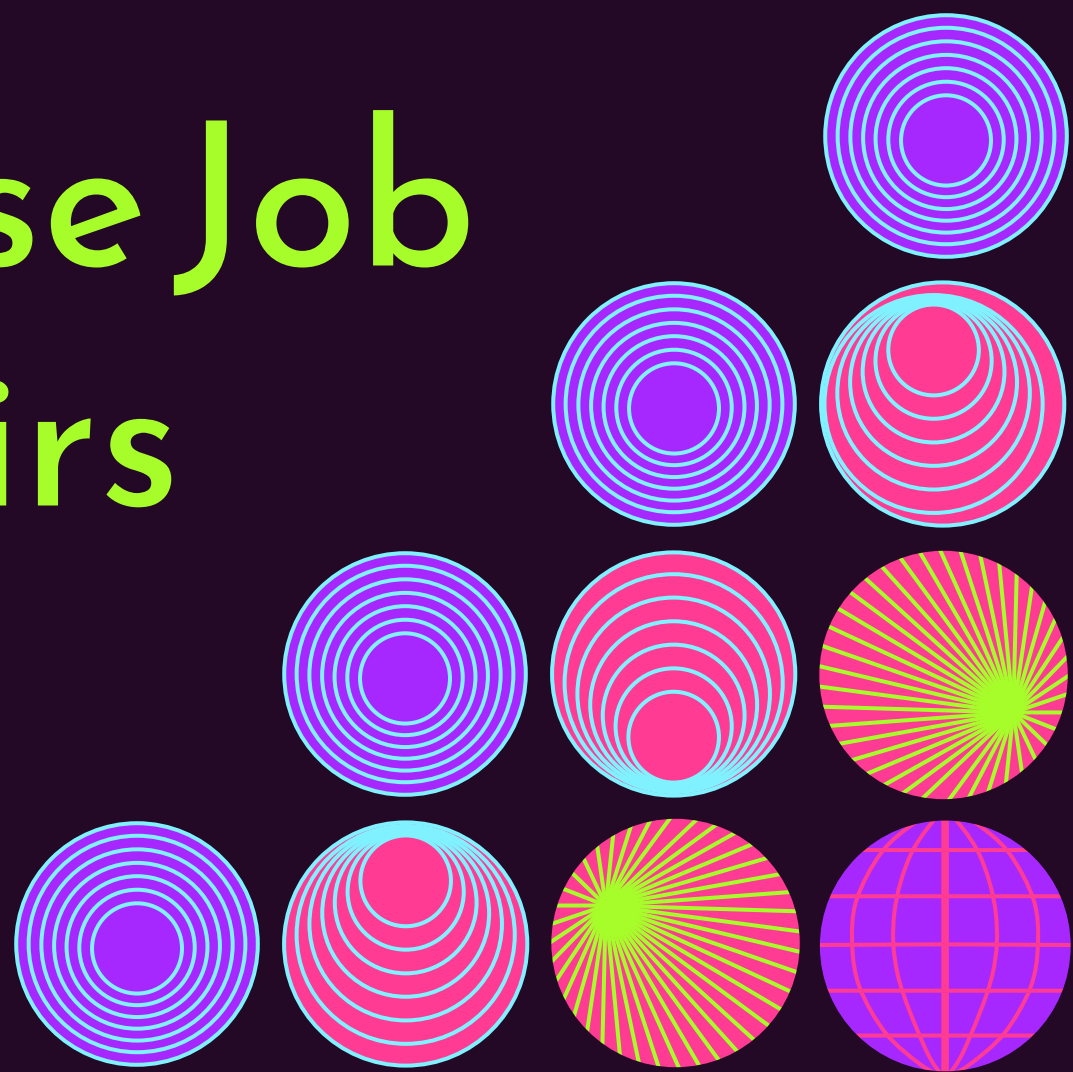
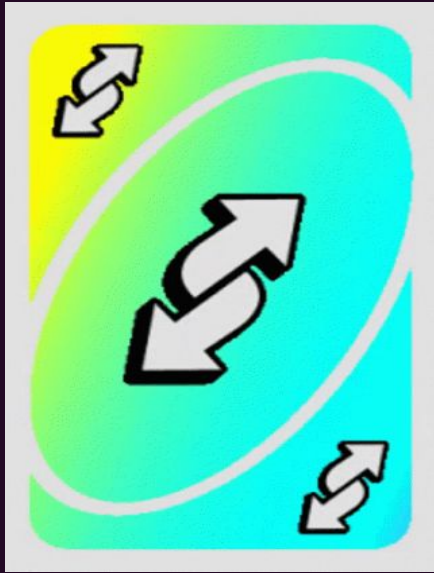
Individual skills and interest

6

Generate Income



Reverse Job Fairs



Reverse Job Fairs

Students at tables marketing themselves vs traditional job fairs, the employers are behind the table.

- Students are the focus of the fair. They create displays and information (resumes) for employers who attend the fair. Students need to prepare a quick elevator speech and give contact information to those who are interested.



2019

**THE RIGHT
TALENT,
RIGHT NOW**

**OCTOBER 29, 2019
9AM TO 12NOON
STATE CAPITOL**




Disability:IN Hawaii



Getting Ready for the Fair

For students to be ready on the day of the reverse job fair, they can:

- Participate in workshops about marketing themselves, creating resumes, crafting 30 second elevator speeches.
 - Review list of employers who are attending and review the job descriptions, requirements and related duties. They can then speak on their related skills.
 - Practice answers to sample questions to be prepared if/when the employers ask them.
 - Practice presentations that highlight accomplishments, prior work experience, school work and strengths. This also helps to keep on topic. Complete their presentations in a way that address a need for the employer.
- 



How to stand out at the fair

Reverse job fairs - a way for students to show creativity.

Students will create a job board or portfolio that is unique to them and has the ability to draw in employers to speak with. Some examples of these are:

- E-portfolios - share link right away
- Poster boards - accomplishments and achievements.
- “Out of the box” approach where you create a game that will attract an employer to your table.

 dice games - skill sets assigned to number on dice.

 Student describes that skill to the employer.



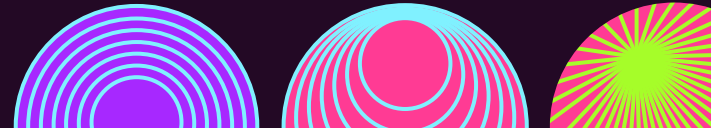
The background features a dark field with various colorful geometric patterns. On the left, there is a vertical column of five circles, each containing a different pattern of lines or concentric shapes in shades of purple, blue, and green. On the right, there is a vertical column of six circles, also with various patterns, including concentric circles and radial lines, in shades of purple, blue, and green. The central text is prominently displayed in the middle of the frame.

Customized Employment

What is it?

Customized Employment - What is it?

Write or scribble



Customized Employment



Employment service for individuals with the most significant disabilities who require ongoing support services to succeed in competitive employment.

Offers continuing assistance from an employment specialist to maintain long-term employment for individuals who have previously been unable to succeed in traditional employment.



Customized Employment



Elements of customized employment

- The job seeker/student is in charge and knows their skills, abilities and interest
- Observation in familiar and unfamiliar activities for discovery.
- The job seeker/student can choose the job.



Customized Employment



Elements of customized employment

- Customization = negotiation with business to ensure needs are met for both the employer and job seeker/student.
- Compensation is at or above the minimum wage.
- Employment is competitive, community based and in an integrated work environment.





Supported Employment

What is it?

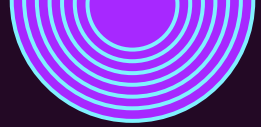
Supported Employment



A model that provides people with disabilities the appropriate, ongoing support that is necessary for success in an integrated work environment.

Offers continuing assistance from an employment specialist to maintain long-term employment for individuals who have previously been unable to succeed in traditional employment.



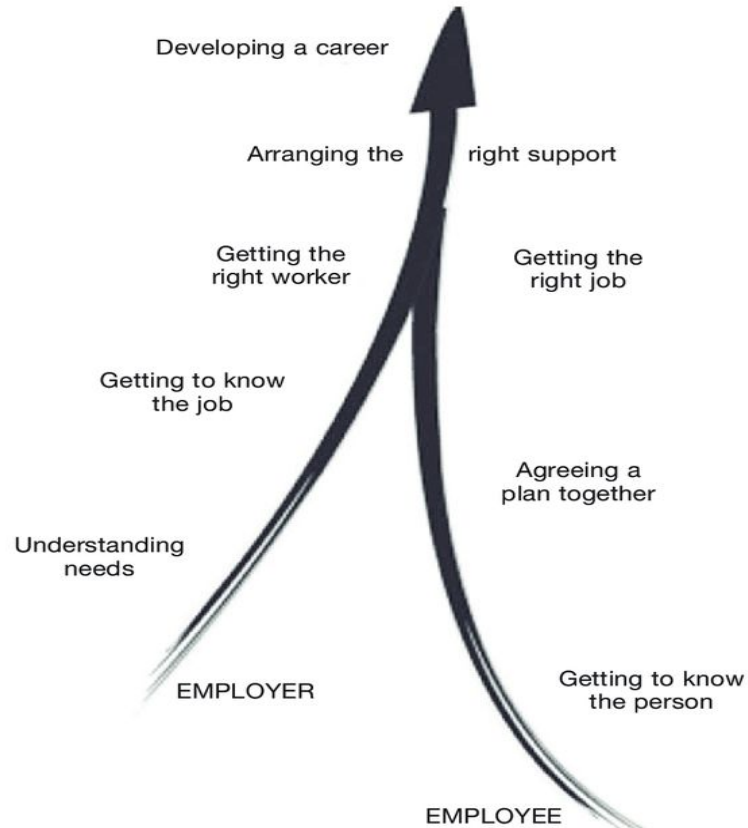


Values of Supported Employment

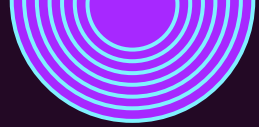
- Presumption that the individual will be able to work
- Inclusion in the community
- Placement in Competitive Employment
- Individualized plan development
- The support of family member, friends or coworkers

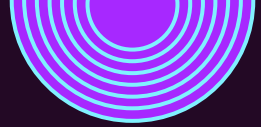


Supported Employment Model



(HM Government, 2010, p4)

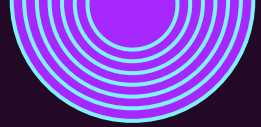




Examples of Supported Employment

- Arranging transportation
- Job coaching
- Placement
- Training or retraining the supported worker
- Developing natural supports
- Assistive technology, if needed, to perform job duties.





Service Provider role

Most individuals in a supported employment program receive services from a community-based service provider.

Generally, community-based service providers offer vocational assessment, locate or develop jobs, and provide job skills training.

Most providers have job coaches who work at the job site and help the client learn job tasks, identify job modifications including assistive technology, and work with the employer to solve behavioral or social problems.





Resources

Da Haps

Center on Disability
Studies

Division of Vocational
Rehabilitation

Developmental Disabilities
Division



University of Hawaii, Manoa Center on Disability Studies


Contact Information:

1410 Lower Campus Road Building 171-F Honolulu, HI 96822

Phone: (808) 956-5142

Email: [cgsweb@hawaii.edu](mailto:cdsweb@hawaii.edu)

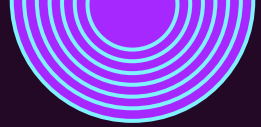




University of Hawaii, Manoa Center on Disability Studies

- Project Hokulani – STEM education to bolster youths aspirations to enter into postsecondary STEM fields. Students will participate in an internship as part of their participation at a STEM related business for hands on experience.






University of Hawaii, Manoa Center on Disability Studies

- Jobs Now Partnership – evaluate practices to remove barriers and assist in transition from secondary, postsecondary and training settings to competitive employment outcomes for youths.

JOBS NOW





University of Hawaii, Manoa Center on Disability Studies

- Transition Education & Benefits Planning – Goal to enable people with disabilities to make informed choices and a successful transition to self-sufficiency. The three components are transition education, disability benefits planning and outreach. Provide benefits counseling to individuals who are referred by Division of Vocational Rehabilitation.





State of Hawaii, Division of Vocational Rehabilitation

<p>Services for the Blind Branch 1901 Bachelot Street Honolulu, HI 96817 Ph: 586-5269 (V/TTY)</p>	<p>Oahu Branch – Deaf Services Section 600 Kapiolani Blvd. # 306 Honolulu, HI 96813 Ph: 587-5650</p>
<p>Oahu Branch 600 Kapiolani Blvd., # 305 Honolulu, HI 96813 Ph: 586-4824</p>	<p>Oahu Branch – Kapolei Section 601 Kamokila Blvd., Rm 515 Kapolei, HI 96706 Ph: 692-8604 (V/TTY)</p>



Division of Vocational Rehabilitation



Provides services to Hawaii community members who experience barriers to employment due to a physical or cognitive disability. It is designed to assist job seekers to prepare, secure, and retain competitive employment in an integrated work setting.

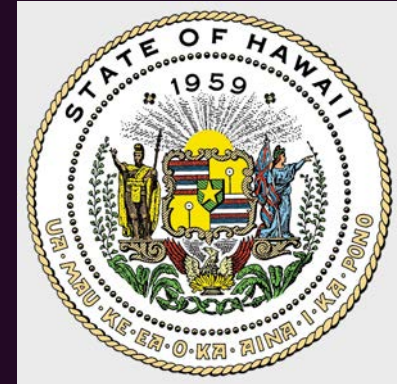


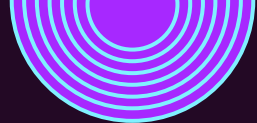
Division of Vocational Rehabilitation



- Meet eligibility criteria
- Career Exploration
- Develop an Individualized Plan for Employment (IPE)
- Employment services

Pre-ETS - Pre-Employment Transition Services






State of Hawaii,
Department of Health,
Developmental Disabilities Division

Contact Information:

- Phone: (808) 586-5840
- Address: P. O. Box 3378, Honolulu, HI 96801
- Email: doh.dddpossibilities@doh.hawaii.gov
- Website: <https://health.hawaii.gov/ddd/>






State of Hawaii, Department of Health, Developmental Disabilities Division

DDD serves people with intellectual and/or developmental disabilities (I/DD).


Supports each participant's trajectory towards an inclusive, quality of life in the community.






State of Hawaii, Department of Health, Developmental Disabilities Division

Employment First – *Work in the general workforce.* Employment First believes that all people, regardless of disability, should have the opportunity to work and recognize that individuals with I/DD achieve successful employment outcomes when:

- empowered to drive the job search process
 - have access to services and supports
 - opportunity to participate in customized employment.
- 




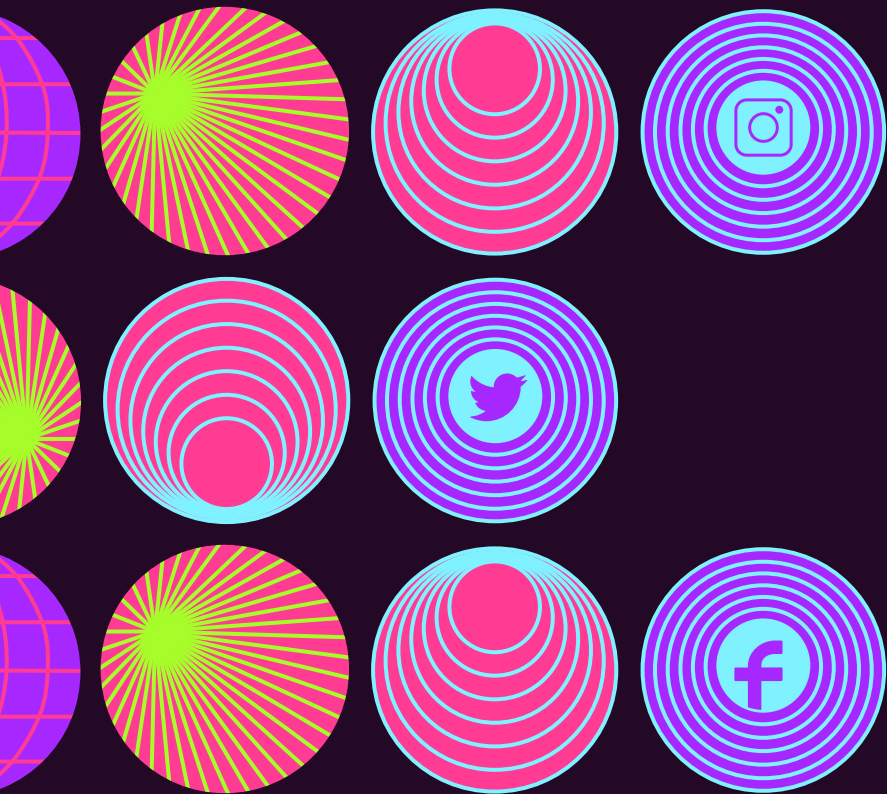
State of Hawaii, Department of Health, Developmental Disabilities Division

Discovery and Career Planning

- a service to help individuals identify their marketable skills, interest and preferred tasks prior to the start of job search and seeking employment.

Benefits Counseling

- provide information related to the impact on SSI, SSDI and healthcare if/when an individual wants to work or is already working.
- 



THANKS!

Do you have any questions?

Rhonda Black -
rblack@hawaii.edu

Jared Galeai - galeaij@hawaii.edu

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