

Answers**4****Families.org**

Informed Parents
PTI
Nebraska
Improved Outcomes for Children with Disabilities



**PTI &
Answers4families
Webinar Series**

Informational Sessions from the convenience of
your Office or Home – 12:00pm or 8:30pm CT

Presented by PTI Nebraska
Speakers:
*Holly Schwietz
 & Nina Baker*

**Let's Talk About
Employment!**

***Parent Training and Information
Nebraska***

PTI Nebraska is a statewide resource for families of children with disabilities and special health care needs.

- *PTI Nebraska's staff are parent/professionals*
- *PTI Nebraska conducts relevant workshops across the state.*
- *PTI Nebraska has printed and electronic resources available at no cost.*
- *PTI Nebraska encourages and supports parents in leadership roles locally and statewide.*





Family to Family Health Information Center

PTI Nebraska is the home PTI Nebraska is the home of
Nebraska's Family to Family Health Information Center

"This project is supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) under grant number and title for grant amount (H84MC08009, Family Professional Partnership CYSHCN, total \$96,750, no other additional funds provided). This information or content and conclusions are those of the author and should not be construed as the official position or policy of, nor should any endorsements be inferred by HRSA, HHS or the U.S. Government." of Nebraska's Family to Family Health Information Center

Thank you to Our Partner

Answers  Families.org

Special thanks to
Answers4families in providing
the website connection allowing
PTI Nebraska to share
information with families and
professionals
free of cost.

Answers Families.org

Finding Answers Together

For more information about children with special healthcare needs and/or disabilities:

- ☐ Find Answers A-Z
- ☐ Talk To Others
- ☐ Find Services -
 - ☐ Nebraska Resource & Referral System (NRRS)
 - A state wide system to locate services in your area by
 - State, county, city or zip code.
 - ☐ And More!!!

Focused on Families

- ☐ As the Parent Training and Information Center for Nebraska, our goal is to inform families of the systems and resources that serve their children.
- ☐ It is important for professionals to know about the information we share with families. We value their participation in the webinars.

Webinar Series Information

- Adjust your computer volume for your hearing and comfort, turn on your video & microphone
- Please ask questions to guide your learning
 - ☐ Open the chat box on your computer for questions or comments or
 - ☐ Email questions to nbaker@pti-nebraska.org for answers after the presentation
- Documents are available
 - ☐ Handouts & information will be emailed following final presentation
- Certificate of Leadership & Advocacy will be presented to those who participate in all presentations in the series
- And the Evaluation.

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Let's Talk About Employment!

PTI Nebraska webinar with Holly Schwietz, FEAT Project Coordinator (10-16-2019)

Through this webinar, PTI Nebraska will illustrate how families can prepare their young adult with disabilities for employment by looking at a variety of action steps, employment options & resources.

Material shared today is taken from
FEAT curriculum, ODEP, PACER Center and experience.

Family Employment Awareness Training

Building the Dream of Employment

PTI Nebraska's FEAT Project sponsored by Nebraska Vocational Rehabilitation Services (Nebraska VR). FEAT material copyrighted by Beach Center on Disability, University of Kansas 2019.

Family Employment Awareness Training **FEAT**

Mission¹⁰

Key Principles

- To increase the expectations and awareness of families and individuals with disabilities regarding the possibilities for the member with a disability to obtain meaningful and satisfying work in the family's community.
 1. Everyone with a disability can work when provided with the appropriate supports and services.
 2. Everyone with a disability can have a job that is both enjoyable and satisfying.
 3. Everyone with a disability can make more money working than by relying on public benefits alone.

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A Look at Employment

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- ❑ National unemployment rate is at 3.5%. (September 2019)
- ❑ Nebraska's unemployment rate is at 3.1% (August 2019)
- ❑ With such a low unemployment rate, it is more difficult for employers to find people to fill positions.
- ❑ There is an amazing pool of talent available to employers!
- ❑ With the right supports and accommodations, people with disabilities can be employed in supported and competitive work environments.

October is **National Disability Employment Awareness Month**

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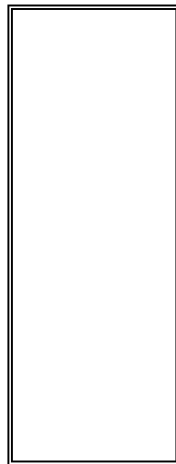
Disabilities and Employment

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- ❑ National unemployment rate for people with disabilities is at 6.1% (September 2019)
- ❑ National labor force participation rate for people with disabilities is at 20.6% ; for people *without* disabilities, participation rate is at 68.7%. (September 2019)
- ❑ For youth with disabilities:
 - Youth often struggle to find or keep jobs
 - Youth may stay at home waiting for “services” to find them a job
 - Youth frequently do not know how or when to disclose a disability
 - Youth has difficulty asking for needed accommodations
 - Jobs don’t meet strengths or interests

Why is work important?

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- Increases income and benefits,
- Builds confidence and sense of belonging in the community
- Promotes independence and self-determination skills
- Improves quality of life
- Fosters social relationships
- Self-sufficiency
- A role in the adult world

Work is part of LIFE!



Preparing for Employment: ACTION STEPS

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□ Family's role is crucial in preparing your young adult for employment

- Participate in process – get involved!!
- Model work expectations
- Mentor
- Network

Preparing for Employment: ACTION STEPS!

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Get involved!

- Participate in the IEP process
- Pre-employment Transition Services begins at 14
- Transition Planning begins at 16
- Encourage interests

IEP and the Transition Plan

- ❑ Transition planning *required* starting at age 16 in Nebraska
- ❑ Uses transition assessments to develop measurable post-secondary goals in the following areas:
 - Employment
 - Education/Training
 - Independent living skills (when appropriate)
- ❑ Includes needed and appropriate services (including employment services)
- ❑ Identifies interagency responsibilities

IEP Planning Process

- ❑ Transition plan should guide the IEP development
- ❑ Begin with the end in mind – should be a “results-oriented” process "focused on improving the academic and functional achievement of the child”
- ❑ Be a coordinated set of services
- ❑ Include representatives from community-based adult service agencies
- ❑ Include partnerships with community members, businesses, and organizations of relevance to planning and goals

Quality Assessment = Quality IEPs = Better Outcomes for Students

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- ❑ In order to improve student post-school outcomes, ***begin with the end in mind.***
- ❑ Letting the student’s post-secondary goal drive the entire IEP is one way to begin with the end in mind.
- ❑ Teachers should conduct assessments with students 1-1.
- ❑ Comprehensive transition assessment tools need to be used first, then given time to gather data & determine which informal assessment need to be completed.
- ❑ “Whaddya wanna be when you grow up?” interview that tends to occur 30 minutes prior to the IEP meeting is not an assessment, nor is it effective.

****Parents can and should provide input to the IEP’s
Transition Plan****

Greatness Planning	
3 things my child does to make people happy?	3 things my child does to help people?
3 things that make my child unique?	3 activities my child is good at?
3 school subjects my child is good at?	3 things that make my child happy?
3 things my child values the most?	3 things that make my child a good friend?
3 things my child does in their spare time?	3 challenges my child has overcome?

NEBRASKA

TRANSITION GUIDE

JOB EXPLORATION

- Who is guiding the student?
- How is job exploration coordinated with other plans for transition i.e. Personal Learning Plan, IEP, IPE?
- Who needs to be at the table?
- Who is accountable for the student plan/s?
- How often is the student plan reviewed?
- How is active student involvement facilitated?
- How is parental involvement encouraged?
- Who is coordinating referrals to agencies?

WORK-BASED LEARNING

- How are multiple plans for transition coordinated?
- Who is in charge of creating opportunities for and supervising work-based learning?
- How is information from the work experience being applied to the transition plan?
- Have appropriate safeguards, regulations and standards been followed?
- Who is coordinating referrals and information to agencies?

COUNSELING FOR TRANSITION & POST-SECONDARY PROGRAMS

- Who is aligning high school classes and schedules with career interests?
- How are student experiences, assessments, & skills being used to develop realistic goals?
- How are post-school applications, scholarships, and funding sources being investigated?
- Who is coordinating referrals to agencies?
- Who is coordinating services and supports for post-secondary education/training?

WORKPLACE READINESS TRAINING

- What are the student's career goals?
- What steps need to be taken to reach those goals?
- What supports and/or resources does the student need to reach his/her career goals?
- What experiences are available to develop career readiness skills?
- Who is coordinating career readiness training experiences with other agencies?
- Who is providing training for career readiness skill development?
- How does explicit instruction in career readiness skills happen for all students?

SELF-DETERMINATION TRAINING

- Who is supporting development of self-advocacy skills?
- How does the student demonstrate decision-making skills & use of community resources?
- What are the student's plans to reach his/her goals?
- How is independent living being considered?
- Who is coordinating referrals and information with other agencies?
- How does the student talk about his/her disability and needs for support?

ACTIVITIES

Middle School

Career Tours
ENGAGE - Career Education Curriculum
Job Observations
Nebraska Career Connections
NICareerTours.com (activity)
Guest Speakers

Business Tours
Job Observations
Career Exploration Searches
Guest Speakers
Service Learning
Entrepreneurship Experience

Career Readiness Skills
Personal Learning Plan
IEP
Skill Inventories
Career Interest Inventories
Assessments: Formal/Informal

Nebraska Career Connections
ENGAGE - Career Education Curriculum
Service Learning
Assistive Technology

Person-Centered Planning
Student-led: Parent Conference, IEP

NAME:

SLIDE OUT

DATE:

RESOURCES

Post-secondary/Transition IEP

Examples of Activities to include in IEP:

- ☐ Attend Eastern Nebraska Transition Conference
- ☐ Take a Community Based Learning class
- ☐ Visit the Student Services office at local college
- ☐ Attend the Project SEARCH Job Fair
- ☐ Complete a 1 day job shadow of _____ (insert career interest)
- ☐ Take pre-ACT
- ☐ Meet monthly with Nebraska VR counselor
- ☐ Lead my own IEP
- ☐ Participate in mock interview through Career Exploration Class

Preparing for Employment: ACTION STEPS

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Model work expectations

- Practice “soft skills” at home
- Assign responsibilities and hold accountable
- Maintain high expectations

☐ Mentor

- Use volunteer experiences to build work skills and resume
- Try several experiences so youth can explore different types of job

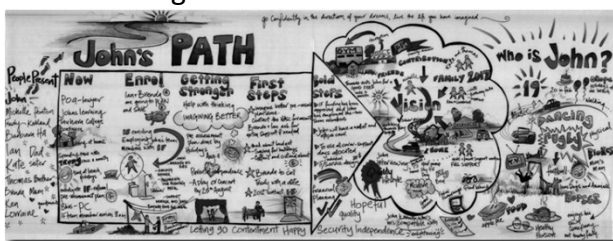
☐ Network

- Relationships, not want ads, provide the most job opportunities
- Everyone has a network within their community they can use
- How did you find *your* first job?

Building a Support Network

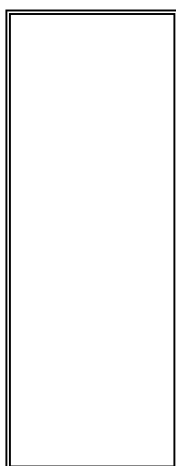
- ❑ Inviting people to become a support
- ❑ Person-centered planning
 - PATH - Planning Alternative Tomorrows with Hope
 - MAPS - Making Action Plans
 - GAP - Group Action Planning

<http://www.imaginebetter.co.nz/planning>



Preparing for Employment: OPTIONS

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- ❑ Employment comes in a variety of “shapes and sizes”
- ❑ Think “outside the box”
- ❑ Everyone has a “starter” job
- ❑ Volunteering counts!
- ❑ Take advantage of work-based learning opportunities through school or Workforce Development

Employment Possibilities

- ❑ Integrated Competitive Employment
- ❑ Supported and Customized Employment
 - Created Jobs
 - Carved Jobs
 - Resource Ownership
 - Self-Employment
 - Business Within a Business
 - Self-Employment
 - Employer-Initiated Model

Integrated Competitive Employment

- ❑ Real work in real businesses
- ❑ 20 hours a week or more
- ❑ Minimum wage or higher
- ❑ Individualized supports



Supported and Customized Employment

Supported Employment

- ❑ Real work
- ❑ Integrated businesses
- ❑ Assistance from job coach
- ❑ On-going support services
- ❑ Job match

(Rehabilitation Act, 1973)

Customized Employment

- ❑ Real work
- ❑ Integrated businesses
- ❑ Assistance from job coach
- ❑ On-going support services
- ❑ Negotiation between needs of employer and individual
- ❑ One person at a time, one employer at a time

(Office of Disability Employment Policy)

Self-Employment

❑ Become a small business owner and operator

- Come up with a business **idea**
- Develop a business **plan**
- Obtain start-up **funds**
- Arrange **supports**

- ❑ Freedom to make own choices
- ❑ Be more independent
- ❑ Decide the work you want to do
- ❑ Choose your work hours
- ❑ Choose where you want to work
- ❑ Choose who to work with or for
- ❑ Choose what jobs to take or not take
- ❑ Build self-confidence/self-esteem
- ❑ Increase economic self-sufficiency



Employer-Initiated Employment Model: Project SEARCH

- ❑ Started at Cincinnati Children's Hospital in 1996
- ❑ Business led partnership
- ❑ Students transitioning from school to work
 - On site classroom instruction
 - Worksite rotations
 - Lunch with peers
 - Feedback from instructors
 - Individualized job development
 - Job placement
- ❑ Project Search runs during school year
 - Full day program
 - One hour classroom time both AM and PM
 - Three 10-12 week unpaid internships throughout the host site
 - At the end of the internships, identify best fit and apply for permanent employment



Project SEARCH

Nebraska Project Search Student sites:

- Bellevue – Bellevue Medical Center (Bellevue)
- Columbus – Columbus Community Hospital (ESU7)
- Grand Island – St. Francis Medical Center (GI Public)
- Hastings – Mary Lanning Health Care (Hastings and ESU 9 schools)
- Kearney – Good Samaritan Medical Center (Kearney)
- LaVista – Embassy Suites (Papillion/LaVista)
- Lincoln – Embassy Suites (Lincoln)
- Lincoln – Cornhusker Marriott (Waverly, Norris, Crete, Malcolm, Syracuse, Wahoo and surrounding districts)
- Norfolk – Faith Regional Health Services (Norfolk, Wayne, surrounding area)

Project SEARCH

- North Platte – Wal-Mart Distribution Center (NP Public)
- Omaha – Children’s Hospital (Westside)
- Omaha – Heritage at Sterling Ridge (Millard)
- Omaha – UNMC Main Campus (Madonna School/OPS)
- Omaha – Madonna Rehabilitation Center (Elkhorn)
- S. Sioux – Mercy Medical Center (Omaha Nation, Winnebago, South Sioux City, Homer)
- York – York General Hospital (Wilbur, Claytonia, Utica-Centennial, York, McCool Junction, Heartland, ESU 6)

Nebraska Project Search Adult site:

- Omaha – UNMC (56 different rotation opportunities)

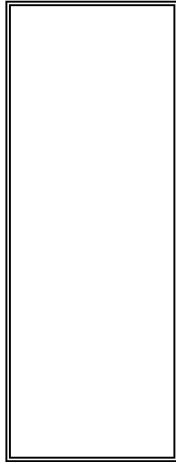
Preparing for Employment: OPTIONS

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Preparing for Employment: RESOURCES

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- ❑ Nebraska Vocational Rehabilitation Services
- ❑ Benefits planning
- ❑ Assistive Technology Partnership (ATP)
<https://atp.nebraska.gov/about/index>
- ❑ Job Accommodation Network (JAN)
<https://askjan.org/>
- ❑ PTI Nebraska

Vocational Rehabilitation (VR)

Pre-Employment Transition Services (Pre-ETS)

- ❑ Pre-ETS serves 14-21 year old youth
- ❑ VR counselor is assigned to each high school in Nebraska
- ❑ Monthly meetings as a class or one-on-one with youth
- ❑ Activities focus on 5 pre-employment transition areas:
 - Job Exploration Counseling
 - Work-Based Learning Experiences
 - Counseling on Post-Secondary Training Opportunities
 - Workplace Readiness Training
 - Instruction in Self-Advocacy
- ❑ <http://www.vr.nebraska.gov/students/tsp.html>

Benefits Specialist

- ❑ May also be called a “benefits planner” or a “benefits counselor”
- ❑ Helps you understand
 - eligibility
 - impact of work on benefits
 - how to use work incentives
- ❑ Ideal to meet *before* starting work
 - Social Security (800-772-1213)
 - Easterseals (800-650-9880)

Assistive Technology (AT)

- ❑ Items, equipment, or systems used to increase, improve, or maintain the capabilities of people with disabilities
- ❑ **Low-tech items** – like an adjustable desk, penholders, or cup holders
- ❑ **High-tech items** – like switches, voice output communication devices, or specially designed robotics
- ❑ Assistive Technology Partnership (ATP) is under Nebraska VR.
 - <https://atp.nebraska.gov/about/index>
 - AT specialists can help set up accommodations, talk to employers, teach how to use equipment, find best solution
 - Nebraska’s Loan Program – try it before you buy it <https://www.at4all.com/>
 - Nebraska’s Reuse Network – keep equipment out of landfills and use with people who need it
 - Private AT specialists available such as Assistology <https://assistologyomaha.com/>
 - Job coach may or may not have expertise

Transition



Education

- **IDEA**
 - “Children with Disabilities”
 - IEP
- **Section 504**
- **Transition Plans**
- **Advocacy for child**

Employment

- **ADA**
 - Definition of Disability
 - Reasonable Accommodation
 - “Undue Hardship”
- **State Civil Rights**
- **FMLA**
- **Self-Advocacy**

Used with permission from AskJAN 2017 webinar “Transitions”
<https://askjan.org/events/index.cfm?calview=eventdetails&dtid=D77DF428-9F7F-C7DF-23405858824CF1EA>


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Parent Training Information (PTI)

PTI Nebraska



- PTI website: <http://pti-nebraska.org/>
- Holly’s Email: hschwietz@pti-nebraska.org
- Nina’s Email: nbaker@pti-Nebraska.org
- call PTI Nebraska Toll Free: (800) 284-8520

Family Employment Awareness Training

Upcoming FEAT

Workshops:

Kearney – November 9th & 15th

Columbus – January 17th & 25th

Lincoln – March 7th & 21st



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42	 Plan for Employment for Family Employment Awareness Training <table border="1"> <tr> <td>My next steps to employment are:</td> <td>The resources I will use to accomplish my next steps are:</td> </tr> <tr> <td>1.</td> <td></td> </tr> <tr> <td>2.</td> <td></td> </tr> <tr> <td>3.</td> <td></td> </tr> <tr> <td>4.</td> <td></td> </tr> <tr> <td>5.</td> <td></td> </tr> </table> I will complete this plan by: _____ (Date) Would you like to have follow-up support from your friends at PTI Nebraska? ☐ Yes ☐ No If yes, please write your name and phone or email contact below: Name: _____ Contact (phone/email): _____ Please note specific areas in which you would like support: _____ _____	My next steps to employment are:	The resources I will use to accomplish my next steps are:	1.		2.		3.		4.		5.		
	My next steps to employment are:	The resources I will use to accomplish my next steps are:												
1.														
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Planning for Tomorrow: Set Your Child up for ***SUCCESS!***

Steps to Employment

- ❑ Big Picture Outcomes of Employment
 - ❑ Take Action
 - ❑ Explore Options
 - ❑ Take advantage of resources!
- ❑ What is *your* action plan?
 - Next steps for this school year

Preparing for Employment: NOW!

- ❑ Be involved!
 - Discuss long-term plans with your child
 - Participate in IEP and Transition Planning process
 - Identify strengths
- ❑ Be part of the team!
 - Network
 - Get input from family, friends, neighbors, teachers, people who have known your young adult in a variety of situations
- ❑ Be proactive!
 - Locate birth certificate and social security card
 - Get State ID (photo ID)

	Thank you!
☐ Questions? ☐ Comments	

THANK YOU	
Holly Schwietz hschwietz@pti-Nebraska.org 402-346-0525 - office 800-284-8520 – toll free	
	

Answers  Families.org



**For More Information
Contact:**

Nina Baker

PTI Nebraska

402-403-3908

800-284-8520

nbaker@pti-nebraska.org

Evaluation



- ☐ Please complete the evaluation when it arrives in your email
- ☐ Future funding and support of PTI Nebraska programs benefit from your honest evaluations
- ☐ Changes to programs come through comments on evaluations
- ☐ <http://www.surveymonkey.com/s/PTIwebinar>