

# Transition & Families Component

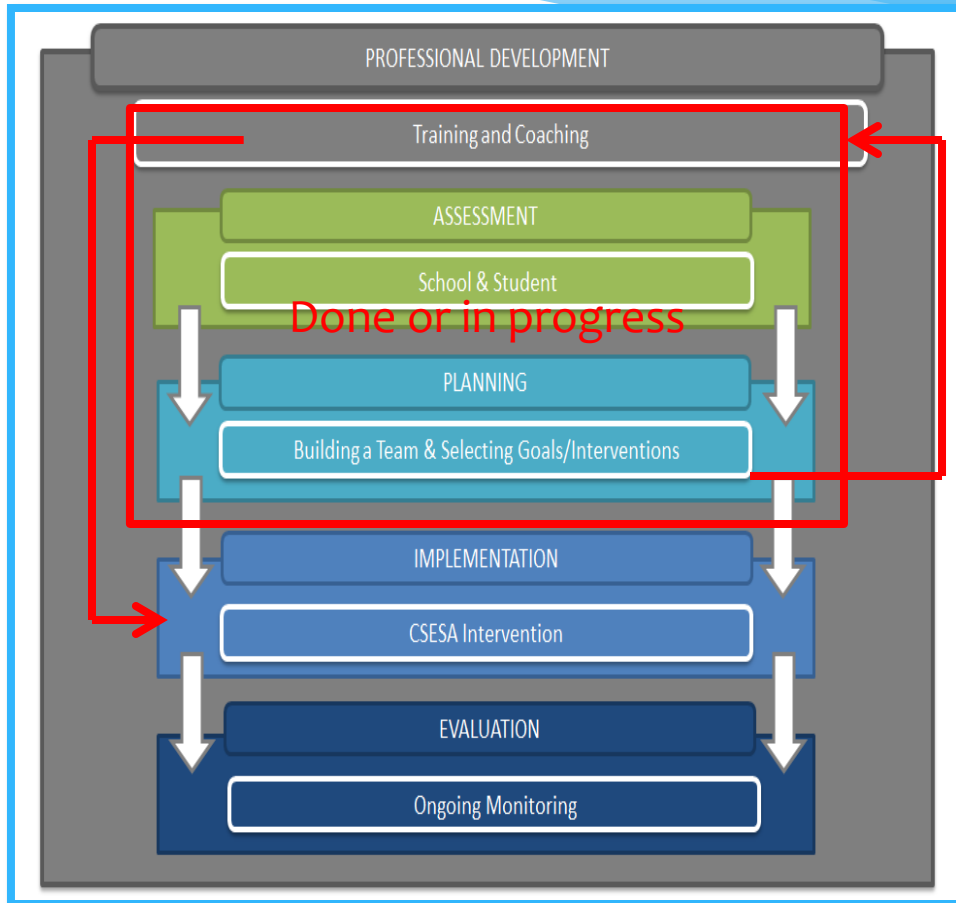
## Work Based Learning Experiences



# Thank you!

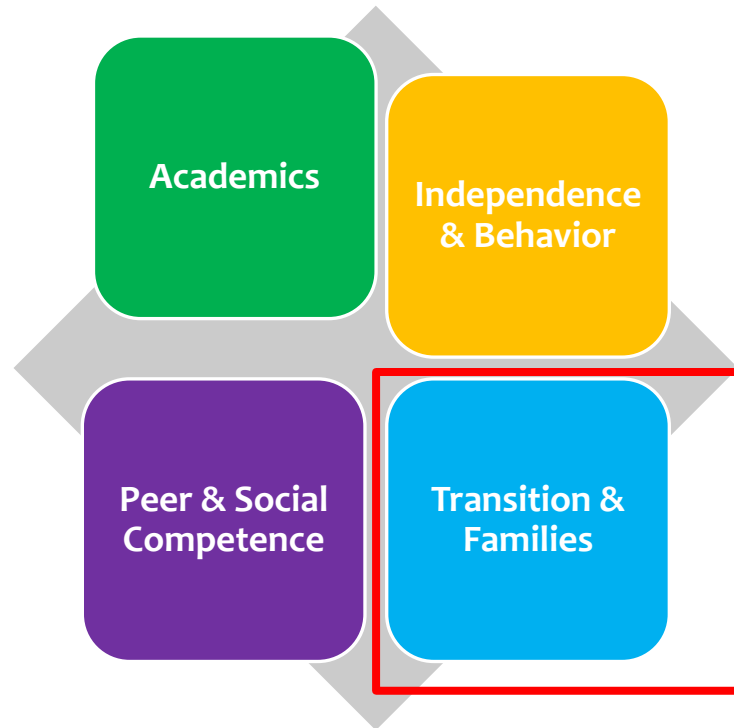
\* Thank you for your time and support  
of the CSESA project!

# Reminder of the CSESA Process

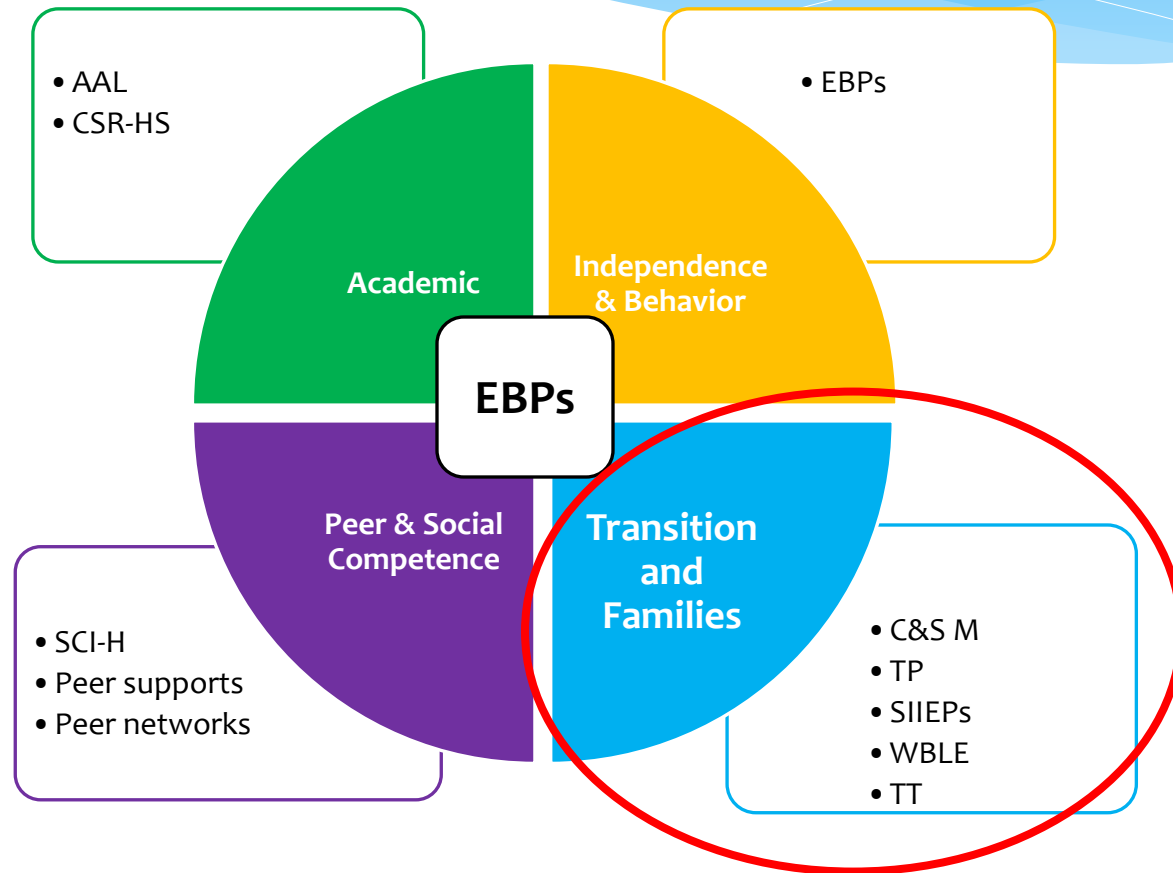


- \* We've already assessed and started planning
- \* Now, it's time for some training related to implementing interventions!

# CSESA Domains



# CSESA Interventions/Components

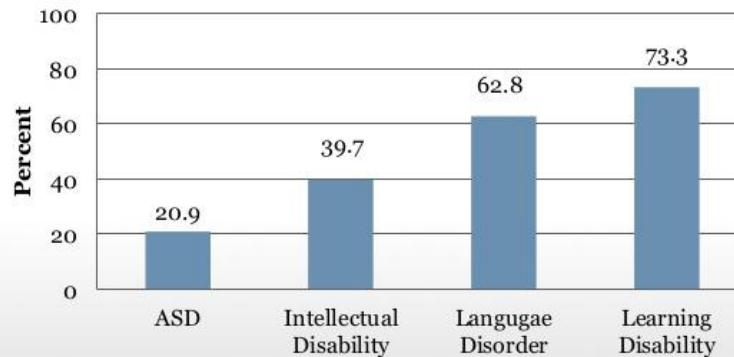


# Transition & Families

- Community and School Resource Mapping
- Transition Planning
- Student Involvement in the IEP
- **Work Based Learning Experiences**
- Transitioning Together

# Why the need for Work Based Learning Experiences in High School?

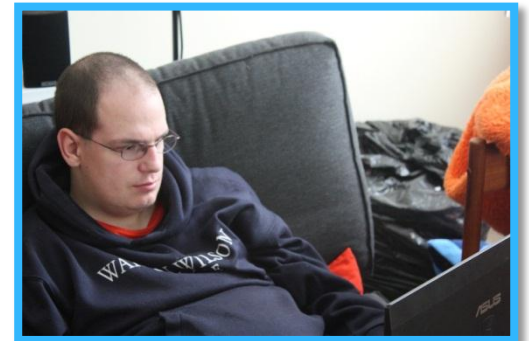
Full-Time Employment (21-25 Year Olds)



(NLTS2 Study; Roux et al., 2013)

# Share your experiences

- \* What are your former students with ASD doing now after completing high school?
  - \* Where are they?
  - \* What do they do during the day?
  - \* Who are they connecting with?
  - \* How would you describe their quality of life?





# Work Based Learning Experiences

- ① Career Exploration
- ② Job Shadowing
- ③ Work Sampling
- ④ Service Learning
- ⑤ Internships
- ⑥ Apprenticeships
- ⑦ Paid Employment
- ⑧ Mentoring

Students will complete activities within **2 WBLE experiences** each school year

# Suggested Timeline Across High School

## 9<sup>th</sup> Grade

Career Exploration  
Job Shadowing  
Work Sampling

## 10<sup>th</sup> Grade

Career Exploration  
Job Shadowing  
Work Sampling  
Mentoring

## 11<sup>th</sup> Grade

Service Learning  
Internship  
Paid Employment  
Apprenticeship  
Mentoring

## 12<sup>th</sup> Grade and Beyond

Service Learning  
Internship  
Paid Employment  
Apprenticeship  
Mentoring



# WBLE | Career Exploration

- Student learns about jobs and required skills
- Student visits and meets with employers and people employed in student's choice of occupation
- \* See page 16 in the manual

Career-Ready	College-Ready
Student Activities	Student Activities
Resources	Resources

# WBLE | Career Exploration

## Career Ready

### Student Activities

- Company Tours/Field Trips
- Interview Employers
- Career Interest Questionnaires

### Resources

- Use your state's college planning website
- Transition Assessment Toolkit at NSTTAC
- Transition Assessment Reviews at the Transition Coalition
- Career Assessment Resources
- Resources on work-place visits, career fairs, and guest speakers at NCWD

## College Ready

### Student Activities

- Go on a campus tour
- Select a dormitory on campus and talk to the Resident Advisor about the rules and policies that govern that particular dormitory
- Visit the financial aid office at your local college/ university

### Resources

- Virginia Commonwealth University's 'Going to College' provides info about college life
- Institute for Community Inclusion at the University of Massachusetts Boston's Think College

# WBLE | Career Exploration

## A-1.1 Lesson: Career Exploration – Career Readiness: Company Tour/Field Trip

### Common Core Standards:

#### Warm Up:

- Today we are going to look at company's website and take a virtual tour of that company. It will help let us get to know the company and the types of jobs it offers.

**Differentiation:** Company website of student's interest (Harris Teeter and other grocery stores, Walgreen's, Wal-Mart, EMC2 (<http://www.ncbce.org/index.php?page=emc2-supports-students-work>))

#### Lesson:

- Student chooses a company of interest

**Differentiation:** Choice list, based on career preferences

#### Guided Practice:

- Student searches company's website
- Read the mission statement
- Read 'About Us' section

**Differentiation:** Picture prompts and choices

#### Independent Practice:

- Student searches job directory and job openings on the website

**Differentiation:** Model the search

#### Assessment:

#### Vocabulary:

Related to the company website)

#### Teacher Materials/ Technology:

Smart board/

# WBLE | Job Shadowing

- Student spends extended time in a workplace accompanying an employee in the daily duties of his/her occupation
- See page 25 in the manual

Career-Ready	College-Ready
Student Activities	Student Activities
Resources	Resources

(Luecking, 2009)

# WBLE | Job Shadowing

## Career Ready

### Student Activities

- Participate with a significant adult in a 'take your child to work' day
- Disability Mentoring Day through a local company or program
- Complete Job-Simulations on Campus
- Create Task Prompts while Observing a Job
- Job Characteristics Checklist

### Resources

- The High School/High Tech Program (HS/HT) provides Job Shadowing experiences including careers in science, mathematics, and technology

## College Ready

### Student Activities

- Shadow a student in a major of interest
- Conduct a role-play with a disability services counselor
- Conduct a role-play with a professor

### Resources

- George Washington University: toolkit will give you tips on how to request up-coming opportunities to shadow at a local college/ university
- Norwich University: ways to strategize methods to help you overcome some of those temporary barriers

# WBLE | Job Shadowing

<b>B-1.1 Lesson: Job Shadowing – Career Readiness: Disability Mentoring Day</b>	
<b>Common Core Standards:</b>	
<b>Warm Up:</b> <ul style="list-style-type: none"> <li>Learn about the importance of mentoring through reading about Disability Mentoring Day. Participating in this day will help build a mentoring relationship with another individual</li> </ul>	<b>Vocabulary:</b>  Mentoring  Disability
<b>Differentiation:</b> Checklist	
<b>Lesson:</b> <ul style="list-style-type: none"> <li>Student will read about Disability Mentoring Day and the opportunities it offers students participating in it</li> </ul>	
<b>Differentiation:</b> Picture prompts, definition	
<b>Guided Practice:</b> <ul style="list-style-type: none"> <li>Read about Disability Mentoring Day with student</li> </ul>	
<b>Differentiation:</b> Picture prompts, read aloud with student	
<b>Independent Practice:</b> <ul style="list-style-type: none"> <li>Student will answer questions on a worksheet about Disability Mentoring Day</li> </ul>	
<b>Differentiation:</b> Model answering the first series of questions; provide a choice list for the student	
<b>Assessment:</b> <ul style="list-style-type: none"> <li>Student's answers on the worksheet about Disability Mentoring Day</li> </ul>	
<b>Differentiation:</b> Model writing a goal, photo/picture/word prompts of choices	



# WBLE | Work Sampling

- Student “spends meaningful time in a work environment to learn aspects of potential job task and ‘soft skills’ required in the work place.” (Luecking, 2009)
- See page 35 in the manual

Career-Ready	College-Ready
Student Activities	Student Activities
Resources	Resources

# WBLE | Work Sampling

## Career Ready

### Student Activities

- Rotation through various community workstations
- Sampling various job tasks
- Career Assessments
- Unpaid Workplace Experience

### Resources

- Education for Employment in Kalamazoo County, Michigan provides work sampling experiences in real workplaces

## College Ready

### Student Activities

- Review an introductory, general syllabus from a college/ university level course
  - Choose one sample paper or project from the course

### Resources

- Search for college syllabi ex: English 101: Introduction to Fiction syllabus.
- Pamphlet University of Virginia disseminates to their Faculty and Staff to help with accommodations for students with disabilities

# WBLE | Work Sampling

<b>C-1.1 Lesson: Work Sampling – Career Readiness: Sampling Job Tasks</b>	
<b>Common Core Standards:</b>	
<b>Warm Up:</b> <ul style="list-style-type: none"> <li>Sampling tasks that would be found on the job are helpful in understanding what they would be like</li> </ul>	<b>Vocabulary:</b>  Work sampling
<b>Differentiation:</b>	
<b>Lesson:</b> <ul style="list-style-type: none"> <li>Student will become an active participant in a job sampling task</li> </ul>	
<b>Differentiation:</b> Picture prompts of definition choices and the dictionary	
<b>Guided Practice:</b> <ul style="list-style-type: none"> <li>Show task to the student</li> <li>Model before the student</li> <li>Practice together with the student</li> </ul>	
<b>Differentiation:</b> Picture prompts and choices	
<b>Independent Practice:</b> <ul style="list-style-type: none"> <li>Student completes the rest of the job task</li> </ul>	<b>Teacher Materials/ Technology:</b>  Smart board/ White
<b>Differentiation:</b>	
<b>Assessment:</b> <ul style="list-style-type: none"> <li>By the end of the task, the student will complete the task with the least restrictive</li> </ul>	

# WBLE | Service Learning

- Student engages in hands-on volunteer service to the community
- The volunteer service integrates with course objectives
- The learning process is structured to provide time for reflection on the service experience and demonstration of the skills and knowledge required
- See page 41 in the manual

Career-Ready	College-Ready
Student Activities	Student Activities
Resources	Resources

# WBLE | Service Learning

## Career Ready

### Student Activities

- Informal volunteering in community or school programs
- Formal volunteer service in a structured community service program

### Resources

- For components of Service Learning and Information about service learning developed by the National Service-Learning Clearinghouse
- National community service organizations

## College Ready

### Student Activities

- Contact a college or university campus and volunteer to be a part of one of the following activities: blood-drive, election registration, clothing drive, campus-sponsored events

### Resources

- The University of North Carolina TEACCH Autism Program shares information to help you with connecting with people who are interested in service learning programs

# WBLE | Service Learning



## D-1.3 Lesson: Service Learning – College Readiness: Volunteer Opportunities Search

### Common Core Standards:

#### Warm Up:

- In one's college application, colleges have expressed interest in seeing student's work in extracurricular activities, specifically in one area of service learning. We will work on searching for opportunities to later place in one's college application.

#### Vocabulary:

Preferences

(Related to volunteer opportunity)

#### Differentiation: Checklist

#### Lesson:

- Student will read and locate various volunteer opportunities within the community for high school students on Volunteer Match ([www.volunteermatch.com](http://www.volunteermatch.com))

#### Differentiation: Model

#### Guided Practice:

- Fill out the search options on the Volunteer Match website

#### Differentiation: Model looking for options

#### Independent Practice:

- Student finds opportunities he/she would like to learn more about and/or contact

#### Teacher Materials/ Technology:

#### Differentiation: Write down the opportunities for the student to choose from on the paper

Smart board/  
White board

#### Assessment:

- Student chooses three volunteer opportunities he/she would like to learn more about and/or contact

# WBLE | Internships

- Student is assigned via formal agreement to complete specific tasks in a workplace over a predetermined period of time
- The opportunity may be paid or unpaid
- See page 48 in the manual

Career-Ready	College-Ready
Student Activities	Student Activities
Resources	Resources

# WBLE | Internships

## Career Ready

### Student Activities

- Meet with a possible future employer and talk about skills needed on the job
- Visit guidance counselor for opportunities in the area
- In the medical/nursing field: "preceptorship" training for a student

### Resources

- NCLD Youth Internship Information

## College Ready

### Student Activities

- Contact the Career Development Center at a college campus that you are interested in attending

### Resources

- Upcoming opportunities on local college or community college website
- Norwich University's info on learning challenges, and strategize methods to help you overcome some of those temporary barriers



# WBLE | Internships

## E-1.1 Lesson: Internships – Career Readiness: Career Development Center - Internships

### Common Core Standards:

#### Warm Up:

- We will learn about internships, about having an internship, and how they can be an introduction to having a career.

#### Differentiation: Checklist

#### Lesson:

Student will research and read about an internship related to a career preference

#### Differentiation: Model

#### Guided Practice:

- Preview the available internships with student

#### Differentiation: Picture prompts and choices

#### Independent Practice:

- Student will read about internships that are of interest to them

#### Differentiation: Breakdown key words

#### Assessment:

- Student reads about internships
- Student completes answers on worksheet associated with this lesson

#### Differentiation:

#### Vocabulary:

Internship

Career  
develop-  
ment

#### Teacher Materials/ Technology:

Smart  
board/  
White  
board

# WBLE | Paid Employment

- Student may have a job in a company or customized work assignments based upon agreement with an employer
- Paid work
- Student may be completing course objectives based upon work experiences gained within this setting
- See page 54

Career-Ready	College-Ready
Student Activities	Student Activities
Resources	Resources

# WBLE | Paid Employment

## Career Ready

### Student Activities

- Search for part-time or full-time jobs
  - Listing at school
  - Online on job search engines
  - Bulletin boards in community centers/places of worship
- Network get a part-time job after school, during holiday breaks, or in the summer

### Resources

- Autism Internet Modules
  - Two-hour modules to educate future employers

## College Ready

### Student Activities

- Look at the website of your college of interest for 'Prospective Students'.
  - Read the section listing the percentage of graduates from the school and the areas they go into
- Read the majors offered within the college of interest and the jobs students get after graduation

### Resources

- U.S. Department of Labor: Information about creating a résumé
- The Autism Training Center at Marshall University

# WBLE | Paid Employment

F-1.1 Lesson: Paid Employment – Career Readiness: Prepare a Resume	
<b>Common Core Standards:</b>	
<b>Warm Up:</b> <ul style="list-style-type: none"> <li>We will be completing a resume that will be useful in the search to find paid employment after high school</li> </ul>	<b>Vocabulary:</b>  Employment
<b>Differentiation:</b> Research a sample resume on Career One Stop	
<b>Lesson:</b> <ul style="list-style-type: none"> <li>Student will research and read about developing a resume by viewing a sample resume</li> <li>Student will prepare and complete a resume based on the sample resume format</li> </ul>	
<b>Differentiation:</b> Picture prompts of career preferences, utilization of resource Career One Stop ( <a href="http://www.careeronestop.org/ResumeGuide/SampleResumeWalkThrough.aspx">http://www.careeronestop.org/ResumeGuide/SampleResumeWalkThrough.aspx</a> )	
<b>Guided Practice:</b> <ul style="list-style-type: none"> <li>Student will choose a sample resume</li> <li>Preview the available sample resume</li> <li>Read through the required sections</li> </ul>	
<b>Differentiation:</b> Graphics, read aloud with student	
<b>Independent Practice:</b> <ul style="list-style-type: none"> <li>Student will read about the various requirements within the resume</li> <li>Student will write down the similar headings from the sample resume</li> <li>Student utilizes his/her background in completing the sample resume</li> </ul>	<b>Teacher Materials/ Technology:</b>
<b>Differentiation:</b> Define various words	Smart board/ White board

# WBLE | Apprenticeships

- Student participates in formal sanctioned work experiences of extended duration
- Student learns specific occupational skills related to a standardized trade (e.g., welding, carpentry)
- May include paid work
- See page 62

Career-Ready	College-Ready
Student Activities	Student Activities
Resources	Resources

# WBLE | Apprenticeships

## Career Ready

### Student Activities

- A toolkit for Apprenticeships developed by Office of Disability Employment Policy (ODEP)

### Resources

- Trade-related paid or unpaid work with a certified skilled journeyman
- To have a Registered Apprenticeship, guidelines are provided by the Department of Labor

## College Ready

### Student Activities

- Find the Career Development Center at a school of your interest
  - Ask them about what types of apprenticeships they offer
  - Inquire about the supports they offer to students to develop the skills necessary for the apprenticeship

### Resources

- HEATH Center at the George Washington University
- S.O.A.R.

# WBLE | Apprenticeships

<b>G-1.1 Lesson: Apprenticeship – Career Readiness: Apprenticeship Toolkit</b>	
<b>Common Core Standards:</b>	
<b>Warm Up:</b> <ul style="list-style-type: none"> <li>We will learn about what apprenticeships are and what they can be used for in preparation of a career. There are a number of ways apprenticeships that can be useful in a certain line of work.</li> </ul>	<b>Vocabulary:</b> Apprenticeship  Initiative  U.S. Department of Labor
<b>Differentiation:</b> Checklist	
<b>Lesson:</b> Student will read about apprenticeships and learn the goal of becoming an apprentice to an employer	
<b>Differentiation:</b> Print or online	
<b>Guided Practice:</b> <ul style="list-style-type: none"> <li>Read pamphlet with student</li> </ul>	
<b>Differentiation:</b> Graphics, read aloud with student	
<b>Independent Practice:</b> <ul style="list-style-type: none"> <li>Student will continue to read about apprenticeship</li> </ul>	
<b>Differentiation:</b> Underline and define throughout the reading, utilize pictures/photos	
<b>Assessment:</b> <ul style="list-style-type: none"> <li>Student completes answers on worksheet associated with this lesson</li> </ul>	

# WBLE | Mentoring

- Student is paired with a person set as “support, counsel, friendship, and as a constructive example to achieve work and life goals,” (Luecking, 2009)
  - Student can seek career and academic guidance
  - Student engages with a role model for “leadership, interpersonal, and problem solving,” (Office of Disability Employment Policy, 2012)
- \* See page 68

Career-Ready	College-Ready
Student Activities	Student Activities
Resources	Resources



# WBLE | Mentoring

## Career Ready

## College Ready

### Student Activities

- Project Eye-To-Eye has developed a national coalition of Mentoring programs for students with disabilities by partnering with local communities, public/private schools, universities, and local businesses to implement. For more information see:

<http://eyetoeyenational.org/programs/mentoring.html>

### Resources

- Suggested strategies:
  - <http://www.ncset.org/publications/viewdesc.asp?id=704>

### Student Activities

- Find a mentorship program in your area
- Ask a representative from the Dean of Students' Office or Office of Student Life to pair you with a student who may be able to help you navigate some of the logistics of the campus

### Resources

- Mentoring program for students with autism at Colorado State University (CSU)
- College transition program for students with autism at the University of Alabama

# WBLE | Mentoring



## H-1.3 Lesson: Mentoring – College Readiness: Communication

### Common Core Standards:

#### Warm Up:

- Today we will be talking about Communication and how important that is for work and also in mentoring

**Differentiation:** Checklist; Vocabulary written on board, write definition

#### Lesson:

- The purpose of this activity is to help youth gain a better understanding of how non-verbal communication (both intended and unintended) can be interpreted by others and the impact and effect of this form of communication

**Differentiation:** Picture prompts, print or online

#### Guided Practice:

- Read directions:
  - Ask participants if they have ever gotten caught rolling their eyes at a teacher, parent, co-worker, or supervisor? Whether you rolled your eyes intentionally or didn't even realize you did it, how do you think your action was interpreted? Answers will vary but might include: I'm bored, you are really annoying, yeah right, I'm so not interested in what you are saying or doing.
  - There are all types of communication. Believe it or not, the type that uses no words is the kind that is the most important. When it comes to communication, what people SEE is often more memorable than what they read or hear. This is

#### Vocabulary:

Communication

Non-verbal communication

# Student Portfolio



# Sample Lesson: Your Turn!

<b>G-1.1 Lesson: Apprenticeship – Career Readiness: Apprenticeship Toolkit</b>	
<b>Common Core Standards:</b>	
<b>Warm Up:</b> <ul style="list-style-type: none"> <li>We will learn about what apprenticeships are and what they can be used for in preparation of a career. There are a number of ways apprenticeships that can be useful in a certain line of work.</li> </ul>	<b>Vocabulary:</b> Apprenticeship  Initiative  U.S. Department of Labor
<b>Differentiation:</b> Checklist	
<b>Lesson:</b> Student will read about apprenticeships and learn the goal of becoming an apprentice to an employer	
<b>Differentiation:</b> Print or online	
<b>Guided Practice:</b> <ul style="list-style-type: none"> <li>Read pamphlet with student</li> </ul>	
<b>Differentiation:</b> Graphics, read aloud with student	
<b>Independent Practice:</b> <ul style="list-style-type: none"> <li>Student will continue to read about apprenticeship</li> </ul>	
<b>Differentiation:</b> Underline and define throughout the reading, utilize pictures/photos	
<b>Assessment:</b> <ul style="list-style-type: none"> <li>Student completes answers on worksheet associated with this lesson</li> </ul>	