# Planning for Employment

<table>
<thead>
<tr>
<th>What Does This Student Need?</th>
<th>Actions the High School Transition Team May Recommend</th>
</tr>
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</table>
| **ASSESSMENT** to identify current strengths, needs, interests, and preferences for post-school employment, independent living, and post-secondary training and/or education | ✓ Interview youth regarding vocational interests and preferences (use other methods to assess interests and preferences of nonverbal students)  
✓ Conduct situational assessment (observation in a work setting) to assess endurance, strength, aptitude, social skills, interests, interaction  
✓ Conduct formal vocational evaluation by a trained evaluator  
✓ Self-assessment  
✓ Develop student’s awareness of different jobs  
✓ Discuss health care issues that may impact employment |
| **DEVELOPMENT** of job and job placement options and awareness of skills needed | ✓ Analyze local labor market (contact employment services for state and request information for the region; contact local vocational advisory council; contact local chamber of commerce; review local want ads; contact employment agencies) to identify job openings and local labor needs  
✓ Get a range of work experiences: explorations, job shadowing, mentoring, and internships  
✓ Identify community programs offering job placement or training  
✓ Build network of employer and community program contacts  
✓ Provide training to employers on issues related to employees with disabilities |
| **MATCHING** of student and job | ✓ Analyze the demands and expectations of the job site (e.g., duties, skill requirements, hours, location, transportation, wages, benefits, social skills)  
✓ List the supports the student needs to be successful on the job  
✓ Match the student’s assessment and the list of needed supports to the job demands, including transportation to the job |
### MATCHING (continued)

- Identify current gaps and needs for success
- Identify needed natural supports, job accommodations, adaptive equipment, and support services

### TRAINING & PREPARATION

**in school and work**

- Provide instruction to youth on job-seeking skills
- Provide community-based work experiences related to career development
- Identify potential service providers
- Provide natural supports and accommodations
- Provide instruction and training (pre-employment or on-the-job)

### PLACEMENT and FOLLOW-ALONG

- Work with employer to determine employee's response to the job demands and identify strategies to capitalize on strengths and minimize limitations
- Provide natural supports and accommodations
- Monitor progress and readiness for job advancement
- Monitor changing need for natural supports
- Make adjustments, as needed

## Planning for Education After High School

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| **ASSESSMENT** that identifies strengths, needs, interests, preferences for post-secondary education | ✓ Assess student’s self-advocacy skills, academic preparation, and college-bound test scores  
✓ Assess student’s technical skills, social skills, independent living skills  
✓ Interview youth regarding educational setting interests and preferences—size, setting, programs (use other methods to assess interests and preferences if student is nonverbal)  
✓ Identify youth’s long-term career goals  
✓ Develop a list of supports student needs to achieve post-secondary setting  
✓ Identify needed natural supports, academic or physical accommodations, and support services |
| **DEVELOPMENT** of post-secondary education | ✓ Visit campuses  
✓ Participate in college night |
## Planning for Living Independently

<table>
<thead>
<tr>
<th>DEVELOPMENT (continued)</th>
<th>MATCHING of student and post-secondary education setting</th>
<th>PREPARATION for post-secondary education</th>
<th>PLACEMENT and FOLLOW-ALONG</th>
</tr>
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<tbody>
<tr>
<td>□ Have college students with disabilities talk to youth</td>
<td>□ Analyze the demands and expectations of the post-secondary education setting—accessibility, support services availability, academic rigor, social culture, independent living setting</td>
<td>□ Provide developmental academic support and coursework needed to prepare for post-secondary education goals</td>
<td>□ Monitor progress in the post-secondary setting</td>
</tr>
<tr>
<td>□ Research colleges and universities that offer special services to students with disabilities</td>
<td>□ Match the student's assessment and list of needed supports to the demands of the post-secondary education setting</td>
<td>□ Assist youth with applications, interviews, and test preparation</td>
<td>□ Monitor changing need for natural supports</td>
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<tr>
<td>□ Discuss financial issues</td>
<td></td>
<td>□ Identify potential service providers.</td>
<td>□ Monitor changing need for services</td>
</tr>
<tr>
<td>□ Discuss preferred location of college</td>
<td></td>
<td>□ Develop natural supports</td>
<td>□ Advocate for changes and adjustments, as needed</td>
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<td></td>
<td></td>
<td>□ Provide self-advocacy training</td>
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## Planning for Living Independently

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<td>ASSESSMENT to identify strengths, needs, interests, preferences for adult and independent living, including recreation and leisure</td>
<td>□ Interview youth and family regarding adult and independent living interests and preferences (use other methods to assess interests and preferences if student is nonverbal)</td>
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<tr>
<td></td>
<td>□ Observe youth in independent living or recreational setting</td>
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<tr>
<td></td>
<td>□ Interview youth and family regarding medical plans</td>
</tr>
<tr>
<td></td>
<td>□ Interview youth and family regarding financial plans</td>
</tr>
<tr>
<td></td>
<td>□ Identify transportation skills and needs</td>
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</table>
| ASSESSMENT (continued) | Develop a list of supports student needs to be successful  
Identify needed natural supports, accommodations, and support service |
|------------------------|------------------------------------------------------------------|
| DEVELOPMENT of adult living placement options, including recreation and leisure (not needed immediately, but for planning purposes) | Analyze adult living options in the local area (for example, group homes, supported living homes, roommates)  
Analyze locality for leisure/recreation options in the local area  
Coordinate with other families and youth looking for adult living options  
Provide training and education for families and youth regarding living and financial options for transition-aged youth  
Analyze community for transportation options |
| MATCH youth to adult living placement options, including recreation and leisure | Analyze the demands and expectations of the adult living and community participation options  
Match the student’s assessment and list of supports to the demands and expectations of these options |
| TRAINING and PREPARATION for adult living | Provide instruction to prepare youth to enter identified adult living and community options  
Identify potential service providers for needed supports and accommodations  
Develop natural supports  
Provide opportunities to participate in the community in the identified settings |
| PLACEMENT and FOLLOW-ALONG | Monitor progress  
Monitor changing need for natural supports  
Monitor changing need for services  
Make adjustments, as needed |

These tables were created by the National Information Center for Children and Youth with Disabilities.