

WEBVTT

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Kat mentioned, I do like to see a lot of participation. We've got some activities, so just a quick little tutorial here. So, in the chat box, when you click on that, and you expand it.

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00:00:15.569 --> 00:00:16.884

In the 2 box,

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00:00:18.053 --> 00:00:23.903

you have a drop down menu options so to make sure that I'm seeing it,

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00:00:23.934 --> 00:00:31.164

you would need to have presenter or host a presenter or all attendees collected or even everyone.

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00:00:31.164 --> 00:00:33.353

So if you select everyone, then.

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Everybody who's participating gets to see your question or your comment if you just want me seeing it and not everybody else I would say,

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use the presenter or the host and presenter so make sure you have that showing in that 2 box.

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Otherwise, a lot of the comments go to our host and I don't get to see them. So just a little heads up on that.

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00:00:59.424 --> 00:01:14.305

So, I am excited, thank you all for. Joining me, this is the last session of our foundations of coordinating employment supports, and just to give us a little recap for what's happened in the previous 2 sessions.

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00:01:14.575 --> 00:01:20.575

So, session 1 really focused on why it's important to.

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To focus on employment and really if you remember from that discussion, it's about treating people with disabilities the same as we treat.

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All individuals, so we all have hopes and dreams work benefits, all of us in so many different ways for many of us. It's that.

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00:01:45.060 --> 00:01:57.180

That financial capacity to live the lives that we want to live to have money to pay for our homes to pay for our cars to, to provide food for ourselves. Uh.

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But it's also part of that giving us, uh.

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Purpose, you know, getting to feel like we're contributing that we have something of value to offer and it's being recognized through our employment. It's also gaining and skills.

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00:02:19.349 --> 00:02:34.229

Uh, so many of us, you know, we, we've learned so much through our own employment, different things that we have to do. It allows us to gain and skills allows us to grow. Um.

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So, the personal satisfaction from that growth, the personal satisfaction we get from doing the jobs that we like doing.

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Having that valued role that financial.

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Benefit of working that's all part of why we work and what work means for us and again it's about treating people with disabilities. The same as anybody else. We, we all have hopes.

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We all have dreams.

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We all have abilities and it's helping individuals kind of connect their abilities, their goals, their dreams to what they can be doing with work and ensuring that we're connecting them to the support.

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00:03:16.435 --> 00:03:18.354
They need to.

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00:03:18.689 --> 00:03:22.469
Make that a reality, um.

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00:03:26.009 --> 00:03:37.620
And I see there is a question in the chat about, um, how still 432, which passed last year. Um, and how that affects our advocacy for community and.

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00:03:37.620 --> 00:03:41.639
Integrated employment and unfortunately.

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00:03:41.639 --> 00:03:49.199
Um, I'll have to go look up that bill to see exactly how it can be addressed. So I don't.

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00:03:49.199 --> 00:03:57.270
Um, or how, um, how it's worded to see how it affects advocacy. So, I apologize for that.

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00:03:57.270 --> 00:04:00.990
Being up to date and as familiar with.

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How still 432 right off the top of my head. Um.

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00:04:05.909 --> 00:04:09.150
But I will look that up and get back with you guys on that.

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00:04:09.150 --> 00:04:16.740
So, um, talking about state and federal initiatives, um.

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00:04:17.305 --> 00:04:19.314
That we addressed during session 1,

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00:04:19.314 --> 00:04:19.615
so,

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00:04:19.615 --> 00:04:20.365
during session,

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when we talked about how homestead is being applied to employment,

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and that homestead really is about individuals being able to access needed supports in their communities,

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00:04:33.685 --> 00:04:39.355

not having to choose between community or congregate.

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00:04:39.629 --> 00:04:44.459

Um, or segregated settings, so, being able to get the support that they need.

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In the activities that they're doing in their community workforce innovation and opportunity yet, um.

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00:04:52.103 --> 00:05:06.954

Really set that bar so it basically stated that competitive integrated employment is the goal that everyone should be striving for and it also aligned funding and resources to kind of

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00:05:06.954 --> 00:05:08.754

help achieve that goal as well.

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With the home in community base settings rule, uh, basically.

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Centers for Medicare and Medicaid services is stressing that the use of Medicaid funding to help individuals through those how many community based waivers really should provide

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integration into the community individual choice.

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Individual rights, autonomy, choice regarding services and providers and be persons centered, planning and part of that person's centric planning.

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Is meaning that.

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00:05:48.449 --> 00:05:59.608
The services and supports, we are connecting people to are based on actual assessed need. So, again, it's going beyond.

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00:05:59.608 --> 00:06:13.738
Um, and basically saying, hey, why does this person need this service or support? Um, and it's basing it on actual.

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00:06:13.738 --> 00:06:18.538
Need and how that person actually, um.

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00:06:20.124 --> 00:06:33.324
Is able to achieve that goal. So, employment 1st, um, our employment 1st policy declared that employment in the general work force is the preferred 1st and preferred outcome again.

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It doesn't mean that it's the only outcome or that we can't.

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00:06:38.728 --> 00:06:42.778
Utilize other.

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00:06:42.778 --> 00:06:48.928
Uh, segregated options, if needed, it's just saying, hey, this is what we should be looking at.

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1st, and seeing how it's going to work.

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With our empowering through employment initiative, it was really designed to increase awareness of our employment services to make sure that everyone's aware that.

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We do have funding, we do have services to help individuals achieve their employment.

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Outcomes so more options, more opportunities for individuals.

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And then in session 2, we really took a deeper dive into what those options and services are for individuals.

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So we made sure that you all are aware of those employment services that the division funds. So, looking at what each of those services is intended to do.

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Who would make a good candidate for that and what we need to include when we request those services, the information we need to include. So, if you remember from that.

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Session career planning is there to help individuals explore what their vocational interest and abilities are, and to possibly identify some job matches.

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That would be things that they could kind of shoot for also in career planning.

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Uh, that service is intended to really lay the, the ground or the road map, so to speak. So, it's not only saying, hey, Here's what makes a good.

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Job match for this person, but it also identifies what are those next steps? What are the things that need to happen for this person to get in that type of position?

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Pre vocational services is designed for those who really need to refine, or develop some of those universal workplace behaviors to be more successful.

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So, individuals who are really kind of stuck and not able to make any progress, because they, they just, they need to work on some skills. 1st.

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Job development is there to help individuals.

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Connect with that paid employment and then that support employment is designed to help support them.

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In that job, so either acclimating to that new job or maintaining that employment over time. So, and new, this year benefits planning.

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Has been developed to help 1 explore and achieve their financial self sufficiency. So it's designed to help individuals understand.

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The options, and also how they can utilize those work incentives to be more financially self secure if they want to.

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So,

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now,

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for today,

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my goals for you all is that when you leave this afternoon,

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you're going to have more confidence in being able to have those employment related discussions no matter what the person's age or readiness for employment is.

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Um.

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00:10:09.989 --> 00:10:15.839

Also want you to gain some strategies for discussing employment related goals.

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Preparing those young individuals for work and addressing those potential barriers.

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And then finally, I hope that when you leave, you have a few more resources that you are aware of, to help individuals, achieve those employment outcomes.

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So, now let's talk about.

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Kind of a visual representation of where individuals are going to fall when we're looking at their readiness for employment or their interest in employment.

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So, this is a graphic that was developed in Oregon. And I think it does a really great job of kind of.

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Explaining where people might fall, just kind of naturally if you think about it. So they're at the bottom left. You know, it's it's the individual who's like, I'm, I'm not ready. I don't.

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I don't want to think about employment yet. Um, so for those individuals, you know, it, it can be that maybe they're too young.

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For employment, or again, there's just no interest in employment right now. So we keep talking about employment.

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And then up to the left a little bit more, are the individuals who are like yeah, I'm getting there. I just I need to work on a couple of things.

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1st, I need to I need to develop these skills, or I need to get this degree. I need to do this 1st, before I'm, I'm ready to go look for that job.

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So, it's individuals who have expressed an interest you said yes, I want to get employed.

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And they're working on that game plan to become unemployed. They're just developing some skills. 1st.

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And then over to the right a little bit, you've got the people who are like, yes.

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I'm looking for a job I haven't found 1 yet, but I'm actively seeking a job.

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And then at the bottom, right it's the individuals who have obtain that employment. They've, they've got that job. They are.

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Working, however, as you all know.

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Our jobs don't stop there, because just like with us every now and then we're going to assess our satisfaction in our current employment. Are we where we want to be? What's the next step? You know, what?

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00:12:41.033 --> 00:12:51.413

What's next in our lives? So, again, it's the same thing with individuals with disabilities doesn't matter whether we have a disability or not. Are we.

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Affording individuals that opportunity to examine.

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Their satisfaction with their employment, or to decide to move on to take the next step.

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So, to make sure we're all kind of on the same page. Let's talk about some terms here. So.

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Types of employment, competitive, integrated employment. So this is earning minimum wage or better.

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Whatever that prevailing wage for that industry might be.

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It's integrated with coworkers who may or may not have disabilities.

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It's providing individuals with the same opportunities to advance as others within that industry.

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It can be independent without any supports.

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Or it could be supported, so individuals may need some supports and that support maybe 1 on 1.

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Individual or it may be in a small group. So like a 1 to 4 ratio.

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So, employment can also be self employment and again with self employment, it could be independent without supports, or it could be supported self employment. Meaning they've got some supports to help them with that.

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And then the other type of employment is shelter, unemployment. So, sometimes what we see with some individuals that may make the most sense for that.

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So that is an option and it is a type of employment that we need to consider.

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00:14:36.839 --> 00:14:37.229

So,

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now,

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let's talk about some possible barriers to to working and the 1st,

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1 here,

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I put in quotes unrealistic because the way I look at that is sometimes when we see something as an unrealistic vocational goal,

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it just means we,

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we don't quite understand it yet.

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So, I kind of use an example that I heard years ago with an individual who was.

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In high school taking self contained classrooms, so, and, um, the.

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The self contained classrooms that this individual was in, followed basic.

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Functional type curriculum, so this person was learning how to do laundry, how to fix simple meals, how to tell time how to count money.

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So, again, you kind of think of those basic.

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Um, activities of daily living type of skills, and that's what this person was working on in high school.

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However, during this person's this person kept saying that he wanted to become a pharmacist.

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So, everyone on that team with their own knowledge of what they understood a pharmacist to do, and the qualifications of being a pharmacist. So the.

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The college education required to become a pharmacist.

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Everybody was kind of look at this and going. This is an unrealistic.

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Goal you're, you're, you're taking functional.

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Type skills, but, you know, being able to succeed in college and and take, you know, college level.

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Chemistry and algebra and all these different, um.

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Requirements for becoming a pharmacist, as everybody understood it, they were like this just going to be.

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That's unattainable. Luckily somebody on that team decided to step back and say, you know, what.

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Let's find out what it is. Why you want to be a pharmacist what attracts you to being a pharmacist.

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And this young man said, well, I like to count things.

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00:17:06.868 --> 00:17:19.318

And I like wearing a white coat so his understanding of what a pharmacist was was somebody who counted things all day long, and got to wear a white coat. So, once.

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That piece got known once everybody in that team understood that.

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Is what this person was attracted to all of a sudden they could start thinking of all these different jobs where this person count things.

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Where are white code if you want it to? It just wasn't.

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Actually becoming a pharmacist, it was going to be some other job title, but.

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It was going to be doing the same things that that individual was drawn to what that individual wanted to be able to do.

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So, again, I think sometimes if we find out what attracts that person.

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To that particular goal, it can help open up.

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Different doors that we can actually help that person with achieving that type of goal.

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Sometimes, what we find is what the individual.

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Is talking about is really what they want, so, for an example, um, individuals that want to be video game designers. So.

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Sometimes in trying to figure out what attracts them to that.

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That's exactly what they're talking about. They're talking about wanting to be able to to design a video game.

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So, I think sometimes that's where we might want to take advantage of some online resources, such as Mo, connections or net and what you'll notice on this slide. I do have the links for both of those websites.

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On this page, so that you can click on that.

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So those can help us kind of take a closer look at what.

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A job might actually look like.

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The requirements.

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For getting it into such a, a position.

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moody's the Missouri development and disability counsel's career planning guide is also a very useful tool at trying to figure out what what kind of job task,

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what kind of experiences an individual has.

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What again,

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what kind of job test they might be interested in doing based on their own experiences and interest themselves,

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00:19:47.064 --> 00:19:54.203

it can also be useful in helping individuals kind of identifying people they know in different positions to to learn more.

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So, and then from there, possibly doing informational interviews or job shadowing I, uh.

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Years ago also, uh, 1 of our service providers had told me about a story where she was helping an individual who wanted to be, um.

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Part of of designing those, those movies.

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So utopia had just come out and the individual wanted to wanted to be 1 of those, uh, computer graphics designers and and working on an actual movie.

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So,

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luckily,

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for for this employment specialist,

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she had gotten connected with somebody who worked for Disney and was actually involved in the development of the utopia movie.

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So, this employment specialist was able to.

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00:20:56.878 --> 00:21:04.499

Schedule an informational interview between the, the individual that she was helping to support.

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00:21:04.499 --> 00:21:08.729

With getting a job, and the person who worked for Disney.

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00:21:09.473 --> 00:21:24.413

And connected those 2, and basically, this person was able to hear it directly from somebody who did the job day in day out. And what this person heard, you know, was that yeah, you might be working on these movies.

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00:21:24.413 --> 00:21:24.953

But it's.

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You you may be doing.

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Um, Leaf design, so that may be all that you work on.

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So you may not be working on the main character and the,

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00:21:38.304 --> 00:21:39.983

how that main character moves,

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00:21:39.983 --> 00:21:43.134

you might be working on a background set,

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00:21:43.163 --> 00:21:50.003

and just spinning all your time at developing the pixels for a leaf.

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So to speak. And this person also said that the hours were all over the place this person had just gotten done with work.

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It was going to have about a 4 hour break and then had to go back to work. So.

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Also hearing that the hours were, were all over the place like that really help the person to be like, hey, do I really.

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What this type of job is that really going to align with? What's best for me? And what I know about myself.

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So, um.

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And sometimes to do those informational interviews job shadowing, we might be utilizing career planning to help those individuals kind of identify.

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What makes that good job match for them?

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So, lack of transportation transportation is 1 that we hear all the time is a barrier. So, um.

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Moe rides is a wonderful resource for individuals to find out about the available transportation options in one's own community to kind of help them identify what might

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be the most cost effective for them and what's going to help.

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00:23:04.828 --> 00:23:10.469

Them with being able to, to get where they need to go when they need to go.

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00:23:10.469 --> 00:23:15.509

So, if we feel like someone's not ready for V. are.

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Maybe, we're needing to connect them to Pre vocational programs to help them develop those.

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Those universal workplace behaviors that are going to be needed for all types of employment.

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Sometimes, it might be connecting somebody to a sheltered workshop sheltered workshops. We know that they can be working on those skills while also earning some money at the same time.

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So, sometimes sheltered workshop might make the most sense for helping somebody develop some skills to be more ready to to.

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Uh, work with in the future, um.

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However, there's also the employment services through our waiver funding. So all those services that we talked about last time in our last session.

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So, if someone has a fear of losing benefits.

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00:24:08.848 --> 00:24:23.429

Again, new this year, we now have the benefits planning service, so it might be connecting somebody to a benefit specialist through our waiver funding. However, you know, it could also be connecting that person tool, work incentive.

197

00:24:23.429 --> 00:24:31.979

Work incentive, planning, assistance program, uh, with, uh, provider some individuals.

198

00:24:31.979 --> 00:24:35.513

They, they don't need a lot.

199

00:24:35.513 --> 00:24:49.044

They don't need that in depth assistance with understanding their benefits and the options before them and how to utilize those work and stuff. Some individuals just.

200

00:24:49.584 --> 00:25:04.193

Need a little confirmation just need to, to make sure that. Okay. I've got supplemental security income so I know as my work income goes up, my should go down. Right? I just.

201

00:25:04.584 --> 00:25:07.493

Want to confirm that's what's going to happen when I go to work.

202

00:25:07.973 --> 00:25:20.183

So for some individuals that just need that that confirmation or just need a little bit of of support, it might be just helping them to access dB 101.

203

00:25:25.318 --> 00:25:30.088

So, now, let's talk about when people are not ready for work and.

204

00:25:30.088 --> 00:25:36.419

Real quickly I'm going to check the chat box to make sure I am.

205

00:25:36.419 --> 00:25:41.159

Not missing anything.

206

00:25:41.634 --> 00:25:42.144

So,

207

00:25:42.594 --> 00:25:44.064

I see in the chat box,

208

00:25:44.453 --> 00:25:49.374

somebody had mentioned about using life force planning tools,

209

00:25:49.403 --> 00:25:51.203

such as the integrated star,

210

00:25:51.203 --> 00:25:52.644

or the reciprocal roles,

211

00:25:53.663 --> 00:25:56.513

when approaching possible employment and yes,

212

00:25:56.844 --> 00:26:02.874

those are some great tools that can help have those discussions around employment.

213

00:26:02.874 --> 00:26:03.354

So.

214

00:26:04.618 --> 00:26:10.499

And that is 1 of the resources we've put into this power point is.

215

00:26:10.499 --> 00:26:18.898

Being able to tap into those life course tools to help have discussions.

So great suggestion there love it.

216

00:26:19.223 --> 00:26:34.104

Okay, so now when people are not ready for work, so, again, the 2 young, the individuals that are under the age of working, we want to be talking about their interest. We want to be setting.

217

00:26:34.439 --> 00:26:39.148

The expectation that these individuals are going to grow up.

218

00:26:39.148 --> 00:26:43.588

They're gonna enter the workforce at some point in their life and.

219

00:26:43.588 --> 00:26:49.648

That the normal what everybody experiences so.

220

00:26:50.699 --> 00:27:04.679

We want to be talking about their interest. We want to be asking them what they want to be when they grow up we want to be talking about those activities that help develop independents responsibilities.

221

00:27:04.679 --> 00:27:19.013

Interpersonal skills decision making, so we want to be encouraging all of those type of activities. We want to be connecting individuals and their families to opportunities that develop those skills.

222

00:27:19.193 --> 00:27:21.384

So not just, um.

223

00:27:21.659 --> 00:27:29.909

Opportunities that are only for individuals with disabilities, but looking at at what opportunities are available to.

224

00:27:29.909 --> 00:27:44.068

All children, so looking at what schools provide? What's that? School environment? Like what's that school environment providing? Whether is opportunities. What about other.

225

00:27:44.068 --> 00:27:53.368

Opportunities that are available to all children. So we're talking about boy scouts, girl, scouts clubs. Um.

226

00:27:54.538 --> 00:28:04.104

Sports teams, all of those different things and going. Okay. How, how can this individual take advantage of those opportunities as well?

227

00:28:04.523 --> 00:28:12.473

And it's also tapping into those programs that are developed for individuals with disability as well. So, again, it's kind of like that.

228

00:28:13.108 --> 00:28:17.909

Um, well, rounded foundation, you want to look at.

229

00:28:17.909 --> 00:28:21.298

All the possibilities.

230

00:28:21.298 --> 00:28:26.999

Um, and then that way that individual that family can.

231

00:28:26.999 --> 00:28:30.568

Determine what's going to make the most sense for them.

232

00:28:31.618 --> 00:28:37.739

So, when its fears are barriers as to why a person's not.

233

00:28:37.854 --> 00:28:50.094

Interested in employment, we need to take a closer look at what that fear or that barrier is we need to find out what's preventing them and then we need to address that fewer that barrier.

234

00:28:50.094 --> 00:29:00.683

So it could be in providing education. So, for example, individuals that aren't interested in employment, because they're afraid of.

235

00:29:02.003 --> 00:29:11.844

What could happen to the benefits? It might be connecting them with a benefit specialist that then is able to provide that education to them.

236

00:29:11.874 --> 00:29:17.453

So, being able to answer those questions and help them navigate those waters.

237

00:29:17.699 --> 00:29:30.479

Problem solving those solutions to barriers. So, for example, when we talk about employment or transportation, if transportation is a reason why somebody is not working, because they're.

238

00:29:30.479 --> 00:29:44.098

They're saying, hey, I don't have any transportation. Are we actually helping them to figure out what transportation options are available to them and how they can use those different options.

239

00:29:44.098 --> 00:29:56.429

So, sometimes it's as simple as talking about the pros and cons of working again, working isn't just about providing financial means.

240

00:29:56.429 --> 00:30:02.398

Working provides so much more skill development.

241

00:30:02.398 --> 00:30:09.179

Belonging to the community feeling of self worth um.

242

00:30:12.449 --> 00:30:23.848

Being able to increase our circle of friendships and and people we know and and people we interact with.

243

00:30:23.848 --> 00:30:34.259

So, again, talking about those pros and cons of working, and then connecting work to interest. So, 1 of the stories that I've heard from.

244

00:30:34.259 --> 00:30:42.659

Support foreigners recently is how they were able to get somebody interested in employment.

245

00:30:43.463 --> 00:30:58.163

Just by responding to a personal goal that a person had so 1 of the individuals on this particular support coroners caseload said that he wanted to be able

246

00:30:58.163 --> 00:31:04.763

to to get a guitar and not only did he want to be able to to have a guitar he wanted to be able to play that guitar.

247

00:31:05.364 --> 00:31:19.193

So again, this person was not talking about work and of course, if the support, when you're even asked this person. Hey, do you want to work this person was probably telling her? No, I'm not interested in. Unemployment. Don't want to work.

248

00:31:19.888 --> 00:31:23.578

However, the fact that this person wanted a guitar.

249

00:31:23.578 --> 00:31:27.898

And wanted to be able to play the guitar spoke where you start asking questions of.

250

00:31:27.898 --> 00:31:30.324

Well, how are you going to afford this guitar?

251

00:31:30.894 --> 00:31:43.403

All of your income is going to meet your your living expenses so your available income is paying for your rent paying for your food paying for your phone.

252

00:31:44.159 --> 00:31:49.739

You don't have anything left over to afford a guitar. So, are you going to do that?

253

00:31:49.739 --> 00:31:56.308

Um, and then also with playing guitar, you know, it's like.

254

00:31:56.308 --> 00:32:01.679

How are you going to learn how to play a guitar? Do you know anybody that plays guitar?

255

00:32:01.679 --> 00:32:11.038

And, of course, this person didn't know anybody personally, who could teach them how to play guitar. So, you know, again, support when you are just kind of asking those questions, we'll.

256

00:32:11.038 --> 00:32:22.499

How do you see yourself learning how to play guitar? And this person is like, well, I figured I'd have to get some guitar lessons. I'd have to go somewhere and had somebody teach me.

257

00:32:22.499 --> 00:32:25.499

Well, is that going to cost.

258

00:32:25.499 --> 00:32:32.189

And you send the visual as well yeah, I guess it is going to cost. So, just like the questions about how are you going to forward.

259

00:32:32.213 --> 00:32:38.094

Getting a guitar also became well, once you have a guitar, how are you going to afford the lessons?

260

00:32:38.693 --> 00:32:53.183

So the support tonight was able to introduce the concept of employment through that person's interest in getting a guitar and learning how to play the guitar and help that person to see that that person really needed to have some extra

261

00:32:53.183 --> 00:32:53.814

income.

262

00:32:54.413 --> 00:33:05.903

And that the only way that person was going to get some extra income was through employment that that person had that almost get a job to be able to have that extra income to.

263

00:33:06.209 --> 00:33:10.798

Go out and afford that guitar and then also.

264

00:33:10.798 --> 00:33:14.068

Afford the lessons to learn how to play the guitar.

265

00:33:14.068 --> 00:33:18.959

So, again, connecting those work to interest and then.

266

00:33:18.959 --> 00:33:26.489

Don't be afraid to utilize career planning to help somebody explore. So, sometimes talking is not enough.

267

00:33:26.489 --> 00:33:34.199

Sometimes people need to go out and experience and see it for themselves for it to.

268

00:33:34.199 --> 00:33:37.919

Connect with them, and for them to see the possibilities.

269

00:33:41.098 --> 00:33:44.669

So now this tool.

270

00:33:44.669 --> 00:33:59.128

Um, on your screen, and it's probably very small. You probably can't read it so real quick. If you take your mouse over to the left side of your screen, you should see a little magnifying glass that.

271

00:33:59.128 --> 00:34:05.578

Becomes available so, um, there's 1, that's a plus that allows you to kind of enlarge.

272

00:34:05.874 --> 00:34:19.193

What you're seeing on the screen and then, of course, the minus takes you back out so you can click on that plus to kind of zoom in and have a better chance of reading.

273

00:34:19.463 --> 00:34:23.603

However, also, I know that if you go to our website.

274

00:34:24.329 --> 00:34:30.418

We do have this tool posted on our Web site and you can download it.

275

00:34:30.418 --> 00:34:36.599

And print it off or save it on your computer so that you have it for.

276

00:34:36.599 --> 00:34:39.898

Future discussions with individuals, so.

277

00:34:41.398 --> 00:34:44.548

What we did with this tool is.

278

00:34:44.548 --> 00:34:53.278

1, we broke it down by Adrian so right now, on your screen, you're seeing preschool age so.

279

00:34:53.278 --> 00:35:06.353

What we really want to do with the preschool age is we want to look at what were those opportunities for those that are under that age of 5 or 6 years of age they're not quite in school. They're in preschool.

280

00:35:06.833 --> 00:35:11.213

Um, and what are those opportunities that flank families.

281

00:35:11.458 --> 00:35:15.028

Naturally provide young children.

282

00:35:15.028 --> 00:35:28.228

As well, as what do schools do, those preschool programs, those daycare programs, what do they naturally provide young children with? And then as support coordinators.

283

00:35:28.228 --> 00:35:40.409

What can support engineers be providing that individual and that individual's family with to help that youth really develop those.

284

00:35:40.614 --> 00:35:55.434

Interpersonal skill, so, and again, what you'll notice, we've got 3 different columns here. So activities to really develop that independence and responsibility in that young child in the middle.

285

00:35:55.708 --> 00:36:02.128

Kind of what experiences and opportunities for.

286

00:36:02.128 --> 00:36:08.338

Uh, young children to develop those decision making skills and then over to the right.

287

00:36:08.338 --> 00:36:14.369

Those interpersonal skills those getting along with other people type skills.

288

00:36:14.369 --> 00:36:18.509

So, again, kind of looking at this, you know.

289

00:36:18.509 --> 00:36:21.719

Naturally again.

290

00:36:21.719 --> 00:36:25.798

Young children that expectation that you're going to take.

291

00:36:25.798 --> 00:36:30.898

You know, pick up after yourself so you get you play with toys, you got, em, out.

292

00:36:30.898 --> 00:36:36.778

Do you need to put them away where they belong again? Young children.

293

00:36:36.778 --> 00:36:46.349

They start getting encouraged to try and put on their clothes themselves. They may not be perfect. Parents may need to go in and fix.

294

00:36:46.583 --> 00:36:48.503

Things or even help out,

295

00:36:48.534 --> 00:36:59.454

but it's the expectation that that child is somehow participating somehow trying to help out trying to get dressed,

296

00:36:59.934 --> 00:37:00.563

um,

297

00:37:00.594 --> 00:37:04.673

trying to attempt simple hygiene tasks.

298

00:37:05.273 --> 00:37:05.844

Um.

299

00:37:06.389 --> 00:37:17.639

Maybe even possibly helping out with some household test you think of the mommy and Daddy's little helpers. So, um.

300

00:37:17.639 --> 00:37:22.798

You know, putting the civil Ware on the table.

301

00:37:22.798 --> 00:37:31.349

Carrying something to the table or carrying something away from the table. Of course, you know, young children.

302

00:37:31.349 --> 00:37:34.619

They start playing dress up, um.

303

00:37:34.619 --> 00:37:45.989

In school, you know, they're having to be responsible for their own belongings. They might be gaining some independence with using the restroom.

304

00:37:45.989 --> 00:37:55.978

Um, they might have to be making decisions about who they play with, or what activity they do from from a choice.

305

00:37:55.978 --> 00:38:01.108

Of activities, so of course inter, personally.

306

00:38:01.108 --> 00:38:10.168

You know, having to get along with classmates, having to follow directions, having to handle the criticism adhering to the word. No.

307

00:38:10.168 --> 00:38:19.409

Having respect for those in authority, and as support coordinators, you know, we want to encourage those families to.

308

00:38:19.409 --> 00:38:24.119

Provide those those everyday experiences.

309

00:38:24.119 --> 00:38:36.329

For that young child so having that child have simple chores, helping out around the house, we might be providing families with parenting resources.

310

00:38:36.329 --> 00:38:42.780

If needed, um, we're going to encourage that family to, to have that child.

311

00:38:42.780 --> 00:38:49.920

Be making some decisions, so providing that child with choices and and having that child choose.

312

00:38:49.920 --> 00:39:00.210

Between some options, we might even be asking that very young child for some input in their, you know, what do you like to do?

313

00:39:00.210 --> 00:39:13.500

Um, so interpersonal skills, we're gonna connect those families to resources those opportunities for social and recreational activities. Um.

314

00:39:13.500 --> 00:39:21.659

And again, maybe helping connect families to resources in order to be able to access those opportunities.

315

00:39:24.119 --> 00:39:33.625

So, now, let's practice Blake is a 4 year old has Down syndrome. He absolutely adores the family's dog slimy.

316

00:39:34.315 --> 00:39:45.684

And of course, he demands that is present for certain activities for, for example, not taking a bath on the slammers in bathroom. Not going to bed. Unless climbers in bed with him.

317

00:39:46.320 --> 00:39:54.355

Those kinds of things he goes to preschool where he receives special education services, including P. T. O. T. M.

318

00:39:54.355 --> 00:40:02.034

speech both Blake as well as both like school as well as his parents are working on toilet training.

319

00:40:02.394 --> 00:40:10.824

And, of course, now, the family really has to watch Blake very closely because Blake is trying to potty train, slimmer.

320

00:40:11.340 --> 00:40:24.719

So, as the port coroners, what questions would you be asking, Blake and his family and what services supports and or activities? Would you be talking about.

321

00:40:26.099 --> 00:40:29.789

So, and for those of you, that are unfamiliar, how I do this.

322

00:40:29.789 --> 00:40:36.360

I don't move on until I find at least a couple of comments in the chat box.

323

00:40:58.679 --> 00:41:03.599

I see 1 comment. So, um.

324

00:41:03.599 --> 00:41:08.760

You know, somebody mentioned, okay a service doc.

325

00:41:08.760 --> 00:41:14.219

Uh, and then, of course, uh, somebody else mentioned, um.

326

00:41:14.219 --> 00:41:22.500

Interested in therapy revolving are involving animals. Good things. So, again, kind of taking a step back 4 year old.

327

00:41:22.500 --> 00:41:27.570

What things do? Typical 4 year olds experience what? What.

328

00:41:27.570 --> 00:41:40.230

What things do they do at home? So, as a support, I'm probably going to be asking. Hey, does Blake have any chores? If if Blake really loves you know, is is Blake.

329

00:41:40.230 --> 00:41:52.914

Having to take care of maybe making sure that climber has food making sure that has water maybe take, you know, making sure. Gets outside to go use the bathroom.

330

00:41:53.514 --> 00:41:57.054

Um, maybe even taking walks with blank.

331

00:41:57.329 --> 00:42:02.219

Uh, so, um.

332

00:42:02.965 --> 00:42:11.425

You know, Blake is in school, so I'd be looking at. Okay, what kinds of things does Blake do during the day at school?

333

00:42:11.425 --> 00:42:21.925

You know, are there responsibilities that Blake has at schools such as being responsible for cleaning up a certain area?

334

00:42:22.260 --> 00:42:28.380

Um, or or doing anything in the classroom like that.

335

00:42:29.789 --> 00:42:36.150

You know, it might be looking at, you know, hey, Blake, what do you want to be when you grow up? Um.

336

00:42:36.150 --> 00:42:48.150

So somebody else what level of supports does he need right now? Is he, is he needing personal assistants? Is he needing ABA? Um.

337

00:42:49.829 --> 00:42:56.610

Those kind of therapies. So, what kind of responsibilities does he have with a dog? Um.

338

00:43:01.619 --> 00:43:08.309

You know, talking about the difference between a dog and a human, so volunteering.

339

00:43:08.309 --> 00:43:19.469

Um, kind of understanding the different jobs involving animals. So, uh, being a vet, um, working in a vet's office, um.

340

00:43:22.079 --> 00:43:30.684

So Patty training steps are process, so lots of good things that you're thinking of. Okay so let's go into the next 1.

341

00:43:30.684 --> 00:43:43.375

so, now we're going to talk about elementary age children and what you can see on your screen is now we're kind of building upon the things that we started out with the preschool age. So.

342

00:43:44.485 --> 00:43:49.164

Elementary school age, there's an increasing of responsibility.

343

00:43:49.164 --> 00:44:01.494

So preschool aged children typically are responsible for their own selves, putting away their own toys after they're done playing with it. You know, picking up after themselves.

344

00:44:01.945 --> 00:44:10.644

Well, as that child ages, now there's maybe household responsibilities such as.

345

00:44:10.920 --> 00:44:22.855

Taking out the trash, clearing the table after dinner, some families may even provide their elementary school age children with and allowance.

346

00:44:23.094 --> 00:44:30.565

So you help out, you do these chores and you get this money in return. So, um.

347

00:44:31.644 --> 00:44:44.425

Again, elementary school age building upon so, Pre school majors, you know, somewhat expected kind of help out with getting dressed, but maybe not having to do it all on their own or independently.

348

00:44:44.784 --> 00:44:54.295

However, as that child ages. So, elementary school, the older the child becomes, the more, we expect that they're getting dressed on their own.

349

00:44:55.585 --> 00:45:08.755

They're performing hygiene tasks independently, as they're able to a little less supervision. So, Pre school age, parents may have been keeping a very close eye on their kids, especially with Blake and the, the potty training.

350

00:45:09.175 --> 00:45:16.704

Those parents probably knew exactly where Blake was at all times. And what Blake was doing where, as.

351

00:45:16.980 --> 00:45:30.090

As that child ages, typically, parents are going to be in the vicinity they're going to be around, but they may not have their eyes on their child every minute of the day. So.

352

00:45:30.090 --> 00:45:38.070

They might be doing some check ins making sure. Okay. Where is my child? What is my child doing? Okay now I'm going to go back to what I'm doing.

353

00:45:38.070 --> 00:45:45.510

Um, again, kind of setting those expectations, trying new things.

354

00:45:45.534 --> 00:45:59.905

Also, in elementary school, we start seeing a lot more conversations around career days and what adults do for a living. So kind of setting the stage that, hey, you're a child now, but you're eventually going to become an adult.

355

00:46:00.175 --> 00:46:01.704

Let's teach you about the.

356

00:46:02.099 --> 00:46:08.280

Opportunities the options what's out there that adults do and help.

357

00:46:08.280 --> 00:46:12.690

Introduce you to adult roles.

358

00:46:12.690 --> 00:46:22.199

So, again, you kind of talking about decision making so elementary age.

359

00:46:22.199 --> 00:46:27.750

And then individuals might have more opportunities to even choose.

360

00:46:27.750 --> 00:46:36.389

Their own choices, so now being able to make a decision and not being presented. Okay, Here's your choices.

361

00:46:36.389 --> 00:46:46.349

So, um, you know, they might have more say about when they do a chore. Um.

362

00:46:48.150 --> 00:46:53.940

And again, kind of finding their own voice inter, personally.

363

00:46:53.940 --> 00:47:01.530

There's more activities with friends, there's more game playing, so that given take interaction.

364

00:47:01.530 --> 00:47:07.289

Um, so, um.

365

00:47:08.670 --> 00:47:15.150

Being able to participate in school programs, daycare activities, community groups.

366

00:47:15.655 --> 00:47:30.474

So again, school kind of expanding so learning those basic skills that reading that writing math, having more responsibility for one's belongings as well as school property.

367

00:47:30.750 --> 00:47:34.440

More independence to.

368

00:47:34.440 --> 00:47:37.980

Navigate the school environment.

369

00:47:37.980 --> 00:47:43.230

By themselves, um, exposure to different careers so.

370

00:47:43.230 --> 00:47:48.150

Again, more choices, more opportunities to make decisions. Um.

371

00:47:49.014 --> 00:47:54.594

More freedom to solve dispute among classmates participating in more team activities.

372

00:47:54.985 --> 00:47:55.315
So,

373

00:47:55.344 --> 00:47:56.724
as support coordinators,

374

00:47:56.724 --> 00:48:05.905
we want to make sure that we're empowering families to increase expectations to have set chores to have expectations of their children,

375

00:48:06.715 --> 00:48:08.125
providing resources,

376

00:48:08.125 --> 00:48:08.364
with,

377

00:48:08.364 --> 00:48:08.905
developing,

378

00:48:08.905 --> 00:48:09.114
those,

379

00:48:09.114 --> 00:48:10.224
basic skills of that.

380

00:48:10.224 --> 00:48:17.155
Child is struggling talking about generic workplace skills needed to be successful in employment.

381

00:48:18.534 --> 00:48:25.224
As support courtiers, we might be involving that youth more actively in their development.

382

00:48:25.769 --> 00:48:34.829
Um, again we want to reassure families to offer more opportunities to have that youth make decisions.

383

00:48:34.829 --> 00:48:43.289
Asking more details about what they want to be when they grow up and why and then, of course connecting the family to.

384

00:48:43.289 --> 00:48:52.920

Those opportunities for social and recreational activities and again, not just focusing on social and recreational activities.

385

00:48:52.920 --> 00:49:04.619

Individuals with disabilities, but looking at the whole community, what's naturally available providing family with needed resources to access those opportunities.

386

00:49:04.619 --> 00:49:14.309

And also talking about those interpersonal skills that are needed for employment. So, again, kind of providing that basis.

387

00:49:16.710 --> 00:49:29.155

So, now, let's practice with Aden Aiden is 10 years old and loves being on the computer. He mainly spends his time watching videos. He loves anything Marvel and hors D.

388

00:49:29.155 --> 00:49:40.135

C, comics Aiden does not like to talk and will avoid verbal communication as much as possible when he does talk. It's in as few words as possible.

389

00:49:40.614 --> 00:49:52.885

So, half of his day is in a regular education classroom and then the other half is in that special education. So, when he's in regular education, he has a pair professional that provides assistance as needed.

390

00:49:53.335 --> 00:50:02.605

He receives and speech at school and he also receives therapies outside of school. So both and equine therapy.

391

00:50:02.909 --> 00:50:13.679

So question for you guys, what questions would you be asking of Aden and his family and what services supports or activities? Would you be talking about?

392

00:50:24.150 --> 00:50:28.320

Or, okay, um.

393

00:50:28.320 --> 00:50:34.619

Asking about his roles and responsibilities like chores. Okay. Any other.

394

00:50:34.619 --> 00:50:38.039

Suggestions ideas.

395

00:50:44.514 --> 00:50:50.394

Are there social skills or groups that he could join that have a common interest of Marvel Comics?

396

00:50:51.175 --> 00:51:02.664

So, yeah, kind of looking at, are there any groups for kids that that have an interest in marble or D C comics and, you know, can can aid and join those groups.

397

00:51:05.489 --> 00:51:10.019

The last session, or the last group I had, somebody was.

398

00:51:10.195 --> 00:51:24.324

Notice that, you know, okay, Aden doesn't like to talk that much, you know so has he, does he have an iPad or a smart phone? Does he use technology at all? For communication?

399

00:51:25.050 --> 00:51:31.110

So kind of also looking at that, what technology somebody might be using.

400

00:51:34.320 --> 00:51:39.840

So, um, I'm going to keep moving because I see we're getting close to.

401

00:51:39.840 --> 00:51:43.289

Half hour, so.

402

00:51:43.525 --> 00:51:52.855

All right, so now, let's talk about middle school. So again, middle school, we're building upon what we had for elementary school age.

403

00:51:53.094 --> 00:51:59.905

So, again, expanding those responsibilities, having to do chores with out reminders.

404

00:52:00.900 --> 00:52:15.449

Middle school, some of us started to have some exposure to entrepreneurial type of activities, such as lawn, mowing or car or, you know.

405

00:52:15.449 --> 00:52:19.409

Pet sitting or babysitting, so some of us.

406

00:52:19.409 --> 00:52:28.710

You know, starting around 121,314 years of age, we started getting some exposure with doing things for a little bit of cash.

407

00:52:28.710 --> 00:52:32.429

In our neighborhood, so again kind of.

408

00:52:32.429 --> 00:52:42.329

That typical experience of individuals that age, you know, are we asking, hey, do you do anything like that? Have you.

409

00:52:43.224 --> 00:52:48.114

Have you done any pet city being left at home for short periods of time?

410

00:52:48.144 --> 00:52:48.625

You know,

411

00:52:48.894 --> 00:52:53.994

and maybe a couple of hours at the most or maybe it's only 15 minutes or 30 minutes,

412

00:52:54.804 --> 00:52:56.545

being able to try new things,

413

00:52:56.574 --> 00:53:05.514

gaining more exposure to potential careers based on interest and abilities again volunteering.

414

00:53:06.025 --> 00:53:06.684

Um.

415

00:53:06.960 --> 00:53:19.800

And concession stands are picking up gyms and fields after, you know, youth activities, school, advocacy. So, middle school, you know, you might have a school council.

416

00:53:20.940 --> 00:53:25.619

Um, less supervision around peers, um.

417

00:53:25.619 --> 00:53:37.105

You know, individuals in that middle school age might be having to help out more with developing the shopping list and determining what needs to be bought.

418

00:53:37.164 --> 00:53:44.065

Um, they might be having more experience with making purchases independently. So, being able to use their own money.

419

00:53:44.789 --> 00:53:49.469

At stores, um, you know, having to.

420

00:53:49.469 --> 00:53:53.969

To safely cross the street, um.

421

00:53:53.969 --> 00:53:57.480

Again, kind of finding more of their voice and appropriate.

422

00:53:57.744 --> 00:54:09.474

Expression of themselves. So in school you see them traveling independently to classes. There is more responsibility for taking care of themselves in middle school.

423

00:54:09.474 --> 00:54:12.775

We might see that students are having more of an active role in their.

424

00:54:15.780 --> 00:54:29.699

Having more freedom of being able to choose where to sit who to sit by for lunch and even some choices at what classes they want to take. So, after school clubs.

425

00:54:29.699 --> 00:54:33.329

Even possibly being a manager and the sports team.

426

00:54:35.155 --> 00:54:36.295

As a support coordinator,

427

00:54:36.295 --> 00:54:44.094

we want to encourage parents to increase those opportunities for their youth to be left alone for short periods,

428

00:54:44.994 --> 00:54:52.554

encouraging parents to utilize natural consequences as teaching opportunities.

429

00:54:53.034 --> 00:54:58.704

So, promoting that increasing expectations with chores, fostering those.

430

00:55:00.264 --> 00:55:14.034

Entrepreneurial experiences having that you get to know their own community encouraging more input in the isb piece. Maybe even doing some online personality questionnaires.

431

00:55:14.844 --> 00:55:17.125

Definitely asking them what they want to be.

432

00:55:17.400 --> 00:55:30.179

Why tying employment opportunities to interest and abilities so, and again, kind of linking them to available community resources events. Um.

433

00:55:30.179 --> 00:55:34.199

Talking about cell phone.

434

00:55:34.199 --> 00:55:43.530

Using cell phones, so gaining some more experience in that technology and having some responsibility there school advocacy.

435

00:55:43.530 --> 00:55:51.809

Encouraging that participation in, after school clubs, or other groups based on the person's interest.

436

00:55:52.764 --> 00:56:02.485

So, now, let's practice Lucy is 12 years old. She loves fashion and animals. She is currently in the 6th grade and receives P. T. O.

437

00:56:02.514 --> 00:56:15.864

T, and speech therapy, while in school, when in the regular education setting, she has a pair of professional available to assist her as needed. She also receives additional therapies outside of school like your equine therapy.

438

00:56:16.170 --> 00:56:21.329

So, again, what kinds of things of a 12 year old should we be asking?

439

00:56:21.329 --> 00:56:27.869

What questions would we be asking and what services and supports or activities? Would we be talking about?

440

00:57:11.574 --> 00:57:18.625

Ah, so I am seeing some things so okay. Um, looking at. Hey, can we reduce the pair of support?

441

00:57:18.715 --> 00:57:19.405

Um,

442

00:57:19.465 --> 00:57:21.655

so something to keep in mind,

443

00:57:21.655 --> 00:57:22.074

too,

444

00:57:22.074 --> 00:57:24.114

when we're thinking about future employment,

445

00:57:24.175 --> 00:57:31.914

if we're advocating that they have a pair of professional with them the whole time that they're in school up until they,

446

00:57:31.914 --> 00:57:36.534

they graduate could we potentially be causing a gap.

447

00:57:36.840 --> 00:57:49.019

There that, okay, now we're going to be talking about employment. So, again, kind of looking at, how can we increase some independence at school?

448

00:57:49.019 --> 00:57:53.730

So, asking about parts of fashion, does she like.

449

00:57:53.730 --> 00:57:59.039

Uh, so does she like to draw so, um.

450

00:57:59.039 --> 00:58:03.510

We're looking at girl scouts, um, school clubs.

451

00:58:04.650 --> 00:58:10.530

Um, so what does she do when she's at that equine therapy? So, um.

452

00:58:10.530 --> 00:58:16.139

What kinds of activities? What kind of responsibilities does she have with animals?

453

00:58:16.139 --> 00:58:29.070

So, good things. So, fashion camps or art classes, can she volunteer at an animal shelter? What are her choice at home? So good questions.

454

00:58:29.070 --> 00:58:36.960

All right, let's move on. So now let's talk about the preparing for work. So, uh, a lot of times when individuals are.

455

00:58:36.960 --> 00:58:40.920

In that high school, they are in that preparing to to work.

456

00:58:40.920 --> 00:58:50.550

Category they're looking at entering the workforce in a couple of years. So, for those individuals that are in that.

457

00:58:50.550 --> 00:59:02.094

That stage of getting ready to enter the workforce in the next year or 2 we want to make sure that we're connecting the individual 2 programs that's going to help develop those needed skills.

458

00:59:02.364 --> 00:59:05.724

So, looking at what's available in the school.

459

00:59:06.594 --> 00:59:21.025

Each of the schools have Pre, employment, transition specialist, or they have access. I should say they have access to what's called Pre, employment, transition specialist that work out of em, you look center so kind of asking hey.

460

00:59:21.329 --> 00:59:32.965

Do do you have a preemployment transition specialist? Do you that you work with? What kinds of things are you working on with your Pre? Employment? Transition specialist looking at what? Program?

461

00:59:32.965 --> 00:59:40.585

Schools provider what experience the school provides so some schools will do community based.

462

00:59:40.860 --> 00:59:55.230

Employment opportunity, so they will take youth out into the community at different job sites, having individuals kind of experience. So doing some job shadowing and even some like.

463

00:59:55.885 --> 01:00:03.474

Job duties, just to gain some experience there some schools may do it more in house.

464

01:00:03.474 --> 01:00:12.355

So they might have individuals job shadow and do work activities that are there on the school grounds.

465

01:00:12.355 --> 01:00:27.324

So, it might be working in the cafeteria or working in the office or, you know, working with a janitorial crew or something like that. It might even be, um.

466

01:00:28.199 --> 01:00:41.340

Doing kind of a, a business within the school so some schools have developed, like a cafe that operates before school, or during the lunch.

467

01:00:41.340 --> 01:00:50.280

Hour or after school, so it might be looking at. Okay. Do you have anything with that school business?

468

01:00:50.280 --> 01:01:00.960

Some schools might participate in a project search program, which again, project search is basically that community based.

469

01:01:00.960 --> 01:01:04.170

Experience, but all the time.

470

01:01:04.170 --> 01:01:15.960

At that host business so instead of that youth coming to school at the high school, they might be going to that host business.

471

01:01:15.960 --> 01:01:27.059

For the days that they would be going to school, and during that whole time. So instead of spending 7 hours at school, it'd be 7 hours at that host business. Um.

472

01:01:28.105 --> 01:01:37.585

Some schools might call it something different, so they may not call it a project search. They may call it something different. I know in special school district, they have what's called their vocational site program.

473

01:01:38.244 --> 01:01:48.114

It's basically again, kind of same thing where students will spend their time at a host site. Um, and that will be their school day.

474

01:01:48.114 --> 01:01:56.965

They have a classroom at that host site that they do their academic studies when they're not doing the work.

475

01:01:57.239 --> 01:02:09.750

So, uh, workforce, innovation and opportunity act, youth program. So each of the job centers offer some kind of youth program for individuals 16 to 24.

476

01:02:10.375 --> 01:02:22.105

Uh, it might be some kind of summer work experience program, so, depending on the cynical 40 board, I know some cynical 40 boards might fund a summer employment program.

477

01:02:22.105 --> 01:02:35.815

So, for example, in the St Louis area, we have step and sweat programs that are funded by our Senate bill, 40 boards not. I'll send it over 40 boards are able to fund a summer youth programs.

478

01:02:35.815 --> 01:02:40.644

So, you might be having to look outside of that does have a summer using program.

479

01:02:40.920 --> 01:02:44.699

Youth employment program that is your.

480

01:02:44.699 --> 01:02:49.500

I'm sorry statewide for juniors. Um.

481

01:02:49.500 --> 01:02:55.199

In high school, so, um, there's also youth build, um.

482

01:02:55.199 --> 01:03:09.715

Spicy stands for summer are state parks, youth core so that might be something to also look up. Is there any kind of youth employment opportunities at the state parks or museums around your area?

483

01:03:10.315 --> 01:03:18.925

So, of course, Pre vocational program. So some might be funded by the Senate 40 boards, but we also have waiver funded as well.

484

01:03:19.735 --> 01:03:34.704

And then also, in this age group, you want to be making sure that you're assessing where that individual may need more assistance do they need more assistance with that soft skill development? Or do they need more experience gaining some work experience?

485

01:03:34.704 --> 01:03:37.045

And kind of understanding about the different.

486

01:03:37.320 --> 01:03:44.849

Options available when we think of work and, you know, gaining some hard skills.

487

01:03:47.250 --> 01:04:01.050

So, again, taking a look at this document, high school, this is where we wrap it up. So, again, building upon everything from before. So now high school, we're taking that expectation and we're taking it up.

488

01:04:02.635 --> 01:04:16.164

Just a little bit more so if you think about it, as far as independent, so, preschool, you're expected to take care of yourself elementary school. Now, you're expected to help out with family, chores, middle school.

489

01:04:16.164 --> 01:04:19.255

You're kind of expected to remember to do it on your.

490

01:04:19.530 --> 01:04:24.059

Oh, maybe and now high school, maybe the.

491

01:04:24.059 --> 01:04:36.719

The increase there is anticipating the needs of others so noticing that mom's coming in with the groceries. Oh, mom might need help, bring it in more groceries. So, um.

492

01:04:36.719 --> 01:04:39.900

Again, kind of that expectation that.

493

01:04:39.900 --> 01:04:51.480

As high schoolers, you're expected to be a little bit more independent, so maybe doing chores with out reminders, including being able to wake up.

494

01:04:51.480 --> 01:04:58.050

For school on on time on your own, being expected to remember your own schedule.

495

01:04:58.050 --> 01:05:11.340

Um, being able to explore that community independently, having more choices with decision making so getting to choose what you want to eat uh.

496

01:05:11.340 --> 01:05:22.170

For meals, um, maybe even, you know, getting decide. Well, do you want to eat with the families eat? Or do you want to fix yourself something else? Um.

497

01:05:22.170 --> 01:05:33.659

Being able to take more of an active role in once I having more choices in determining which classes to take. Um.

498

01:05:35.070 --> 01:05:47.244

Being able to have more clubs to to participate, more after school clubs, having more responsibilities in running or managing an after school club.

499

01:05:47.244 --> 01:05:55.914

So now it's not just participating, but it's maybe you're in charge of the after school club um, more opportunities to negotiate with others.

500

01:05:55.914 --> 01:06:06.835

So, as support coordinators, you know, we want to be mindful of where somebody is and making referrals to vocational rehabilitation. If needed connecting them.

501

01:06:07.320 --> 01:06:18.480

Or, you know, asking about preemployment, transition specialists, connecting them with that, connecting them with those summer employment opportunities.

502

01:06:18.480 --> 01:06:23.400

Encouraging that career choice mapping.

503

01:06:23.400 --> 01:06:37.440

Um, encouraging individuals to participate in mock interviews um, getting some experience with good handshaking etiquette, promoting those job clubs.

504

01:06:39.355 --> 01:06:50.275

We also want to be making sure that we're encouraging that individual to have more participation in their SSP meetings. So, even monitoring or quarterly visits.

505

01:06:50.275 --> 01:07:01.164

So, as support corners, you know, there may be some quarters that we want to touch base with that youth and ask for that youth input input.

506

01:07:02.219 --> 01:07:08.699

In that quarterly review, so talking about supported decision, making.

507

01:07:09.565 --> 01:07:22.014

So, talking about that transition planning, so helping those youth kind of prepare for life after high school and linking, connecting them to leadership.

508

01:07:24.210 --> 01:07:28.019

Activities or summer camps.

509

01:07:30.300 --> 01:07:44.335

So let's practice now, Missy is 17 years of age she loves children and often talks about how she wants to be a teacher. She spends the majority of her day in a self contained classroom that follows a functional curriculum.

510

01:07:44.844 --> 01:07:58.855

She's able to recognize some sight words. She can tell time with a digital clock, but not an analog clock. She is able to recognize that 4 quarters equal a dollar, but she can't count change. Um.

511

01:07:59.130 --> 01:08:04.650

She's also able to tell that 1 dollar bill um.

512

01:08:04.914 --> 01:08:16.734

But she has difficulty if other denominations are included. So if you have a 1 and a 5, she's going to tell you, you've got 2 dollars same thing with change.

513

01:08:16.734 --> 01:08:26.244

So, she, she knows a dime equals 10 cents and a nickel equals 5 cents.
But if you give her a dime, a nickel and a quarter and a penny.

514

01:08:26.819 --> 01:08:30.750

She's going to tell you, you've got 4, 4 cents.

515

01:08:30.750 --> 01:08:39.510

So, with Missy, what kind of questions would you be asking and what services supports or activities? Would you be talking about?

516

01:08:51.479 --> 01:09:05.760

Yeah, I mean, it, it might be even kind of looking at. Hey, has she ever does she know somebody that teaches that can tell her you know, what you have to be able to do to be a teacher? Um.

517

01:09:05.760 --> 01:09:08.819

You know, being camp counselor job.

518

01:09:08.819 --> 01:09:12.479

Working on those money skills.

519

01:09:13.590 --> 01:09:25.529

Uh, debit skills with, uh, debit cards with a limit so all some good kind of thing. So, again, she's 17 years of age she is now in that.

520

01:09:25.529 --> 01:09:34.104

Um, working age, so what did you do in the summers you know, can we get her connected with a paid work experience?

521

01:09:34.314 --> 01:09:47.635

You know, maybe being an aide at a day care, or something like that, kind of getting some exposure to some different jobs and what the requirements are maybe even doing some.

522

01:09:48.000 --> 01:09:57.510

Exploration around that, so, maybe connecting her with, uh, career planning and doing some career exploration type jobs.

523

01:09:59.250 --> 01:10:03.810

So, I'm going to keep moving because of time.

524

01:10:03.810 --> 01:10:08.159

So, looking for work when somebody is.

525

01:10:08.159 --> 01:10:14.185

Definitely committed to now they're trying to find a job we want to make sure that we're,

526

01:10:14.215 --> 01:10:17.185

we're assisting individuals in that that effort,

527

01:10:17.244 --> 01:10:17.574

you know,

528

01:10:17.574 --> 01:10:20.545

assisting them with identifying their strengths and interests,

529

01:10:20.875 --> 01:10:24.085

helping them identify their circle support that.

530

01:10:24.390 --> 01:10:38.819

Those individuals can then be used in problem solving barriers that come up, you know, maybe transportation issues could also be used to help them find those hidden. Jap. So we know that, um.

531

01:10:38.819 --> 01:10:46.920

About 70% of jobs are never advertised, so, helping them to find out all those different jobs that.

532

01:10:47.244 --> 01:10:59.935

You won't see in the want ads, or see a help wanted sign or anything like that. Of course don't overlook the bonus of volunteering. So it can help individuals gain experience.

533

01:10:59.965 --> 01:11:06.895

It can connect people to others in their their network who could then help it can even open a door to paid work.

534

01:11:06.925 --> 01:11:16.164

I have heard numerous stories recently of people who were volunteering and get offered jobs right on the site that they were volunteering.

535

01:11:17.454 --> 01:11:23.904

So, again, that can really help individuals with connecting them to what paid employment um.

536

01:11:24.210 --> 01:11:31.529

If they need additional support, connecting them to V. R. if that would be appropriate. Um.

537

01:11:31.914 --> 01:11:43.585

It could be connecting them to other employment related supports that aren't funded through the DD system. So, connecting them with the job centers jobs for life and connections to success.

538

01:11:43.614 --> 01:11:48.024

They are 2 specific programs that help individuals.

539

01:11:49.409 --> 01:11:59.789

Kind of learn how to do those job seeking activity. So learning how to do that elevator speech or learning how to craft a resume.

540

01:11:59.789 --> 01:12:03.989

How to answer interview questions?

541

01:12:03.989 --> 01:12:18.449

So, of course, employment networking groups do the same kind of thing. So, individuals come together, they share tips strategies, um, kind of helping with that job seeking process. If needed.

542

01:12:18.449 --> 01:12:30.600

Requesting job development under the waiver funding so, um, if somebody's not able to utilize, they're not eligible fee, or has said, hey, we can't help them anymore.

543

01:12:30.600 --> 01:12:40.079

You know, maybe utilizing job development under waiver, funding to help that person. Then get connected to that paid employment.

544

01:12:42.720 --> 01:12:56.725

So, let's practice Mike is 20 years old during high school. He got experience working in the high school cafeteria. He was able to prep and cook food, receive inventory, stock items, clean dishes, and work at cash register.

545

01:12:56.994 --> 01:13:03.685

He loves sports and would like to work someplace where he could talk sports with others or even watch games.

546

01:13:04.015 --> 01:13:17.814

He does not drive and his parents both work full time jobs, which prevents them from driving him to and from work during their work hours. So, what questions would you be asking and what services supports or activities? Would you be talking about?

547

01:13:20.729 --> 01:13:31.680

So, is there a neighborhood bar restaurant that he can work out? Um, does Mike know how to use public transportation. Awesome. So.

548

01:13:33.744 --> 01:13:45.475

1 thing, I want to caution as support printers. We are not to be asked acting as job developer. So we're not necessarily having to connect that person to the paid employment.

549

01:13:45.505 --> 01:13:55.164

It's connecting him to the services and supports that would help him get that. So kind of assessing hey, Mike, do you need help with completing applications?

550

01:13:55.164 --> 01:13:58.255

Do you need help with learning how to interview,

551

01:13:59.515 --> 01:13:59.904

you know,

552

01:13:59.904 --> 01:14:08.305

so kind of assessing what kind of assistance Mike need might need with those jobs seeking activities and then,

553

01:14:08.335 --> 01:14:10.314

if needed connecting him with either?

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01:14:10.314 --> 01:14:19.824

V. R. or even job development under our waiver funding to help him get that assistance needed to get that job. So.

555

01:14:20.694 --> 01:14:33.925

As support printers, like I said, assessing what kind of assistance he needs in the process of getting a job it might also be helping him, um, identify who does he know and does he know anyone who can help him?

556

01:14:33.954 --> 01:14:37.944

Does he know somebody that works at a sports bar? Um.

557

01:14:38.250 --> 01:14:41.550

Or kind of things, you know, um.

558

01:14:41.550 --> 01:14:45.060

Kind of looking at those interests, you know.

559

01:14:45.060 --> 01:14:56.215

Take take her at a sporting events as far as that transportation. So I love that somebody kind of picked up on that transportation barrier. So this is 1 is support venues.

560

01:14:56.395 --> 01:15:08.845

You know, maybe we're using DB, 101, and we're helping Mike identify transportation options that he can utilize and okay. How are you going to be able to afford this? You know are you gonna have to set aside some work income?

561

01:15:08.845 --> 01:15:18.564

So, as you start earning money, are you going to start putting some money aside to help pay for your transportation needed for you to get to and from work.

562

01:15:19.890 --> 01:15:28.229

Again, kind of like the question, can he use public transportation is public transportation available.

563

01:15:28.229 --> 01:15:32.039

Um, so.

564

01:15:32.039 --> 01:15:41.039

Yeah, so now I see a couple of people talking about public transportation bus training needed.

565

01:15:41.039 --> 01:15:48.689

Kind of looking at. Okay. Can you work in the evenings or weekends when mom and dad might be able to to.

566

01:15:49.920 --> 01:15:52.949

Cover transportation, so.

567

01:15:52.949 --> 01:15:56.579

All right, so now when somebody's working.

568

01:15:56.579 --> 01:16:04.710

As we mentioned earlier, it doesn't stop there so just like us, we continually assess.

569

01:16:04.734 --> 01:16:18.595

Our satisfaction in our employment, we need to be making sure that we're doing that with the individuals. We support that. We're continuing to monitor their satisfaction and their needed supports things change. You know, it might be under 1 supervisor.

570

01:16:18.864 --> 01:16:29.545

They didn't need any extra supports. They were doing great, but then when that supervisor left, now, things aren't working as good. Maybe they're needing some more supports in that job.

571

01:16:29.970 --> 01:16:39.180

We want to continue assess those vocational goals and help them with that. Um.

572

01:16:39.180 --> 01:16:44.939

So, and then we want to coordinate those additional supports whenever needed. So.

573

01:16:44.939 --> 01:16:57.270

If we're hearing from the person that they're ready to start seeking that next job so they're currently working and that's going good but they're wanting to to move up. They're wanting a different job.

574

01:16:57.270 --> 01:17:00.895

But they need help with getting that job. Are we connecting them with V. R.

575

01:17:01.885 --> 01:17:13.074

if we're hearing that something has changed that they're needing more supports on the job than what they were needing before are we requesting that support employment for that retention assistance?

576

01:17:13.795 --> 01:17:20.845

Are we utilizing job centers or higher education that might be needed to help them? So job centers.

577

01:17:21.119 --> 01:17:34.949

A lot of them have information about apprenticeships, higher education again, helping individuals connect to those programs to gain those hard skills for being able to advance in careers.

578

01:17:34.949 --> 01:17:49.800

It may also be looking at those non employment related, supports that a person might need transportation, personal assistance, behavioral support. So, again, kind of looking at what.

579

01:17:49.800 --> 01:18:01.560

Support they might need that might touch employment, but may not be specifically employment related. So, and then, of course, helping to problem solve issues as they arise.

580

01:18:02.970 --> 01:18:16.675

So, now, let's practice Jacob is currently working 12 hours per week as a dishwasher. He often expresses that he is not happy with this work and would prefer getting another job when asked what he wants to do.

581

01:18:16.675 --> 01:18:27.085

He will talk about how he really wants to be a video game designer. He's able to read it the 4th grade level. However, this comprehension falls more down to the 2nd or 3rd grade level.

582

01:18:27.625 --> 01:18:42.444

His math skills are about a 6th grade level when he's tried to get into college he, he hasn't been successful because he hasn't been able to pass those basic math and comprehension skills needed for that, that college level.

583

01:18:42.925 --> 01:18:54.475

So, he has taken some basic math and comprehension at the adult education learning, but still hasn't been able to progress into those entry college levels. So.

584

01:18:54.810 --> 01:19:00.810

What questions would you be asking and what services support or activities? Would you be talking about?

585

01:19:00.810 --> 01:19:04.890

And let's see how quickly you can put her spots in the chat.

586

01:19:07.734 --> 01:19:17.755

Okay, so I hear a comment about, you know, maybe starting in a video game store where you can learn about the latest tech.

587

01:19:17.845 --> 01:19:22.854

Maybe a small tech firm could use a receptionist so that he could be around.

588

01:19:23.550 --> 01:19:28.170

Um, that type of environment.

589

01:19:28.170 --> 01:19:40.619

Oh, what is it about being a video game designer that he is attracted to? What do they do? Does he understand that? So good question there.

590

01:19:40.619 --> 01:19:54.449

Maybe connecting him with code Ninja or other game program programmer, gaming programs tutors. Um, what else? Besides video game design, would he be interested in.

591

01:19:54.449 --> 01:19:58.770

So, again.

592

01:19:58.770 --> 01:20:11.310

Stressing that as support engineers, we're not going to be connecting that person to the actual employment. We're going to be looking at what services or supports are needed. So kind of looking at, you know.

593

01:20:11.545 --> 01:20:15.625

Hey, does he need help finding that whatever is going to be that good job match?

594

01:20:15.654 --> 01:20:27.685

You know so do we need to go back to, and maybe do that discovery and exploration process or, you know, if is not able to system, can we be funding that.

595

01:20:30.774 --> 01:20:36.234

Career planning to really kind of identify what would make a good job match,

596

01:20:37.284 --> 01:20:37.585

you know,

597

01:20:37.585 --> 01:20:37.975

again,

598

01:20:37.975 --> 01:20:43.494

kind of looking at what supports he might need with that job searching activities,

599

01:20:43.824 --> 01:20:51.505

you know do we need to eventually connect him with job development whether it's through funding or it's through our funding,

600

01:20:52.164 --> 01:20:52.704

so.

601

01:20:53.130 --> 01:21:05.369

And then, yeah, some people are pointing out, it's like, okay, if his interest really is in video game, designing, you know, does he have the skills? Do we need to connect him with.

602

01:21:05.369 --> 01:21:18.210

Programs or or places where he can learn those skills to be able to get those kinds of jobs. So all right. Let's see, I'm going to try and do.

603

01:21:20.310 --> 01:21:24.960

Let's do.

604

01:21:26.244 --> 01:21:36.175

Let's do 10. so, 10 is 45. he has been in day have since getting out of school at 21 years of age. He loves helping people through his day program.

605

01:21:36.175 --> 01:21:50.694

He volunteers weekly at a homeless shelter where he helps prepare and serve meals for those staying at the homeless shelter. He is very independent in these activities. He knows what needs to be done and gets right to work. So, while he's volunteering.

606

01:21:51.869 --> 01:22:04.710

Really all he's getting is oversight, so he's not needing any kind of support to do those activities. He does receive Social Security benefits based on his parents work history. And whenever asked about working.

607

01:22:04.710 --> 01:22:18.265

10 states that he doesn't want to work at all when asked why he doesn't want to work he states that he doesn't want to lose his benefits. His

mother, who is his legal guardian also expressed some doubt about Tim's ability to work.

608

01:22:18.805 --> 01:22:23.935

She's concerned that he could be taken advantage of and would not have much support available.

609

01:22:24.210 --> 01:22:37.560

As what he currently is getting right now, so she, she's kind of afraid of what kind of support you would have available. So, what questions would you be asking and what services supports or activities would you be talking about with Tim and his mother.

610

01:22:46.289 --> 01:22:53.130

So, 1, good thing was, you know, kind of asking what he likes about the shelter. So.

611

01:22:56.279 --> 01:23:04.739

Good 1. can we get another 1? Oh, how many hours could he work using ticket to work?

612

01:23:04.739 --> 01:23:09.090

Um, to keep benefits, um, so.

613

01:23:10.739 --> 01:23:15.210

Um, you know, maybe looking at benefits planning.

614

01:23:15.210 --> 01:23:18.210

You know, can we can we.

615

01:23:18.210 --> 01:23:26.159

Connecting with some education to learn about those options, how he can work and still maintain his benefits.

616

01:23:26.784 --> 01:23:37.914

Here in that, 10 is not really interested in employment and the fact that his, his legal guardian is also unsure. I'm not sure that would be the best use right now.

617

01:23:38.185 --> 01:23:44.425

We might be looking at using career planning through us. So that was 1 of the, the.

618

01:23:44.939 --> 01:23:58.645

Comments in the chat box was, you know, maybe connect with for discovery and exploration but again, seeing how he's not really interested in exploring employment just yet. He's still kind of opposing it a little bit.

619

01:23:58.675 --> 01:24:07.614

Maybe we're doing career planning to help him see that. Oh, I can work, I can keep my benefits and oh, look, I can still help people.

620

01:24:09.659 --> 01:24:12.989

So all right, um.

621

01:24:14.005 --> 01:24:25.854

So, and talking with the parent, letting the parent know that through job coaching, through, support employment. Tim could have a job coach. So he could still receive that support that. He needs and employment.

622

01:24:26.454 --> 01:24:35.064

Maybe also talking about the differences between competitive integrated employment and sheltered employment, especially when it comes to those support needs.

623

01:24:35.729 --> 01:24:39.569

Um, so maybe even offering that up as an option.

624

01:24:42.055 --> 01:24:56.845

Finding good examples of successful people who did pretty good. So connecting the parents to others who have transitioned from day, had to employment or individuals with high support needs that are succeeding in employment.

625

01:24:56.845 --> 01:25:02.875

So I love that kind of using that peer to peer support. Awesome.

626

01:25:03.359 --> 01:25:08.489

Okay, so, uh, I'm going to skip through these so.

627

01:25:08.489 --> 01:25:23.220

Um, finger tools at your fingertips so, on our dmhc website, if you go to dmhc DAP no dot Gov and click on developmental disabilities, then go down towards the bottom and click on.

628

01:25:23.220 --> 01:25:26.460

Community.

629

01:25:26.460 --> 01:25:38.579

Um, then you can click on employment, so that connects you with all the different tips and tools and resources that we have on our website with employment.

630

01:25:39.534 --> 01:25:54.354

As someone mentioned earlier, charting the life course tools, there are a number of different tools that charting the life course has for having discussions around employment. You have that trajectory, which can really take a look at.

631

01:25:54.720 --> 01:26:06.420

What does somebody want? What what does somebody want to achieve out of life? Where would they like to see themselves in the next year? 5 years, 10 years and then what.

632

01:26:06.685 --> 01:26:12.324

Activities what things do they need to be doing to have that more likely to happen.

633

01:26:12.685 --> 01:26:27.234

It can also help you to look at when you might be doing some, some supports or services that are taking a person away from that desired outcome as, in the example of having that paraprofessional.

634

01:26:27.385 --> 01:26:36.385

Sometimes, that could be causing us to have a, a gap or a potential problem area.

635

01:26:37.074 --> 01:26:49.734

So, looking at that integrated star really helps us to identify all the different resources that somebody might have access to, to help them achieve the goals they want to.

636

01:26:50.274 --> 01:27:03.204

Especially when we start talking about transportation as a barrier, kind of looking at those different resources, somebody might have available to address their transportation issues.

637

01:27:04.649 --> 01:27:09.720

Um, the more somebody has, um.

638

01:27:09.720 --> 01:27:15.659

The higher support needs, someone has the more we might want to be using.
Um.

639

01:27:16.135 --> 01:27:29.904

Kind of the vision tool, um, with charting the life. Course, which really helps you to kind of see how everything is interrelated. So, um, when you start talking about employment, you can't just talk about employment.

640

01:27:29.935 --> 01:27:38.335

You've got to talk about somebody's safety and security or somebody's housing or somebody's um.

641

01:27:38.609 --> 01:27:50.640

You know, connections with other people, friendships, those kinds of things. So that tool really helps you to see how they're kind of all interconnected. And how, um.

642

01:27:50.640 --> 01:27:58.680

Things in 1 area can affect other areas to, to help you really coordinate the supports that are going to be needed to really help support a person.

643

01:27:58.680 --> 01:28:13.199

So, and then, of course, with that benefits, you know, just the education piece DB, 101 is a great resource to share with individuals and families. There's videos that help explain how working.

644

01:28:13.199 --> 01:28:24.000

Uh, affects income and then, of course, you know, there, there's more articles that they can go read if they want more information. So.

645

01:28:24.000 --> 01:28:32.609

I thank you all for joining me today. So if you have any questions, please feel free to reach out to me. My phone number 6, 3, 6. 0.

646

01:28:32.609 --> 01:28:43.800

9261229 and you can also email me at Sandy, that Kaiser and that is spelled K. E. Y. S. E. R.

647

01:28:43.800 --> 01:28:49.949

At the image dot dot. Gov and I, thank you all for joining me today have a good 1.

648

01:28:49.949 --> 01:28:51.029

Bye bye.