

*Employment Focused Parent
Engagement
A Path to Employment Success*

Please take a moment to
complete the
Pre-Training Survey



*Participación de los padres
centrada en el empleo
Un camino hacia el éxito laboral*

*Tómese un momento para
completar la encuesta previa a
la capacitación*



Employment-Focused Parent Training

Using the CA SCDD parent training materials to engage families and caregivers around employment.

01-22-24

Presented by: Sean Roy, TransCen

Train the Trainer Agenda

- Making the case for parent training
- Introduction of the materials
- Session run through
- Tips for conducting effective parent training sessions
- Questions and post-survey reminder

Why Conduct Parent Training?

Build
Relationships

Raise
Expectations

Connect to
Supports

Provide
Accurate
Information

Learn from
Each Other

Training Module Include

- Customizable PowerPoint slides
- Presenter notes
- Related tools and resources
- Great information for families who are apprehensive about the role of competitive employment in the community
- Highly interactive
- Works great if students attend with families



**KEEP
CALM
AND
Read the
Notes**



Imagine the Possibilities: A Path to Employment Success

Presenters: add information such as presenter's names, location, date or event.

Today's Agenda

- Why are we talking employment?
- Employment: Background and possibilities
- Seeing things in a new way
- Preparing for employment success
- Address concerns: Social Security benefits
- Action steps
- Questions and connections



Remember to use your worksheet as we move along

WORKSHEET QUESTION 1

What do you hope adult life will look like for your family member?



What do you hope adult life will look like for your son or daughter?

What is your son or daughter's greatest skill or attribute?

What is your greatest concern when thinking about employment for your son or daughter?

What do you need to feel hopeful and energized about your son or daughter's employment future?

Based on the information in this workshop, what are 3 action steps you will take to help start your son or daughter on the path to employment success?

- 1.
- 2.
- 3.

Today, People with Disabilities...



But There is Still Work to be Done...

There is still a long way to go before people with disability experience equality of opportunity in the US.

Employment rates

Poverty

Housing options

Social, recreational,
relationships

A respected voice

Determine own futures

Employment: So Much Is Possible

Employment: Core Concepts

1

Everyone can work!

2

Work looks differently for everybody

3

Employment should be rooted in what your family member wants to do

“Employment First”

It is the policy of the state that opportunities for integrated, competitive employment shall be given the highest priority for working age individuals with developmental disabilities, regardless of the severity of their disabilities.

California Assembly Bill No. 1041 (2013)

- **Individual** – Not in a group or enclave
- **Integrated** – Alongside those without disabilities, with opportunities to interact
- **Employment** – In the general workforce, on the payroll of a business or self-employed
- **Minimum Wage** – At or above minimum wage or at industry standard wage

Why Should Your Family Member Work?

“The growth in his personal development, confidence and maturity became apparent very soon after he started working. Everyone in his family took notice and was delighted with the happy adult my son had become.”

– Bay Area Parent –

It is what is expected of adults

Socialization

Self-worth (dignity)

Purpose

Money

Promotes mental health

Because they can!

New Reality

- More attention to health and safety
- More time in front of a computer or device
- Limited access to supports for periods of time?

Certain job sectors will bounce back and employees will be needed.



Seeing Your Family Member in a New Way

How do We Define Expectations?

“Expectations”

are a belief that someone will or should achieve something; that something will happen or is likely to happen in the future.

“High Expectations”

are the belief that a person with a disability (or other barrier) can achieve the same life and have the same life choices as everyone else.

Where Do Low Expectations Come From?

- Society's perceptions about the impact of disability
- Feelings about having a family member with a disability
- What we are told by others

The secret is seeing that people with disabilities can do great things, and not letting other people's ideas impact your family member's ability to make lives for themselves.

The Importance of Having High Expectations

Families set the bar for how the rest of the world sees their family member with a disability.

- Avoiding restrictive programs or placements
- Lives lived in the community
- Lives based on the dreams your family member has for themselves
- Seeing that risk is good and failure can be constructive

A person is shown from the waist down, balancing on a dark wooden railing. They are wearing light grey patterned pants and light grey sneakers with black accents. Their hands are held out to the sides for balance. The background features a lush green forest and a large, rocky mountain peak under a cloudy sky.

The Balancing Act



Patience is Key

What is Success?

Think of a couple things that you would not be successful at on your first try.

Success in employment is an ongoing process and will look different for everyone.

- Hours worked
- Tasks
- Tolerance
- Recognize and celebrate progress!!



WORKSHEET QUESTION 2

What is your family member's greatest skill or attribute?



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HELPFUL TOOL

Positive Personal Profile

Positive Personal Profile

The Positive Personal Profile is a tool the job seekers, their families, or employment professionals can use to:

- Help see past the challenges of having a disability and put the focus on positive attributes
- Help inventory those attributes
- Help identify need supports or additional skill building
- Help to prepare for a job interview by finding key points to help “sell yourself” to an employer

Name:

Dreams & Goals	Skills & Knowledge
Learning Styles	Interests & Talents
Positive Personality Traits	Values
Environmental Preferences	Dislikes, Quirks, Idiosyncrasies
Work Experiences	Support Systems

List your features:

Potential jobs to explore:

Building a Vision Statement

<https://hdi.uky.edu/employment-checklists>

Scroll down to “Vision Statement Template”



Andy Meredith, High School Senior

Strengths

*Social
Determined
Shows initiative
Hard working
Independent
Musical
Creative*

Vision Statement: I get my own studio. My job is taking pictures. I get a small house. I get married to Maggie. I also work at Publix. It is really fun. I keep my money in the bank. I want to go to college and live in a new house by myself. My friends will come to my new house.

Accomplishments:

- Worked at Publix since April 2017
- Earned Eagle Scout Award 2018
- Worked on Yearbook staff and lettered in Woodstock High School Mountain Bike Team
- Photography exhibited at Anna's Angels benefit auction and Russian Medical Colleges

Areas I need help:

*Reading
Math
Counting money
Managing time
Keeping track of a schedule*

What works for me:

*Peer modeling and support
Age-appropriate awards: breaks, money, music,
Specific explanations*

What doesn't work for me:

*Babysitting
Removing me from friends*

Preparing for Employment Success

The Power of Work Experiences

One of the best predictors of employment success for people with disabilities is having meaningful work experiences while in high school.

- Informational interview
- Job Shadowing
- Volunteering
- Internships
- Paid entry-level job

Using Your Networks

Use the people you know to help find work experience opportunities.

- Friends
- Family
- Places you do business
- Neighbors
- People you are in clubs with, worship with, or serve with



Building Responsibility

Finding ways for young people to have responsibilities helps them be good employees.

- Chores
- School work
- Soft Skills
- It's OK for young people to take risks and to experience failure. The goal is to have them give a good effort.

Getting Involved



School and Employment

The high school and transition years are the perfect time to focus school programs on preparing for employment.

- Are skills needed for work included as goals in the IEP?
- Career exploration
- Functional skills and soft skills
- Work experiences

Quick Tip: Parent advocates can help coach you on asking for employment-focused activities in the IEP.

Consider ALL Possible Supports



- Only 25% of persons with I/DD will access formal services
- Consider community-based options, technology solutions, and personal relationships as possible employment supports

Discussing Your Concerns

Having Questions or Concerns is Normal

When thinking about a real job in the community for your family member, is there anything that makes you worried or concerned?

- Vulnerability
- Safety
- Can they do the job?
- Who will hire them?
- Will they lose benefits?

WORKSHEET QUESTION 3

What is your greatest concern about employment for your son or daughter?



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Myths about Employment

Misinformation and misunderstanding can hold us back from considering employment.

- People with disabilities don't work fast enough (MYTH)
- Employees with disabilities won't be accepted by co-workers (MYTH)
- Sheltered work is safer than community jobs (MYTH)
- People who leave workshops lose their friends (MYTH)
- People with significant disabilities don't need to work (MYTH)

Don Lavin – Strengths at Work

Social Security Benefits: Myths and Resources

MYTHS

- Getting students on SSI will take care of everything
- People who choose work will lose disability and healthcare benefits
- People can live independently in the community on what SSI provides

The screenshot shows the homepage of the Disability Benefits 101 website. The header includes the logo "Disability Benefits 101" with a California map icon and the tagline "working with a disability in California". Navigation links include "Home", "Your Situation", "Programs", "Calculators", "Glossary", "News", and "Partners". A search bar is located in the top right corner. The main content area features a large image of a woman on the right and several informational boxes on the left. The "Your Situation" box lists links for "Going to Work", "Young People and Benefits", and "Asset Building". The "Programs" box lists links for "Cash Benefits", "Health Care Coverage", and "Work Programs". Below these are sections for "Calculators" (with links for "Benefits and Work Calculator" and "School and Work Calculator"), "In the News" (with links for "Medicare Open Enrollment", "Starting July 1, You Can Get Up to 8 Weeks of Paid Family Leave", and "Coronavirus/COVID-19 Resources"), and a "Get Expert Help" table.

Get Expert Help	
SSI and SSDI	+
Medi-Cal	+
IHSS	+
Medicare	+

<https://ca.db101.org>

WORKSHEET QUESTION 4

What do you need to feel hopeful and energized about your family member's employment future?



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Action Steps: Getting Started

WORKSHEET QUESTION 5

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Takeaways

1. Have high expectations and set a vision for employment
2. Celebrate and cultivate strengths and interests
3. Recognize challenges and address them
4. As a family member, find the information and support you need

Questions



Contact Information

- Presenters, add your contact information here so attendees can reach you with any questions.



Parent Training Tips: Time and Location

- Consider evenings
- Neutral location (not school if you can help it)
- Offer virtual sessions
- Tables better than classroom
- Make sure building is accessible

Parent Training Tips: Partners and Promotions

- Parent on outreach and training
- Have reps from various supports attend
- Use relationships to do individual recruiting of families
- Promote widely



Flyer Example

**A FUTURE THAT INCLUDES EMPLOYMENT:
A WORKSHOP FOR FAMILIES**

December 3, 2019 | 6:30pm - 8:30pm
Centreville United Methodist Church: 305 E. Main Street, Centreville



As a family with a young person with a disability, it may be difficult for you to see a future for your young adult that includes employment. However, we know that people with all types of disabilities can and do work for real wages in the community.

This workshop is designed for families who wish to know more about the role employment can play in their young adult's life. Parents/Guardians (and Teachers / Agency Personnel) who support, students ages 13-26 with disabilities, are welcome to join in this informational meeting.

ABOUT THE SPEAKER



Sean Roy of TransCen, Inc., Rockville, MD, will be the featured speaker. TransCen, Inc., is leading the way for innovation and best practices in employment for persons with disabilities. Sean is a sought after speaker, often presenting at national conferences and local events. He has a passion for helping families and youth prepare for employment success, drawing from his experience of being a sibling with a person with developmental disabilities.

FEATURING

- Why is employment important for young adults with disabilities?
- What types of community supports are available?
- What are the strategies for preparing youth for employment success?
- How does a person work and keep their SSI/SSDI?
- What are the action steps to get you started with this process?

RSVP TO JO CHERRY AT JCHERRY@SJCISD.ORG OR 269.467.5444

Parent Training Tips: Presenting Effectively

- Know the material
- Be impartial
- Involve everyone
- Use worksheet to create interaction
- Respect where families are at with the prospect of employment
- Don't overwhelm with too much info
- Goal is have families and student leave more hopeful than they came in

Contact Info

For questions about how these sessions can be used in the Bay Area please contact CASCDD at bayarea@scdd.ca.gov.

For questions about the content of these training materials for tips on presenting it to families or professionals please contact Sean Roy at sroy@transcen.org.

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