

YES!

Your Child Can Work!

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Expectations

Students with disabilities are 3.6 times more likely to be in paid jobs after graduation if the family reported that they *expect* the individual to work upon

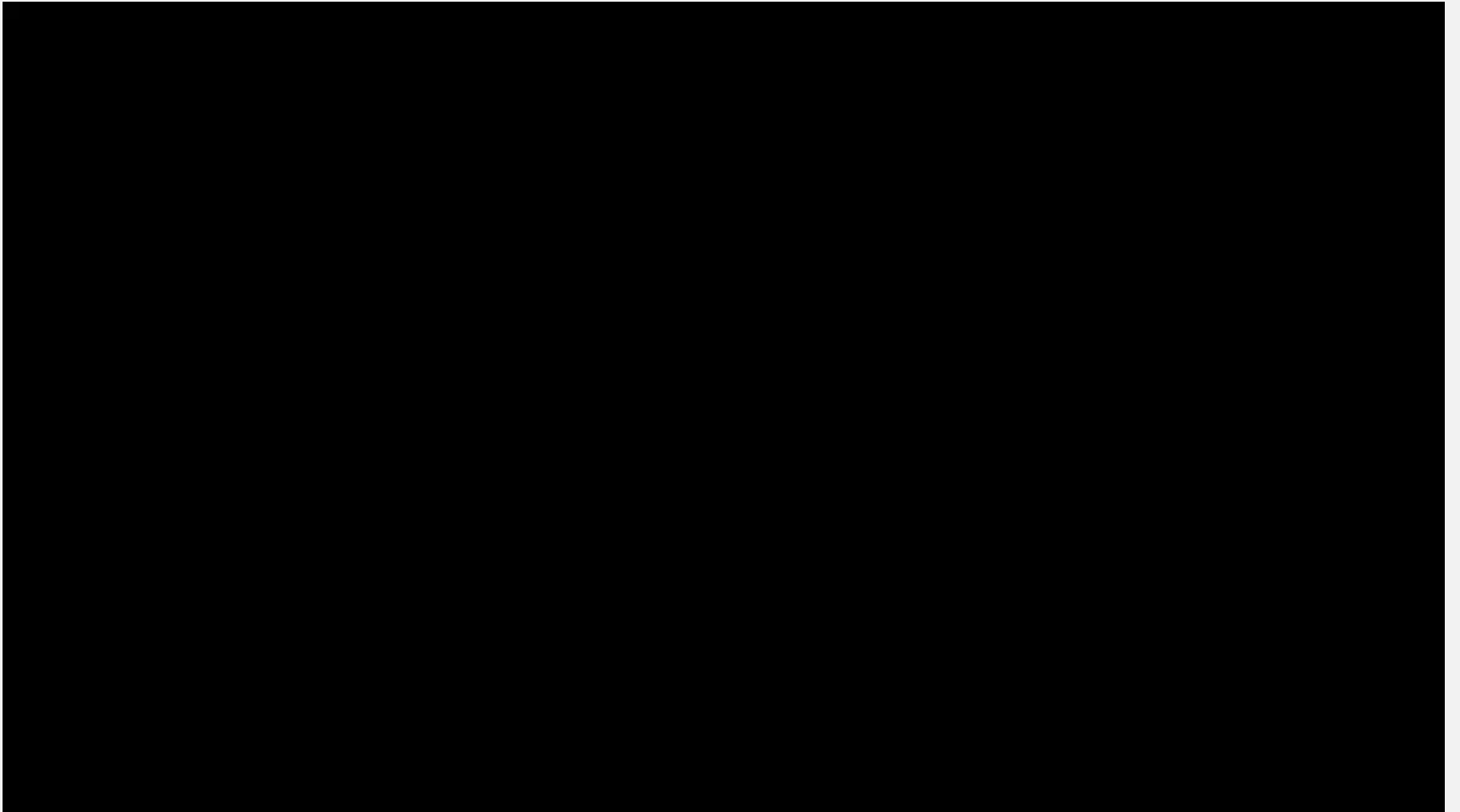


Expectations

83% of parents **want employment** for their children, but most are reluctant to make it a reality

How can **YOU** make employment a reality for **YOUR CHILD**?





Creating a Foundation

Where Do I Start?

- It is important to catch a vision of your child's future as early as possible
- Identify and Build skills through community involvement, school activities, sports, peer relationships, employment awareness activities

Community Involvement

Who? Who do you and you child know in the community?

Who in the community knows you and your child?

What? Attend community events, volunteer

Where? Recreation Departments, Animals Shelters, Food Banks, Fire Houses, Police Stations, First Aid Squad, Businesses, Seasonal Activities, Libraries

Why? RELATIONSHIP BUILDING, NETWORKING, RESOURCES, SELF AWARENESS, CHOICE MAKING

School Activities

Get Your Child Involved!

Who? Mentors: Peers & Advisors

What? Clubs & Organizations

Trips & Special Events

Fundraisers & Assemblies

Theater & Music

Where? Within The School District, Community Recreation, Community Theater, Faith Based Entities

Why? RESPONSIBILITY, COMMITMENT, INTERESTS, INVOLVEMENT, CONFIDENCE, PRIDE, LEADERSHIP

Sports

Who? Teammates & Coaches

What? Sports teams

Lessons

Classes

Exercise

Nature

Where? School, Businesses, Recreation Department, Parks, Fitness Centers, Neighborhood, Your own Street!

Why? TEAMWORK, LISTENING SKILLS, COMMUNICATION, PROBLEM SOLVING, DECISION MAKING, GOAL SETTING, TIME MANAGEMENT

What makes your child a good...

Frien
d
Athlet
Student
COMMUNITY MEMBER

Makes your child a GREAT...

EMPLOYEE

W
SCHOOL
R
K

Students with disabilities who have had paid work experiences in school are **2.5 times** more likely to be in paid jobs after graduation

What is My Child Entitled to?

IDEA:

Requires that students aged **16 and older, or younger if appropriate**, have an IEP that contains a transition plan that addresses the student's **interests, aptitudes, and their future plans** regarding post-secondary education, **CAREER**, housing, independent living, and community involvement. IEPs must also contain **transition services and courses of study** that are needed to help the student reach those goals.

Transition Services

Students with disabilities who have had paid work experiences in school are **2-1/2 times** more likely to be in paid jobs after graduation.

- Transition Planning in the IEP
 - Ask questions, be involved, know what your child is entitled to
 - Identify classroom options that are Employment based for all students
- It is important that these programs include skills that are developed not only in the classroom, but also in the community.
 - Skills built in community based programs transfer directly into the community, ultimately developing sustainable job skills.
 - Community based employment programs also give a more realistic experience to build off of.
- Learning about and linking with Adult Services Early on

Employment First

The Employment First initiative:

- presumes that people with disabilities can and should work.
- creates an expectation that people with disabilities, like everyone else, will have to "opt out" of employment rather than "opt in".
- provides a fundamental change in philosophy, policy and resources related to employment of people with disabilities.

Community Based Vocational Assessments

- Provides the opportunity to observe the student's skills, abilities, strengths, preferences, challenges, support needs, etc. and can be particularly helpful in identifying these areas with student's who have limited or no work experience or do not communicate verbally.
- CBVA is vital in directing appropriate employment goals related to performance level and provides a more person-centered experience while the student is still in school.

Employment Activities

School-to-Work Programs

Job Touring

Observations

Job Shadowing

Job Sampling

Volunteering

Internships

Summer Work

Part-time work

Skills built in community based programs transfer directly into the community, ultimately developing sustainable job skills.

SUPPORT IS OUT THERE

Who Can Help?

- School Personnel
 - Child Study Team
- Other Parents
 - Story-telling
- Service Providers
 - Employment Services
 - Advocacy Programs
- State Agencies
 - Division of Vocational Rehabilitation
 - Division of Developmental Disabilities
 - Division of Disability Services
 - Commission for the Blind and Visually Impaired
 - Department of Children and Families

Supported Employment

Competitive employment in an integrated setting, or employment in which individuals are working toward competitive employment, consistent with the skills, interests and preferences of the individuals with ongoing support services that include:

- Planning
- Assessments
- Training
- Job Sampling
- Job Touring

Division of Vocational & Rehabilitation Services

- Any physical or mental impairment that is a substantial impediment to employment may qualify an individual for vocational rehabilitation services.
- The consumer and VR counselor jointly develop an Individualized Plan for Employment (IPE) that is goal oriented and based on the consumer's need for services leading to employment.
 - Vocational Counseling & Guidance
 - Placement Services
 - On the Job Training
 - Time Limited Placement and Coaching
 - Job Seeking Skills
 - Job Accommodations
 - Skills Training
 - College Training
 - Physical Restoration
 - Emotional Restoration Services
 - Mobility Equipment
 - Driver Training
 - Vehicle Modification

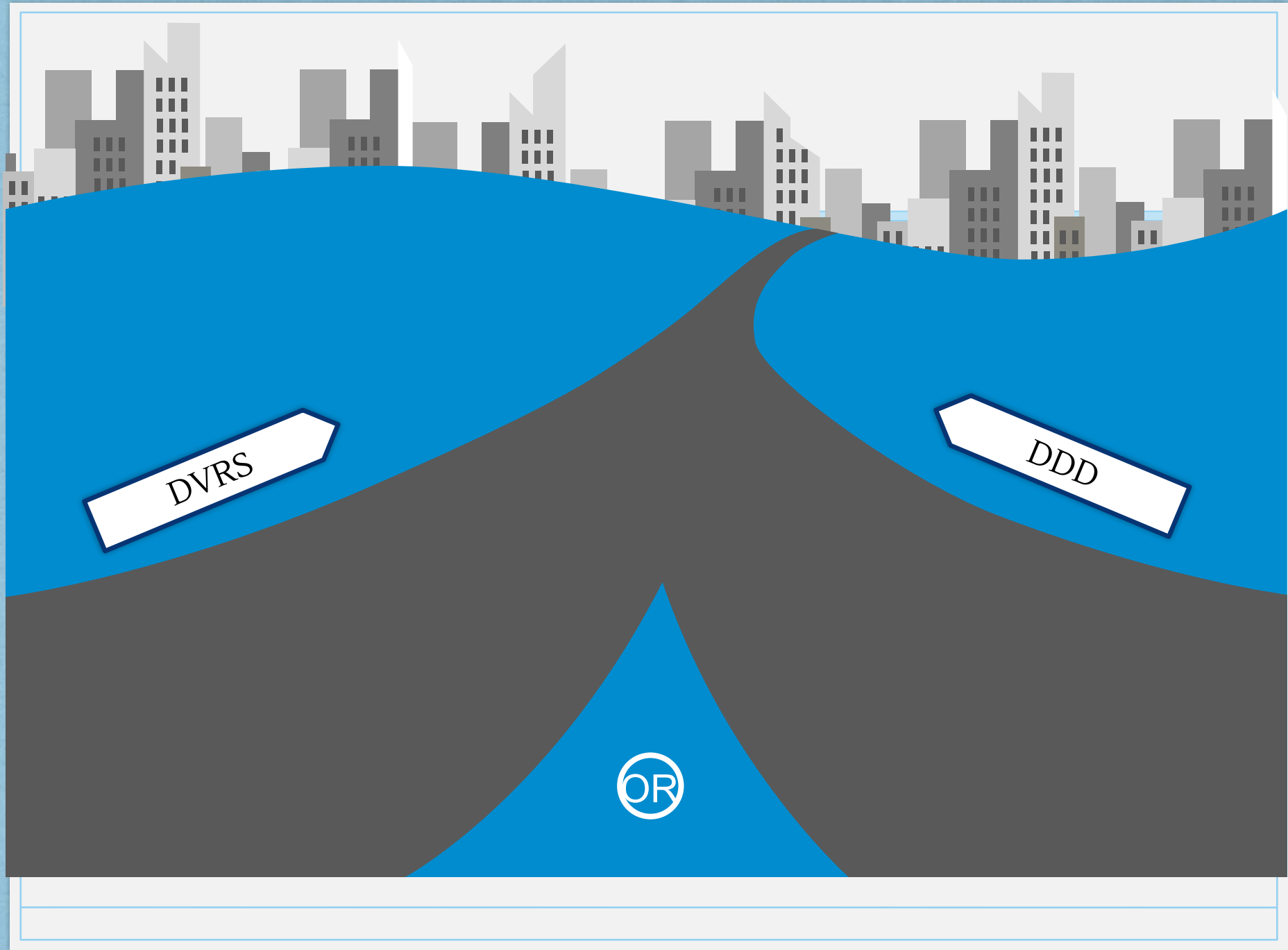
Commission for the Blind and Visually Impaired

- Vocational Rehabilitation (VR) services are designed to assist persons who are blind, visually impaired, or deaf-blind in the development, acquisition or updating of skills that will enable them to secure or maintain employment
 - Vocational evaluation
 - Counseling and Guidance
 - Training
 - Job placement
 - Supported Employment Services
 - Post-employment Services
 - High School Transitional Services

Division of Developmental Disabilities

- Must be Medicaid Eligible and must meet DDD's criteria for Eligibility
- Person-Centered Approach & Employment-Centered Supports
 - Support Coordination
- Supports Program:
 - Prevocational Training
 - Career Planning
 - Supported Employment*
 - Individual
 - Small Group
- Funding should not be a barrier to Employment

*DVRS should always be the FIRST option for Supported Employment Services



What About SSI Benefits?

If your child is working, they will be able to earn significantly more income than an SSI check can provide.

New Jersey also has one of the BEST Medicaid “buy-in” programs in the country-WorkAbility. Through WorkAbility, Individuals can earn up to \$60,000 annually and maintain less than \$20,000 in assets (not including a primary residence or vehicle)

Resources

Organization	Website
The Arc of New Jersey	arcnj.org
The Arc Family Institute	thearcfamilyinstitute.org
Division of Developmental Disabilities	http://www.state.nj.us/humanservices/ddd/home/index.html
Division of Vocational Rehabilitation Services	jobs4jersey.com
Commission for the Blind and Visually Impaired	http://www.state.nj.us/humanservices/cbvi/home/index.html
NJ Work Incentives Network Support	njwins.org
Statewide Parent Advocacy Network, Inc.	spanadvocacy.org

Questions & Comments





The Journey



Everyone's journey is unique to their
gifts



When we start identifying and highlighting **skills & abilities** instead of barriers & disabilities, we unlock the potential within the child.

Contact Information

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