

WELCOME

Adulting: What It Means to Me and My Future

Session 3: Employment is Possible for ALL
August 15, 2020



Acknowledgements

Thank you to

- ❖ *Diverse Ability Incorporated*
- ❖ *AZ Youth Leadership Forum Graduates*
- ❖ Arizona Developmental Disabilities Planning Council (for funding workshops)



Employment is Possible for ALL

Adulting Workshop
Sonoran UCEDD & Panel of Self-Advocates
August 15, 2020



What Do You Think?

Go to
[menti.com](https://www.menti.com)

Menti Poll

Who has heard of Employment First?



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AZ Employment First:

Employment First is the vision and belief that employment is the ***expectation*** for ALL working age Arizonans who have disabilities



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What is Employment First?



Employment First:
Job Opportunities for All!

AZ Employment First
IERS

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Employment First Collaboration

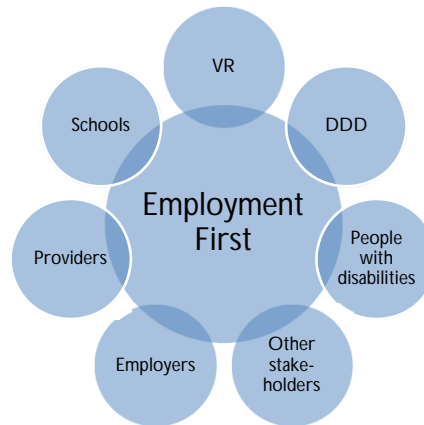
Employment First is

- A vision, initiative, and movement.
- Not an agency, program, or service
- A grassroots movement of stakeholders around the state

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Employment First Collaboration

Stakeholders are coming together to change policy and practices with the overarching goal to increase job opportunities for people who have disabilities



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Employment First Principles and Practices

- Informed Choice
- Person Centered Principles & Practices
- Self employment and Supported Employment
- Assistive Technology
- Benefits Counseling
- Supported Decision Making
- Interagency Collaboration
- Self-Determination
- High Expectations



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High Expectations

- Have and express high expectations
- Expect soft skills to be used in academics and other settings. Soft skills are tools that can be developed and improved.
 - Examples:

• Team Work	Problem-Solving
• Dependability	Communication skills
• Flexibility	Willing to learn



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High Expectations

- Encourage growth
- Support one's maximum potential
- Focus on the positive
- Focus on what you can do

Why?

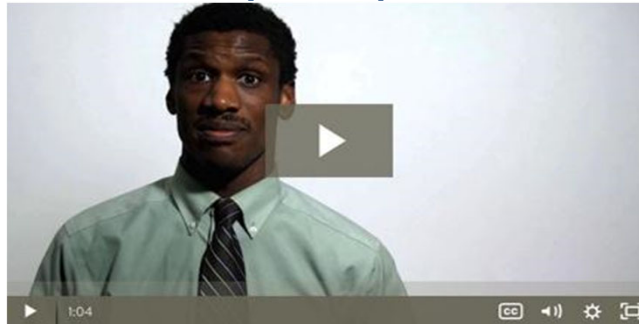
High expectations lead to positive transition outcomes



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Assume Competence

“When you meet a person with a disability, assume they are capable”

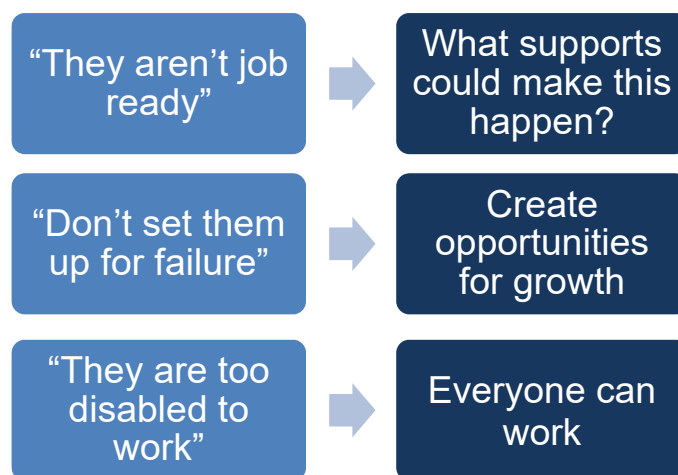


Link to video: <https://www.thinkwork.org/?page=5>



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Shifting Our Thinking



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Now let's hear from individuals who have experienced the Transition to Adulthood and their successful journey into Employment!



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Diverse Ability Incorporated!



Diverse Ability Incorporated promotes access, equality, inclusion, and the intersectionality of diversity, through peer-based experiential learning, innovative person-centered practices, and maximized collaboration efforts, designed to heighten knowledge, enhance skills, and foster individual life path planning, and growth.



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Meet the Experts



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Question 1

Tell us a little about your job...
Please include your favorite
and least favorite thing about
your job.

Question 2

Why is work and getting a job important to you?



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Question 3

What helped you prepare for work?



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Question 4

When you started your job, how did you learn your new job? Did anyone support you?

Do you work with a job coach?
What is that like?



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Question 5

Have you asked for accommodations at your job?
Why or why not?

If yes, how did you go about it?



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Question 6

What advice do you have for youth & young adults about how to get and keep a job?



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**Activity time: Let's
practice getting started on
the employment journey!**



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Roadmap Pages Related to Work

- Employment: Pages 48-52
- Training and Education: Pages 53-54
- You Have a Job!: Page 55
- Job Coaching and Mentoring: Pages 56-57
- Assistive Technology: Pages 66-67:
- ABLE Accounts: Pages 76-77:



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Roadmap Activity # 1



In the Roadmap,
turn to **page 49**

or

Get your worksheet
ready that is titled:

**“Your Dream
Job”**



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Your Dream Job

What kind of job do you want? What do you dream about doing?

What type of work setting does the individual or "I" want to try? (check the boxes)

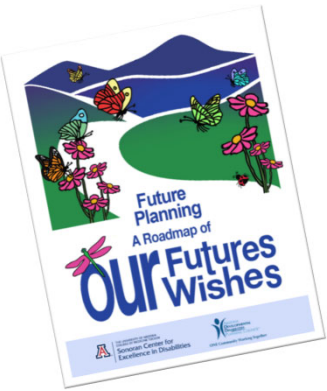
A place where:

- Few or not too many people work (small business or employer)
- A lot of people work (big business or employer)
- Everyone moves fast or works fast
- Everyone moves slower and works carefully
- People work alone
- People work in a team
- People stay indoors
- People stay outdoors
- People work with their hands or with tools
- People use computers or machines
- People use their minds to solve problems
- People stay both indoors and outdoors
- People hang out together during lunch or after work
- There is a lot of contact with other workers or people
- There is not too much contact with other workers or people
- There is a lot of noise or different sounds (speakers, music, machines, etc.)
- It is quiet and peaceful (not many sounds or talking)
- Food is provided
- Parking is there for my bike, motorcycle, or car



Our Futures, Our Wishes | 49

Roadmap Activity # 2




In the Roadmap, turn to **page 51**


or

Get your worksheet ready that is titled:

“Getting Started”



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Getting Started

Now is the time to look at the person's (My) abilities and skills. There may be other skills that are needed before I get my dream job. Complete the following sentences.

Other people tell me I would be good at doing:

1. _____
2. _____
3. _____
4. _____

I feel I am good at doing:

1. _____
2. _____
3. _____
4. _____

I feel happiest when I can:

1. _____
2. _____
3. _____
4. _____

I need more practice doing:

1. _____
2. _____
3. _____
4. _____

Write down other thoughts

Our Futures, Our Wishes | 51

Important to remember...The Power of Parents Expectations

The most powerful force in changing transition outcomes for young people with significant disabilities is **not** ultimately found in the transition plans we craft, the educational services we offer, the instruction we provide, the systems we build, but rather in **the expectations and aspirations individual parents hold for their sons and daughters.**


What Matters Most: Research on Elevating Parent Expectations (Erik Carter)



**What
Do You
Think?**

Go to
[menti.com](https://www.menti.com)

**What Does Employment
Mean to You?**



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Transition Partners & Resources

- Vocational Rehabilitation [VR](#)
- Division of Developmental Disabilities [DDD](#)
- Office for Children with Special Health Care Needs: [\(OCSHCN\)](#)
- AZ's Technology Access Program/Assistive Technology: [AzTAP](#)
- AZ's Parent Information and Training Center: [Raising Special Kids](#)



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Transition Partners & Resources

- Independent Living Centers: [5 across the State of AZ](#)
- Arizona Youth Leadership Forums: [Diverse Ability Incorporated](#)
- University Centers for Excellence on Disabilities (UCED):
- [Sonoran UCEDD](#) and [IHD](#)
- Achieving a Better Life Experience Act: [ABLE](#)
- Disability Benefits 101: [DB101](#)
- [Project SEARCH](#)



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