

THE ROAD AHEAD

Career Readiness- Multiple Impairments



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Learning Objectives

- Define career readiness for students with multiple impairments, including visual impairment
- Identify ways to embed career readiness using the Expanded Core Curriculum
- Investigate available resources



Can't Does Not Exist

“Never do for a child what you believe that child has the *potential* to do. Anticipate that they can do, make them prove that they can't.

Begin by assuming that they can.”

- Karen Wolffe, FAER



DEFINING CAREER READINESS

The What?





Quality of Life w/MIVI

IDEA (2004) Sec. 300.8 (c) (7)

“Multiple disabilities means **concomitant [simultaneous] impairments** (such as intellectual disability-blindness or intellectual disability-orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs **solely for one** of the impairments. Multiple disabilities does not include deaf-blindness.”

Isaiah

- Instructional routines teach new skills
- Increase quality of life
- Increase opportunities for community engagement



<https://youtu.be/1cByUUqrQF8>



ESTABLISHING IMPORTANCE



Laws focusing on interagency collaboration (1)

IDEA (2004)

Transition services

- Education / Training
- Employment
- Independent Living

IEP teams **MUST** invite agencies to meetings if they are likely to be responsible for providing or paying for services

Morningstar & Clavenna-Deane (2018)

Laws focusing on interagency collaboration (2)

Rehabilitation Act (1973)

Reauthorization (2014)

Vocational rehabilitation (VR) Services

Roles during transition:

- Sharing resources
- Consulting w/schools, families, student
- Providing tech assistance
- Participating in IEP mtgs

Morningstar & Clavenna-Deane (2018)

Laws focusing on interagency collaboration (3)

Workforce Investment Opportunities Act (2015)

15% of VR funds for 16 yrs old +

- Job exploration counseling
- Work-based learning experiences
- Counseling on post-secondary opportunities
- Workplace readiness training
- Training on self-advocacy

Morningstar & Clavenna-Deane (2018)



STRATEGIES & MULTIPLE IMPAIRMENTS



Organizational Skills

- Distinguish between items
- Identify containers and furniture
- Identify storage for personal items
- Organizational systems: braille, print, picture, or tactile markers





Following Directions

- Follow verbal or written instructions
- Calendar boxes
- Steps within a routine

Work Ethic and Basic Work Skills

- Attention to task
- Sorting
- Assembling
- Matching
- Adapted tools





Cooperation

- Opportunities to develop social skills
- Greeting others
- Build receptive and expressive communication
- Turn-taking

Independent Living Skills

- Attend to the task
- Anticipate the task
- Participate in the task





Work-Volunteer Activities

- Functional Participation
- AAC Devices
- Minimal modifications

Vocational Activities

- Competitive employment
- Part-time
- Comfortable & Productive
- Consider living situations





THE TOOLS

The How?





Assessment

- Observations
- Family interviews
- Biobehavioral States
 - Carolina Curriculum
 - National DeafBlind
 - Chris Russell
- Sensory Response Record (SLK)
- Ecological Inventory
- Preference Survey (Likes/Dislikes)

Instructional Strategies

- Collaborative Planning
- Communication
- Routines
- Wait time
- Breaks & Shorter lessons
- Active Learning & Defined Spaces
- Prompting: Least to Most





Tools

- Sensory Learning Kit (SLK)
- Symbols and Meaning (SAM)
- EVALS (TSBVI)
- Independent Living Skills (Loumiet et al., 1993)
- Essential Tools of the Trade (TSBVI)



Collaboration: Education

Ideal: Transdisciplinary teams

- Classroom teacher
- Speech and language pathologist (SLP)
- Occupational Therapist (OT)
- Physical Therapist (PT)
- Orientation & Mobility instructor (O&M)
- Medical professionals

Collaboration: Families

Create a welcoming place for families

Increase family-Professional Collaboration

Understanding family systems

- Interactions
- Functions
- Life Cycle

Understand cultural reciprocity





SELF-ADVOCACY

Putting the student in the driver seat



Person Centered Portfolio (PCP)

- Circle of Support
- Community Presence
- Preferences
- Action Steps
- Gifts and Capacities
- Desired Future Lifestyle



PCPs

- Person Centered Portfolio (Storey & Hunter, 1993)
- Whole-Life Planning (Timmons & Whitney-Thomas, 1998)
- Personal Futures Planning (Miner & Bates, 1997)
- McGill Action Planning System (Vandercook, York, & Forest, 1989)

Student-led IEPs

Studies show that a

“consistent trend characterized by self-determined youth doing better than their peers one year out of school.

Members of the high self-determination group were more likely to have expressed a preference to live outside the family home, have a savings or checking account, and be employed for pay”



SELF-DETERMINATION (SD)

Expanded Core Curriculum



The importance of SD

"A combination of skills, knowledge, and beliefs that enable a person to engage in goal-directed, self-regulated, autonomous behavior. An understanding of one's strengths and limitations together with a belief in oneself as capable and effective are essential to self-determination. When acting on the basis of these skills and attitudes, individuals have greater ability to take control of their lives and assume the role of successful adults in society."

Skill Components of SD

- Choice Making
- Decision Making
- Problem Solving
- Goal Setting and Attainment
- Internal Locus of Control
- Positive perceptions of control, efficacy, and outcome expectations
- Self-Regulation or Self-Management
- Self-Instruction
- Self-Advocacy & Leadership
- Self-Awareness
- Self-Knowledge

SD Assessments: some

- The AIR Self-Determination Scale (Teachers College, Columbia University, NY)
- The Arc Self-Determination Scale (Wehmeyer & Kelcher, 1995)
- The Transition Assessment and Goal Generator (Martin et al., 2015)

SD Curricula: a few

- The Self-Directed IEP (Martin et al., 1996)
- Steps to Self-Determination (Field & Hoffman, 1996)
- The Self-Advocacy Strategy (SAS)(Van Ruesen et al., 1994)
- Whose Future is it Anyway? (Wehmeyer et al., 2004)
- I'm Determined (VADOE, 2021)
- Empowered (TSBVI, 2007)

Approaches to Teaching SD

- Student-led IEP process
- Collaborate to embed opportunities of SD
- Teach self-monitoring
- Access to Communication!
- Age-appropriate transition assessments
- Honest and respectful discussion

Community Agencies

- Office of Disability Employment Policy www.dol.gov
- Vocational Rehabilitation (VR) <http://askjan.org>
 - www.wintac.org
- Social Security (SSI) www.ssa.gov/ssi/text-understanding-ssi.htm
- Intellectual and developmental (IDD) disabilities services
www.acl.gov/Programs/AIDD/Index.aspx; www.nasdds.org

Community Agencies Cont.

- Parent training and information (PTI) Centers
www.parentcenterhub.org
- Centers for Independent Living (CILs) www.ncil.org
- Disability services at postsecondary campuses
www.ahead.org
- Community mental health www.samhsa.gov



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- Morningstar, M. E., & Clavenna-Deane, B. (2017). *Your complete guide to transition planning and services* (1st ed.). Brookes Publishing.
- National Secondary Transition Technical Assistance Center. (n.d.). *Evidence-Based Practices | NSTTAC*. NSTTAC- National Secondary Transition Technical Assistance Center. Retrieved July 14, 2021, from <http://www.nsttac.org/content/evidence-based-practices/>
- Storey, K., & Hunter, D. (Eds.). (2013). *The road ahead: Transition to adult life for persons with disabilities*. (3rd ed.). IOS Press.
- Wolffe, K. (2017). Career Education. In *Foundations of Education, Third edition: Volume I: History and theory of teaching children and youths with visual impairments* (3rd ed., Vol. 1, pp. 831–874). AFB Press.

Video Links

Isiah: <https://youtu.be/1cByUUqrQF8>

Adam: <https://youtu.be/FA0P538uS0>

SLK Routine Based Webinar: <https://youtu.be/6L4iS5e3-RA>

Bottom Dollars by Rooted in Rights:

[https://www.youtube.com/playlist?list=PLaYgKAZMUNMx9Ca-](https://www.youtube.com/playlist?list=PLaYgKAZMUNMx9Ca-9Z4NdIIwLCuQ7FJcB)

[9Z4NdIIwLCuQ7FJcB](https://www.youtube.com/playlist?list=PLaYgKAZMUNMx9Ca-9Z4NdIIwLCuQ7FJcB)

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