A Person-Centered Approach to Paid Employment in High School

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Transition Pathways Project Team



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Objectives



Learn one strategy to help high school students with disabilities find paid jobs



Discover how to lead a meeting to plan employment with students with disabilities and their support team



Explore our self-paced course about helping students with disabilities find paid jobs

The Power of Early Work Experiences

- Doubles to triples the odds of competitive integrated employment after graduation
- Raises youth aspirations
- Demonstrates learned works skills
- Changes parent and teacher expectations
- Puts real experiences on resumes
- Teaches skills and knowledge that just cannot be simulated
- Connects youth to future employers

How We Connected Students to Employment

Brief Overview of Project

- Students were:
 - (1) in their final year high school,
 - (2) had an intellectual disability, autism, or multiple disabilities, and
 - (3) had a goal for employment
- Students, their parent, and teacher were all part of the student's support team
- Students were Sumner County, Davidson County, Williamson County, Smith County, and Dickson County
- We had two groups of students: "Intervention" and "Comparison"



- Preparing for the Employment Planning Meeting
- Facilitating the Employment Planning Meeting
- Applying Job Development Strategies
- Conducting an Employment Exit
 Meeting for Employed Students
- Conducting an Employment Exit
 Meeting for Unemployed Students

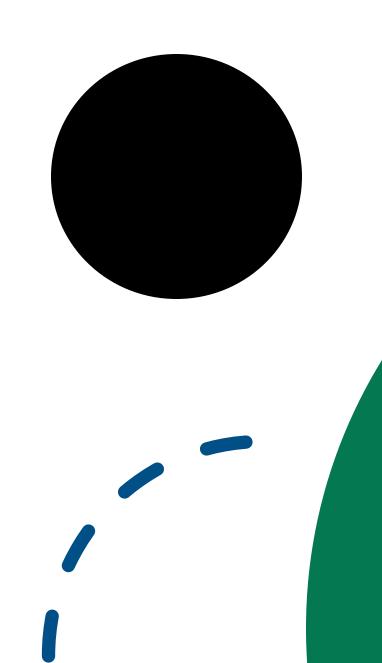


Self-Paced Course on Helping Students with Disabilities Find Paid Jobs

Self-Paced Course Using Rise 360

Includes:

- Step-by-step instructions on how to prepare and lead an Employment Planning Meeting and Employment Exit Meeting
- Resources throughout each lesson (examples: Employment Planning Tool, Exit Meeting forms, Family Tip Sheets)
- Outside agency suggestions, contacts, and websites
- Videos of success stories of students with their employers
- Collection of resources at the end of the course



Walkthrough of Course

Employment Planning Meeting

Purpose of the Employment Planning Meeting

Creates the opportunity to:

- Hear from the student about what type of job they would like to have
- Help students build a support network to achieve their goals for this year and beyond
- Gather everyone in the same room to begin the logistical planning for finding a job
- Discuss and troubleshoot any potential barriers
- Develop a communication plan

Example Employment Planning Process

- Student Name: Toby
- Toby's Goals
 - Wants a job, but needs help exploring his options for after high school

Toby

- 21 years old
- Goal of getting a part-time job
- Wants to save money to buy a car
- Participated in two Work-Based Learning Experiences
- Wants to live independently or with friends after high school



Who to Invite?

School

- Student
- Special Educator
- Administration
- Transition Coordinator
- Transition School to Work (TSW)
- Speech-Language Pathologist/Occupational Therapist
- Paraprofessionals

Outside of School

- Family members
- Vocational Rehabilitation (VR)
- Pre-ETS provider
- Disability services agencies
- Any others who know the student well and can speak to their skills

Invitations to the Employment Planning Meeting

- Ms. Wells sent an invitation to attend Toby's Employment Planning Meeting
- Ms. Wells invited:
 - Student
 - Parent/guardian
 - VR
 - Transition Coordinator
 - Transition teacher and basketball coach
 - Chamber of Commerce

Sample Invitation Template for Employment Planning Meeting Good morning/afternoonand I am emailing you to invite you to an Employment Planning Meeting for (name of student) who is interested in finding a paid job this school year. The purpose of this meeting is to bring everyone together to discuss how we can best support (name of student) in successfully finding a paid job. During this meeting, we will discuss the student's strengths and abilities, potential employment opportunities, reliable transportation options, and the supports the student may need. This meeting should last about an hour and will be held (over Zoom/in-person). We have a few options for dates: (list dates/times) Please let us know which dates and times work best for you. We look forward to hearing from you. Thank you, (Your name)

What Needs to be Completed Before the Meeting?

Connect with outside agencies

Gather previously completed assessments

Complete the Student Preparation Tool

Pre-Planning with Students

- 9. Thinking about what your job might look like, would you like to:
 - a. Work inside or outside? In a quiet or a loud place? By yourself or with a team? With customers or in the stock room?

- Prepare the student to lead the employment planning meeting that will help identify their employment goal
- Have the student brainstorm:
 - Their interests, what they do for fun
 - Places they like to go
 - Things they are good at
 - Things they need help with

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Preparing the Student for the Employment Planning Meeting Introductory Questions – Have a conversation with the student about preferred activities to begin	ervous? (If nervous, discuss what may
to gain a sense of the student's skills, interests, and support needs.	
 What are some things that you are interested in? What do you like to do on the weekends? What do you like to do for fun? 	
	e, begin to discuss options in the
2. Where are some places that you like to go? What are some of your favorite stores?	ork this year?
3. What are things that you are good at? What are/were your favorite classes in school?	
4. What are some things you need help with?	rtation options, what types of e using, as well as what days they may
	re? Do you take the bus? Do your
5. What types of things would help you during the meeting? (notes, visuals, etc.)	
	School After School I don't know
Work-related Questions – Discuss student's previous work experiences. If no experience, skip to question 9.	
6. Where have you worked before?	

What was your favorite paid job or work experience? Why?

What was your least favorite paid job or work experience? Why?

Toby

- All About Me PowerPoint
- What Am I Good At?
- What Do I Need Help With?
- What Kind of Work Have I Done?
- Future Jobs I Am Interested in
- What's Next?



Introductions

Name: Toby	Role: Student
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Name: Ms. Wells	Role: Facilitator/Teacher
Name: Mr. Thorton	Role: VR Employment Supports
Name: Mrs. Callie Example	Role: Parent
Name: Mrs. Carter	Role: IEP and Transition Coordinator
	Role: Basketball coach/transition
Name: Mr. James	teacher



 What are you good at? What do people compliment you on?

 What do you like to do in your spare time?

 What kind of job would you like to have? What types of jobs sound interesting to you?

 What types of jobs or volunteer experience have you done? What one(s) did you enjoy doing the most?

Toby: Strengths and Interests

Hobbies: watching TV, walking outside, riding the side-by-side, going out to eat with his mom, shopping at Academy, and listening to music

Things I am good at: being a friend, being a manager on the basketball team for four years, following step-by-step directions, helping my family and others

Work experience: school-based enterprise: coffee shop and license plates

Currently taking welding classes and Driver's Ed Enjoys school

Employment Goal

Develop an employment goal for the year

- Do you want a job talking to customers? Working with a team?
 Working by yourself? Working outside or inside?
- What types of jobs or activities would you definitely not want to do?
- What are some places in the community where you might like to work?
- What are the top three jobs you would like to have?

Toby: Employment Goal

Does not want a job that is too loud

Does not want to work job outside

Likes to interact with other people

Needs help with transportation

Needs help staying on task but still wants to socialize

Transportation

- How will you get to and from work? (e.g., public transportation, family member, Uber/Lyft)
- Will you need help with transportation?
- What areas of the community are easy for you to get to?
- What days/times work best for your schedule?



Toby: Transportation

The bus as school can be flexible but needs to coordinate a set schedule Parent has flexibility in the morning to drive Toby Example VR can support transportation if financial needs are met

Needs and Support: Finding the Job

- What would help you get a job? (Examples: help with applications, talking to employers, finding job openings, practicing interviews, creating a one-page profile or resume, etc.)
- Do you have an ID (ID card, driver's license with a picture, passport)?
- Do you have your passport or social security card?
- Are there other people—like friends, relatives, neighbors, or other people you or your family knows—who could help you get a job?

Toby: Finding the Job

VR application will be completed – VR will send a copy to Mrs. Carter so that the application can be completed ASAP

Job coaching services are available in the area, provided by two companies that VR partners with Example: Job Coach Academy and Another Example Job Coaching Agency

Has a State ID that he would need to get a job

No Sonic- mom thinks friends would be a barrier on the job. A lot of Toby's friends hang out at Sonic, and this could be distracting

Job coaching would be beneficial

Things Toby Example would need help with:

Reading

Writing

Talking in a large group of people

Recalling large amounts of information from memory

Things that help Toby Example:

When people read aloud and offer reminders when writing things

Needs and Support: Support on the Job

- What support or accommodations do you need at school? (such as assistive technology) Who provides these supports?
- What support might you need on the job?
- What do you do when you need help with a task? What happens when you get frustrated?
- Are you currently receiving support from outside agencies? (such as Vocational Rehabilitation (VR), disability service agencies, etc.)

Toby: Support on the Job

Chart that would help him get his tasks done would need to be a visual aid

Needs help building the initial routine when presented with new tasks or starting a new job

Saveway – grocery store in the area, have put in an application

Available to work after school, during school, and on the weekends

Places of work/job types the student is interested in:	What are some options in our community?	Who could help the student connect to the option?	Who will support the student?
 Grocery store Cafeteria 	Sav-way Walmart Coffee Shop Middle School and Elementary school	Teacher helped turn in paper application at Sav-way Teacher will work on Walmart, Middle School, and Elementary School IEP coordinator knows owner of coffee shop	Obtaining the job IEP coordinator/teacher
			On the job Job coaching agency
			Transportation School/mom
1. Construction Office	Local Construction office	IEP coordinator has a connection with office manager	Obtaining the job IEP coordinator/teacher
			On the job Job coaching agency
			Transportation School/mom
1. Golf Course	Example Golf Course	Teacher has connection and will call to see if positions are available	Obtaining the job IEP coordinator/teacher
			On the job Job coaching agency
			Transportation School/mom

5. Potential job opportunities

Example Guiding Questions:

- Does the high school have connections to employers in the community? Where?
- Does the amount and type of help the student may need depend on the type of job? If so, how?
- What roles will the student play connecting to this job? Family members? Teachers? Agencies?
- Are there job options on this list that may be easier or harder to connect to than others?

Plans for After High School

- What would you like to do after high school?
- Are you planning to apply to higher education programs?
- What supports do you think you might need? (such as VR, disability service agencies, etc.)
- Are you or your family interested in connecting to these supports before you graduate?

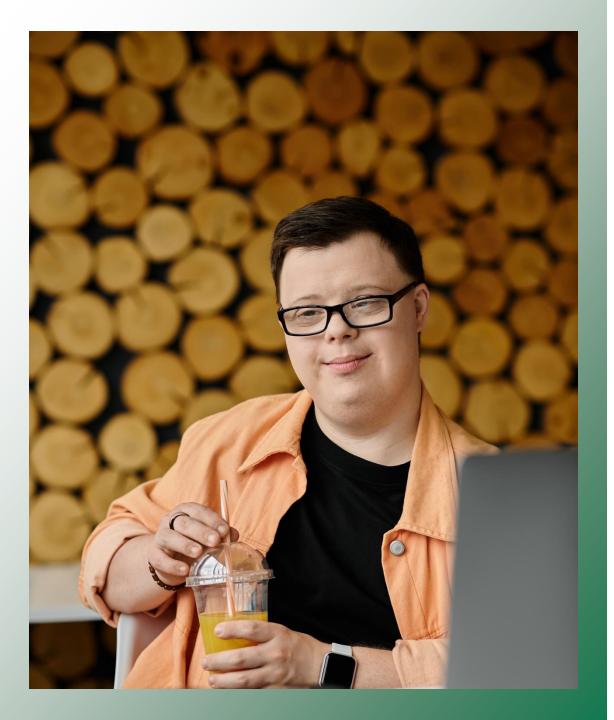
Toby: Plans After High School

Touring the rehabilitation center next month to see if the Toby Example is interested Toby Example wants to work after high school Mrs. Example mentioned she might be interested in looking at day programs

Conclusion of the EPM

Address additional comments, concerns, or questions:

- Is there a support or need that was not discussed today that may be beneficial for you?
- Did everyone get a chance to share their thoughts on the employment goals and plans?
- Were there any areas that were not agreed upon, or any parts that still seem unclear?
- Do you or your family have questions about disability-related benefits?



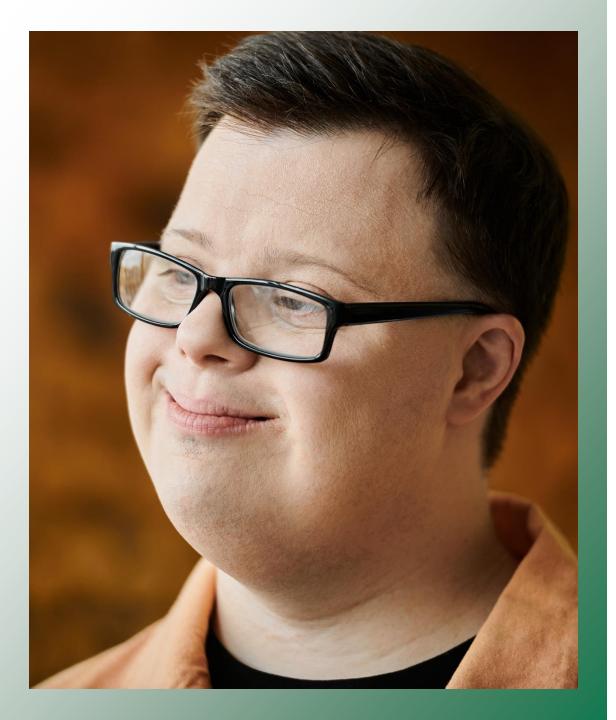
Toby: Conclusion

- Student has interview scheduled with Social Security
 Administration for Supplemental Security Income (SSI) benefits
- IEP coordinator and teacher will begin following-up on applications
- VR application and eligibility forms will be faxed to the VR Counselor

Coordinating Roles and Responsibilities

- Follow through with the plan discussed at the meeting
 - What supports were suggested for the student?
 - How will the student be getting to and from the job?
 - Who had personal connections to employers?

Ensure everyone knows their roles and responsibilities.



Toby is Employed

- Applied at the elementary and middle school cafeterias
- Interviewed for the middle school cafeteria position
- Hired and started working in February
- VR provided job coaching services



- Job coaching through the Job Coaching Academy
- Create a task list with pictures
- Assigned peer buddy at work while Toby is learning his job
- Check-ins between the IEP Coordinator and Supervisor at the middle school cafeteria

Employment Exit Meetings

Next Steps: Schedule an Employment Exit Meeting

What is an exit meeting?

- A meeting that takes place around the end of the school year when the student is set to exit high school
- Ensures services are in place to help the student pursue, continue, or change their employment
 - Includes all members of the Employment Planning Team (and employer if the student has one)

Two Options of Employment Exit Meetings

Currently Employed Student

- For student who to keep their job or find a new one
- Ensures the student has the support they need at their job

Currently Unemployed Student

- For unemployed students
- Ensures the student has the support they need to continue looking and applying for employment

The steps within each meeting are similar but discuss slightly different items depending on the student's employment status

Who to Invite?

School

- Student
- Special Educator
- Administration
- Transition Coordinator
- Transition School to Work (TSW)
- Speech-Language Pathologist/Occupational Therapist
- Paraprofessionals

Outside of School

- Family members
- Vocational Rehabilitation
- Pre-ETS provider
- Disability services agencies
- Any others who know the student well and can speak to their skills
- Employer (if applicable)

Revisit the Employment Planning Meeting Information

- Use the assessments that were completed for the Employment Planning Meeting and update assessments for career or job goals
- Review established responsibilities for helping the student get paid employment
- Following up with all members of the Employment Planning team on their progress of connecting the student with job opportunities

Toby's Exit Meeting

Introductions

Name: Toby	Role: Student		
Name: Ms. Wells	Role: Facilitator/Teacher		
Name: Mr. Thorton	Role: VR Employment Supports		
Name: Mrs. Callie Example	Role: Parent		

Strengths and Interests

- What are you planning to do in your free time after you graduate?
- Do you have any new hobbies, interests, or activities that you like?
- Since we last talked at the Employment Planning Meeting, have you found any new things you are good at?

Toby: Strengths and Interests

Hobbies: watch tv, walk outside, ride the side by side, going out to eat with his mom, shopping at academy, and listening to music

Things I am good at:

- Being a friend
- Manger on the basketball team for four years
- Good with following step by step directions
- Helping my family and others



- What are your plans for after high school?
- Are you planning to continue your education such as college, training programs, or inclusive higher education programs?
- Have you already connected to other supports to help you achieve these goals? (Ex., Vocational Rehabilitation, Disability Services Agency, etc.)
- If no, what do you need to connect to these supports? What questions do you have about these supports?

Toby: Plans for After High School

Toby wants to keep his job at the middle school cafeteria

Likes his supervisor and co-workers

Toby says his job is good and that he enjoys working there

Learned new tasks: portioning and sorting, cleaning designated station area

Review the Student's Paid Work Experience

- What do you like about your job?
- What do you not like about your job?
- Do you want to keep working at the same job after high school? Or a different job?
- If the student wants a different job, does the student want a job:
 - Talking to customers?
 - Working with a team? Or working by yourself?
 - Working outside or inside?
- What are some places you would like to work?

Toby: Review the Student's Paid Work Experience

Keep working at the middle school cafeteria

Connected to Vocational Rehabilition for on-going job coaching supports

Discussed if Toby does want a new job, he can get support from Vocational Rehabilitation

Job coaching is being provided through Job Coach Academy



- How has your transportation been going? Have any issues or problems come up?
- After graduation, will you need to use a different type of transportation?
- Do you like your current work schedule? If no, what would you like to change?

Toby: Transportation and Scheduling

After graduation, mom will be able to provide transportation
Discussed reimbursments with VR since mom is providing transportation
Mom also has a friend nearby that can fill in with transportation if needed

Needs and Supports: Support on the job

- What types of help do you have at your job? Who provides this support? (the employer, the school, Pre-ETS, etc.)
- Has it been working well or do you wish you had more help?
- Has anything new come up that you need help with?
- What do you do when you need help with something? What happens when you get frustrated?

Toby: Needs and Supports: Support on the job

Job coach from Job Coaching Academy supports student
Task list to stay on task and identify what needs to be done next

Needs and Support: Support after graduation

- After you graduate, will you need help at your job?
- Are you connected to agencies that will help support you at work after graduation?
- If yes, are there other agencies that you need to connect with?
- If no, what do you need to connect to these supports?

Toby: Needs and Support: Support after graduation

Behaviors have been reported on the job by Manager

Talking too much with other co-workers, being off-task, needing assistance and redirection Job coach will be visiting at work next week

Mom reports that she went to the job to speak with the Manager

Had a conversation about letting the Job Coach help support Toby and guide Toby if issues arise at work

Any other comments/ comments/ concerns/ questions that were not addressed?

- Is there a support or need that we didn't discuss today?
- Did everyone get a chance to share their opinions about the employment goals and plans for after graduation?
- Were there any areas that were not agreed upon, or any parts that still seem unclear?
- Do you or your family have questions about disability-related benefits that need to be addressed?



Toby: Conclusion of Employment Exit Meeting

- Job coach will stay in communication with mom regarding behaviors
- Communication will either be by email or phone call

Recommendations

- Work together as a team to support the student
- Communicate on a regular schedule to assess progress toward student's employment goal
- Use personal and community connections to link students to employment opportunities
- Connect with employment agencies early
- Show parents/guardians examples of realistic options for employment
- Emphasize employment-related instruction in the classroom



 A Person-Centered Approach to Paid Employment in High School

Examining an Employment
 Planning Tool for Students with
 Significant Support Needs
 Webcast

 Using an Exit Meeting to Plan for Services After High School Webcast

QUESTIONS



Transition Pathways Project

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