

Transitional Preparation Activities in Regards to Work

October 2009 C.O.R.E. Vocational Services Inc. bbilodeau@metrocast.net 603 455 4293

- Age 12 and up start planning ask “what do you love?” “What would you do if you could do anything all day?” It is never too young to start exploring and increase independence.
- Try and determine what geographic area the student might be living in by age 14 and start touring potential job sites within that territory (8 to 10). Independent living skills. Safety skills. Volunteer. Work site expectations.
- Age 14 to 16 interview potential employers and people in different fields, do online research (check List of Resources by CORE), start setting up job shadows (observing a job up to 20hours must be approved by DOL) preferably 2 to 4, explore self employment options. Independent living skills, recreational opportunities, housing options. Volunteer. Possibly summer employment. Assessments. Safety skills. Connect with adult services
- Age 16 to 18 complete resume, have letters of recommendation completed, have references available have specifics on job skills and abilities. Participate in internships (up to 180 hours in 6 month time, hands on must be approved by DOL). Independent living skills, recreational/social opportunities, housing options. Volunteer. Start exploring other educational programs that could enhance abilities. Assessments. Paid Summer employment. Safety skills
- Age 18 to 21 look at “college style” education if utilizing high school. Start limiting time at the school for specific classes only or participate in a post secondary class. Internships and paid employment, independent living skills, volunteer – the structure should start to model how one sees their adult life. This is a great time to give additional support in new things with the intention of creating natural supports and also to change gears when things don’t work while there is still a high level of supports. Connect with VR services
- Specifics in regards to IEP’s request that in the IEP there be a specified number of *tours* (typically 8 to 10) by age 14 and a *volunteer* activity. At age 15/16 have a specified number of *job shadows* (4), *internships* (2), and if they are still needed tours. Have specific *life skills* written into the IEP, *self care and safety* should be a priority. Age 17/18 specific number of internships, a *portfolio* should be completed (for the student) also life skills. Age 19 to 21 paid employment goals (with specific area focus) *life skills* and additional *education* needs.

Connecting Our Resources Educationally