

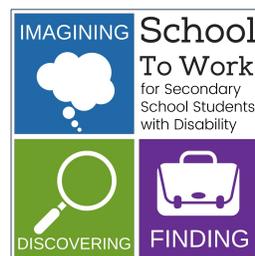
School To Work

for Year 11-12 Students
with Disability

Finding Work – The Next Steps

Years 11 -12

Jan Kruger and Fiona McIntosh



Welcome

- Chat room – Say hello and let us know where you are from.
- Please don't use this to promote your service
- Tech issues – contact jacki@imaginemore.org.au
- Questions taken after our presentation – pop them in the chat
- Session will finish at 1:30 pm



Acknowledgement of Country

We acknowledge the Traditional Custodians of the land on which we meet today, the Ngunnawal people.

We pay our respects to their Elders, past and present.

We extend that respect to Aboriginal and Torres Strait Islander people here today.

Always Was, Always Will Be Aboriginal Land.



Webinar 1 “Getting Started” Recap

- The Good Life
- Vision and Vision Statement
- Customised Employment
- Discover the person
- Make conceptual link to work roles
- Cultivate Employment Opportunities
- Engage Employment Supports
- Explore multiple experiences



Overview of today

- Follows “Getting Started” Webinar 1
- Customised Employment Approach
- Enriching the Discovery Process
- Cultivating Employment Opportunities
 - Researching workplaces
 - Positive pitch to overcome unconscious bias
- Engaging Employment Supports - planning
- Ongoing Support and Growth
- Micro-enterprises
- Crafting a meaningful week



Ruth's Story - Customised Employment



It starts with discovery?

Jointly discover the person

From different perspectives and environments

With opportunities brings out our potential



Qualities for Discovery

Applies to family and discovery facilitator:

- Naturally curious
- Interested in new insights, hidden in plain sight
- Strengths based
- Questions for deeper understanding
- Different/familiar environments
- Interviews others with open questions



Enriching the Discovery Process

- Upskill person's mentors to support the process
- People trained in the discovery process could:
 - Undertake discovery on your behalf
 - Facilitate self guided discovery with you
- Online training is available through Melbourne University
- Self guided discovery in your own life

Further discovery resources : (US) LEAD Centre, Griffin-Hammis Associates, Marc Gold and Associates

Will be addressed in our upcoming October Conference



Discovery over time



Discovery Over Time

I tried lots of things to find my business



Discovery : Explore many things

pre 2018	2018 Year 10	2019 Year 11	2020 Year 12	2021 School leaver
Mowing (year 8)	Mowing	Mowing	Mowing	Mowing
Swimming pool kiosk attendant (work experience year 7)	Harris Scarfe (work experience)		After School Care Educator (paid work)	After School Care Educator (paid work)
Class Captain	University of Canberra (work experience)	University of Canberra Office Administrative Assistant (Australian School Based Apprenticeship)	University of Canberra Office Administrative Assistant (paid)	
	Soccer Referee (Game Leader)		Chifley Grocer (work experience)	Government House (paid)



Cultivating opportunities through connections

pre 2018	2018 Year 10	2019 Year 11	2020 Year 12	2021 School leaver
Mowing (year 8)	Mowing	Mowing	Mowing	Mowing
Swimming pool kiosk attendant (work experience year 7)	Harris Scarfe (work experience)		After School Care Educator (paid work)	After School Care Educator (paid work)
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Cultivating Employment Opportunities

Use your connections

Ask friends, neighbours, family about their jobs

Brainstorm possible workplace ideas

Resources to help you understand roles:

- [Job outlook website](#)
- Online tutorials - YouTube, [SkillShare](#)
- Job exposure services - [Meet the Tradies](#)
- Job vacancy websites - [Seek](#)
- Australian Apprenticeships Pathways
<https://www.aapathways.com.au/complex-search>



Researching Workplaces - Questions

- Can you tell me a little about what kinds of tasks are involved in your work here?
- Are there tasks here that need doing but staff find hard to get to?
- If your staff had an assistant what tasks would they give them?
- Are there many jobs that require several staff that work together?
- What should young people study to get into this industry?
- Listen for tasks that might match your family members skills and interests.

Jack Kruger	
Strengths	
<ul style="list-style-type: none"> • Team enthusiastic • Fast learner, determined and a problem solver • Team orientated and willing to learn • Can coordinate things and deliver • Using research and evidence to meet needs in the workplace 	
Employment	
Positions	Volunteer roles
Position Faculty of Health Administration and Business University of Canberra	Position Under 16 basketball assistant coach Business Duraman College basketball team
Start February 2019 - August 2020	Start August 2020 - current
Position alpha representative address for HR Business	Position Group coordinator Business Chelsea Friendly Group
Start April - September 2018	Start August 2020
Position Workshop and conference presenter Business	Position Administrative assistant Business University of Canberra
Start 2016 - current	Start September - November 2018
Position Chair Business Park Meeting - Get your hands in it	Position Work experience in all areas Business Harris Sport, Dickson
Start November 2015 - current	Start May - June 2018
Education	
Year 12 Student - Duraman College	
Certificates	
Certificate II in Skills for Work and Vocational Pathways - February 2019 - August 2020	
Soccer Game Leader Certificate - 2018	
Bronze Star Medal - 2016	
Skills	Interests
<ul style="list-style-type: none"> • Event set up • Office administration - document collation • Deliveries • Customer service 	<ul style="list-style-type: none"> • Cricket player • Soccer • Football • Football
References	



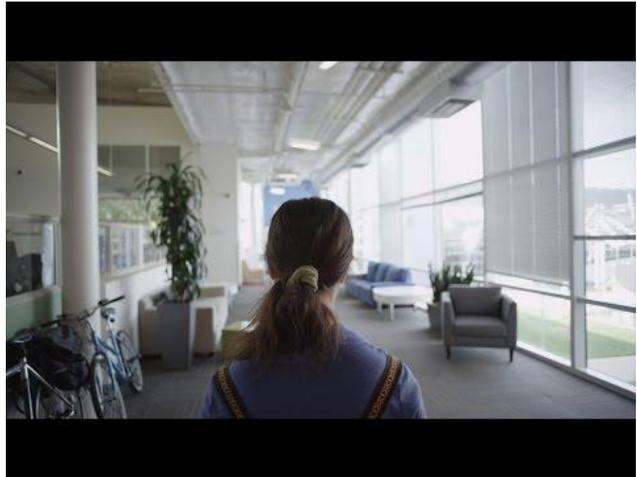
Your introduction matters

- Be positive - reframe and rehearse
- Propose a business value add - talk about how the person could add value to their business:
 - They are really friendly and driven to be helpful and would be a great asset in greeting customers and taking their order.
 - They enjoy working with children and have ways they engage kids in fitness groups.
 - They love fashion and sewing and I could see them being a good window dresser and clothes organiser in your fashion store.
 - John is enjoying doing office admin tasks in work experience. Do you think you might see a role for him here in the future?



Unconscious Bias & Negative Stereotypes

- We all have unconscious bias, including about disability
- Self stigma - internalising public negative stereotypes
- Help others see the person beyond their disability



Strength and role based language

Instead of this...

My daughter has Autism
He can't
Nonverbal
Loves painting
Loves playing basketball
Is 15, but functions at a 5 year old level

Try this..

My daughter, Beth
He needs support to...
Talks with her eyes
Is an artist
Is a basketball player
Is a teenager, he is 15



Positive pitch examples

Hello again. Thanks for our chat the other day. I talked to my son about our conversation and I could see that my son would be really interested in doing (x something that relates to business and your son). Would you be interested in ...

- Receiving a CV from him?
- Seeing a 2 minute video resume that shows his capabilities (oh by the way I have it on my phone now)
- Him coming in for a short trial?



Positive pitch examples

“Hi, I am Fiona and I mentor a young man, Josh, in an admin role in the Health faculty and wondered if there was somebody we could talk to about a potential work experience opportunity?”

“Would you be interested in Jack coming in for a few hours each week to help you with some of those tasks?”

“We are researching work opportunities on behalf of Jack to take up during the school break in June/July, in addition to his current paid work role at the University of Canberra. Jack is in year 11 and is exploring many employment avenues to help him decide on a career beyond school. Some of the tasks in his current employment involves: delivering documents, setting up meetings etc”. When would be a good time to talk?

“Thanks for chatting with me the other day about your workplace. I was thinking about what you said about it being busy with end of month stocktake. My daughter is at school and really interested in numbers and looking for some part time work. Would you be interested in receiving a resume from her?”



Persevere

- Leave a resume with the employer if they sound somewhat interested
- Suggest you will follow up in a week
- Ask when would be a good time to meet the young person
- Start small, do a trial
- Ask what other information would be helpful

Jack Kruger

Strengths

- Team enthusiastic
- Team focused, organized and a problem solver
- Can document and teach well to others
- Can effectively bring and share
- Using research and increase team morale in the workplace

Employment

Field notes

Position: Faculty of Health Administration Assistant
Business: University of Colorado
Dates: February 2012 – August 2012

Position: Game leader/mentor referee for Magara Football Club
Dates: April – September 2012

Position: Workshop and conference presenter – faculty and instructor
Dates: 2010 – current

Position: Owner
Business: Park Mowing: Get your lawn in shape
Dates: November 2012 – current



Asking for Interview Alternative

- A gentle ask
- Be specific about the need and the ask - base on conditions for success
- For example - my daughter finds it difficult to answer questions on the spot. Would you be open to considering adjusting the interview process slightly; eg.
 - Have an informal chat
 - Have a short, work trial
 - Show you a video of her skills
 - Ask for questions before the interview and rehearse
 - Demonstrate a task



Asking for an Interview Alternative

Gus' story

Gus Reichelt
Research Technician
CSIRO



Let's talk about the money

Different ways to approach

- Ask up front before the job starts
- Ask after the employer has sense of person's abilities and skills
- Highlight value they bring
- If working with a service provider it will depend on their method and funding framework (eg. DES or NDIS)
- Pros and cons of these methods
- Be cautious of being in a holding pattern of work experience



Engaging Employment Supports

Many Disability Employment Services (DES) and NDIS providers offer School Leaver Employment Support (SLES) programs

- Best approach to support people with intellectual disability to learn is on the job as it is difficult to transfer information from a classroom to a job
- Ask for individual support
- Outcome of employment

A good provider could help you with finding an employer, arranging work trials, listing possible employers, talking to employers.



DES - Disability Employment Services

In choosing a DES provider you may want to think about:

- Have they helped people you know?
- good reputation?
- listen?
- want to help you?
- use customised employment approach?
- do they promote wage subsidy ahead of the value of the person?
- Do you have a choice of the person that provides support
- How would they introduce you to the employer?



SLES - School Leaver Employment Support

Two years NDIS funding to support employment outcomes

Typically for school leavers but can be accessed earlier

Can be used for discovery, job search, job support, micro-enterprise

Look out for:

- Demonstrated employment outcomes
- Genuine family engagement in processes
- Genuine customised employment approaches
- Avoid Centre based work readiness programs
- Avoid Endless work experience without a paid job in sight
- Work roles with set of small contained tasks



Can be accessed through self management to engage own job mentor

National Disability Insurance Scheme (NDIS)

Goal 1

Gain and maintain paid employment

Capacity building support to break down tasks, sequence and teach me the tasks while planning to fade the support in my current job at (workplace name).

Learn new roles that have been identified for me to undertake in other areas of the (workplace)

Learn how to use new technology (checklist, google chrome extension to read emails etc)

Learn the sequencing of my day of work and to ask for help if needed

Learn the concept of time in relation to my work by learning to use my smart watch

Support in catching the bus from a new location

Engage a specialist to provide mentoring for my job coaches to learn how to do task analysis and use systematic instruction (1 session per week for 48 weeks = 48 hours per year)

Job coach to discover my skills, interests... (4 hours 5 days a week = 20 hours a week)

Support in work experience during school holidays

Training for staff



This booklet covers:
• planning for employment
• exploring your employment goals
• planning for when you leave school
• finding employment providers.

[ndis.gov.au](https://www.ndis.gov.au)



<https://www.ndis.gov.au/participants/finding-keeping-and-changing-jobs>

Finding the right support

- Get a good support match
- Describe the role of the job mentor to the employer
- If fading is possible explain how this might work
- Invest in relationship before work/work experience commences
- Interested in recruiting your own staff?

<https://imaginemore.org.au/resources/support/roles-based-recruitment/>



Negotiating initial tasks and conditions

- Start with tasks where the person will shine:
 - Enhances motivation, reduces learned helplessness
 - Changes perceptions of others about competence
- Start with tasks obvious done/not done
- Build up to tasks that require judgement
- Ideally the workplace will provide instruction to the person directly
- Ideally the job mentor will mentor the workplace
- Be mindful of the parents role



Task Analysis

- Break down task into steps
- Make sure the task breakdown is accurate
- Person is taught the task through demonstration
- Can be used with systematic instruction
- Reduces learned/taught helplessness
- Designed to fade support from the workplace
- Should be done for every new task



Task Analysis

Detailed	Moderate	Minimal
<ol style="list-style-type: none"> 1. Approaches cupboard door 2. Reaches for handle 3. Grasps handle 4. Pull on handle to open door 5. Identifies cup 6. Reaches for cup 7. Rotates cup to locate handle 8. Grasps cup handle 9. Brings cup to chest 10. Reaches for cupboard door handle 11. Grasps door handle 12. Closes door 	<ol style="list-style-type: none"> 1. Opens cupboard door 2. Picks up cup 3. Closes cupboard door 	<ol style="list-style-type: none"> 1. Get cup



Task Analysis

- Consider the environmental cues
- Captures learning, build competence and independence
- Person is observed doing the tasks
- Prompts can be: Physical, Gestural, Modelling, Verbal, Visual, Textual

Pallets

- ▶ Boxes need cutting open with a box cutter and stock being put on the right trolley
- ▶ Avoid the knife sliding towards your face or fingers!
- ▶ Trolley then gets wheeled into the store when it's full
- ▶ Sam is the name of the guy in charge of the dock



Task Analysis Example

Task	Gestural prompt	Verbal Prompt	No prompt	Comments
Open jar by twisting the lid to the right			X	no prompt achieved 4.2.21
Put the blade of the knife into the jam jar		X		4.2.21
Scoop a small amount of jam onto the knife	X			needs G prompt to get right amount 4.2.21



Getting Task Analysis Right



Systematic Instruction

- Try Another Way approach - developed by Marc Gold
- All tasks can be broken down into manageable, trainable chunks
- Used in conjunction with Task Analysis (record prompts)
- Verbal and non verbal prompting
- Regular opportunity to practice to achieve mastery
- Designed to fade out support



Systematic Instruction - an example



Giving Instructions Effectively

Listen for:

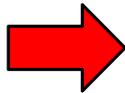
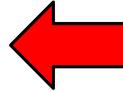
- Concise, clear instruction
- No additional conversation
- Staff member knows the task well



Brassing:

- blankets & cleaning products in silver area
- gloves
- 2 cloths (1 removing Brasse, 1 for adding)
- rub until brass goes darker
- start bottom and go to top
- go over with other cloth (press hard)

Example of a task analysis written while the job was being demonstrated to me



Example of a task analysis that I wrote after I video recorded the demonstration

Dishwasher: slide dishes rack under lid
 pull down lever on right side
 wait for green light to turn off
 pull lever up
 slide out dishes rack to the left
 tea towels on rack to dry with



Capture the learning

Capture the learning

- You want more than 'they had a lovely time'
- Document the tasks and prompts used
- Capture the support needed
- Take photos, video and use the task analysis to inform your written and electronic resume
- Ask the employer for a reference and would they be open to employment.
- Look for opportunities to grow - new tasks
- Update discovery, especially conditions of success

Finding and Hanging Stock



- ▶ Stock comes from the storage room and needs to go in the right section and onto the right shelf
- ▶ Once they're out, someone who is working in the department will give you other stock that you need to put away
- ▶ Find the right section, the right shelf and put the things on it

★★★★★

Pallets




- ▶ Boxes need cutting open with a box cutter and stock being put on the right trolley
- ▶ Avoid the knife sliding towards your face or fingers!
- ▶ Trolley then gets wheeled into the store when it's full
- ▶ Sam is the name of the guy in charge of the dock.

★★★★★



Getting Started

Discovery

Opportunities

Engage Supports

Growth

Fading Support

- Clarity of role
- Develop resources that may help eg. checklist
- Learn how to ask workplace staff for help
- Encouraging interdependence
- Start small with morning routine
- Find meaningful task away from the person when they are competent
- Start small eg. going to the bathroom



Micro-enterprises - Made By Brad



Micro Enterprise stories

[Community Living Project Micro Enterprise Project \(SA\)](#)



[Valued lives Micro Enterprise Project \(WA\)](#)



Setting Up a Micro-Enterprise

- Start with discovering the person
- Community and business needs
- What will be the genuine contribution of the person
- Supporting family and community assets - secondary to person
- Try different ideas - start small
- Can use occupational therapist - help with breakdown of tasks
- Find your niche and quality of product
- Think about relationships
- Start as a hobby before a formal business structure
- Once your hobby becomes a business, you may need licences and permits



Help to set up microenterprise

- Peer group support
- www.business.gov.au
- [Southern Region Business Enterprise Centre](#)
- [Canberra Innovation Network](#)
- [Lighthouse Business Innovation Centre](#)
- [Canberra Business Chamber](#)
- Youtube, [skillshare](#), business advice for young entrepreneurs
- [Valued Lives WA](#)



Crafting a Meaningful Week

- It takes time
- Support to learn what to do during down time
- Pursue multiple, parallel experiences
- Build relationships
 - Small roles lead to bigger roles
 - Local community activity (working bees)
 - Volunteering groups
- High alert and follow up opportunities



Key Messages - The Next Steps

1. Explore many interests	2. Capture learnings about attributes and conditions of success	3. Practice your pitch, positive introduction and asking for a wage	4. Ask for interview accommodations
5. Plan and apply for NDIS funding if relevant	6. Research DES and NDIS services (if relevant)	7. Know what good practice on the job training looks like	8. Plan for a meaningful work



Next Steps

- Webinar will be emailed to you tomorrow. The replay will be available for seven days
- Please complete our feedback form:
<https://www.surveymonkey.com/r/StW-2020>

Now : live question and answer session



LIVE Q&A

Please type your questions in the chat box feature.

Tips for finding work in covid19-interrupted world
we live in now



LIVE Q&A

Please type your questions in the chat box feature.

Award Wages if they're only working at half the speed or need other staff to support them to do their work tasks it seems unreasonable to ask for a full hourly rate the same as the other employees.



LIVE Q&A

Please type your questions in the chat box feature.

What are the prerequisites we should be working on while the student is at school to have them in a position of employability?



LIVE Q&A

Please type your questions in the chat box feature.

What statistics are available on employment of people with autism eg percentage employed, types of work, duration of work, reasons for work being unsuccessful etc



LIVE Q&A

Please type your questions in the chat box feature.

Question from the chat:

How do you start the Discovery Process?



We'd love your feedback

Please complete our feedback form:

<https://www.surveymonkey.com/r/StW-2020>

