

Inclusion in Flight

Preparing our children for employment

The Arc of Philadelphia



- ❖ *When:* 1948
- ❖ *Who:* parents of children with developmental and other disabilities
- ❖ *What:* one of the first of now almost 700 Arc chapters in the United States.
- ❖ *Why:* seeking better services at a time when institutionalization of newborns with intellectual disabilities was the norm.
- ❖ *How:* labored tirelessly for the equal rights and human dignity of people with disabilities

Tanya Regli, Executive Director, The Arc of Philadelphia

- ❖ 25 years in education advocacy
- ❖ High School Secondary Transition Coordinator
- ❖ Co-Founded Viewpoints Learning Project and Special Education Alliance of Cheltenham
- ❖ Professional career in Philadelphia has included Taller Puertorriqueno, Congreso de Latinos Unidos, Aspira, The Philadelphia Foundation and Hispanos Unidos para Ninos Excepcionales (HUNE)
- ❖ MSS/MLSP Bryn Mawr Graduate School of Social Work and Social Research; BA Georgetown University



The Workforce Innovation and Opportunity Act WIOA

July 2014, Rehabilitation Act reauthorized until 2020



What the big deal?

What is the Workforce
Innovation and Opportunity
Act (WIOA)

WIOA is..

- ◆ The first update to the nation's core workforce training program in the 16 years since the passage of the Workforce Investment Act (WIA).
- ◆ Places the importance on Employment First

OVR?

What is the Office of
Vocational Rehabilitation
(OVR)?

Pennsylvania Office of Vocational Rehabilitation

- ❖ Provides vocational rehabilitation services to help individuals with disabilities prepare for, obtain, or maintain employment.
- ❖ There are 21 district offices statewide and the Hiram G. Andrews Center in Johnstown.
- ❖ Services include:
 - counseling and guidance,
 - diagnostic testing and assessments,
 - purchase of equipment and devices
 - vocational training, and
 - job development and placement

Our mission is to assist Pennsylvanians with disabilities to secure and maintain employment and independence.

Pre-employment Transition Services

- Requiring Vocational Rehabilitation (VR) Services be available to all students with disabilities
- At least **15 percent** of Federal VR program funds to provide pre-employment transition services to assist students with disabilities make the transition from secondary school to postsecondary education programs and competitive integrated employment
- Allow VR to prioritize serving students with disabilities

What is Secondary Transition?

The Essentials of Secondary Transition

- ❖ Refers to the time a student is completing high school (secondary education) and transitioning to a job or postsecondary education (college).
- ❖ High school students with disabilities are entitled to special education services, including transition services.



President Bush Signing the
Americans With Disabilities Act,
July 26, 1990.

Transition Timeline

Ages 14-15

Familiarize yourself with transition process.

Complete/update psychological evaluation.

If diagnosed with an intellectual disability:

- Register for Intellectual Disability Services
- Meet with Supports Coordinator to develop IEP

Develop transition plan in your IEP.

School main office provides working papers at age 14.

Explore eligibility for medical assistance.

Ages 16-17

Check Multi-Disciplinary Evaluation is current

Psychological, adaptive behavior assessment or individualized testing as needed

Pursue job experiences and paid work experiences

Discuss options with IEP team

Explore post-secondary education opportunities

Make sure IEP has current achievable goals

Age 18

Apply for Social Security Benefits without parent resources being considered. Complete redetermination paperwork.

Males: register for Selective Service.

Continue to pursue paid work experiences in the community

Options at graduation time:

- Collect Diploma
- Employment 1st Philadelphia
- Alternative education options (i.e. collect certificate)

Make sure IEP has current achievable goals

One year before leaving school

Apply for Office of Vocational Rehabilitation Services (OVR).

Continue career exploration.

Get after school and/or summer pair employment.

If receiving SSI, use Student Earned Income Exclusion.

Make sure IEP has current achievable goals.

Ages 18-21

Academic support can take place outside of traditional setting in the community.

Supported paid employment.

Supported internships or apprenticeships.

Supported post-secondary educational experiences.

School can be full time for part time.

Questions?

- Transition Timeline developed by the Transition Work Group
- Employment 1st Philadelphia
- Philadelphia DBH/IDS and Networks for Training and Development, Inc.
- May 2013

Inclusion and Secondary Transition =

- The development of leadership skills.
- Opportunities to practice soft skills needed for long term employment.
- Building a culture and community with people of all abilities.





What abilities our children
bring...

...to the workplace

Workplace Advantages of Brain Differences

- ❖ Many young people with autism also have ADHD.
- ❖ ADHD complicates learning for children with ASD and requires more support.
- ❖ People with ADHD can excel in many occupations, such as police officers, firefighters, sales, medical professions, mechanics, construction, delivery people, etc.
- ❖ Accommodations, such as extremely clear instructions, and using preferred methods of communication, are actually useful for all employees.



Turning “Disadvantages” of ADHD into Advantages



❖ Cannot maintain focus well on one thing



❖ Can focus intensely

Turning “Disadvantages” of ADHD into Advantages



❖ Would rather not spend time on details



❖ Often gets the big picture

Turning “Disadvantages” of ADHD into Advantages



❖ May take on too many tasks simultaneously



❖ Very energetic

Turning “Disadvantages” of ADHD into Advantages



❖ **Blurts things out**



❖ **Good at brainstorming**

Turning “Disadvantages” of ADHD into Advantages

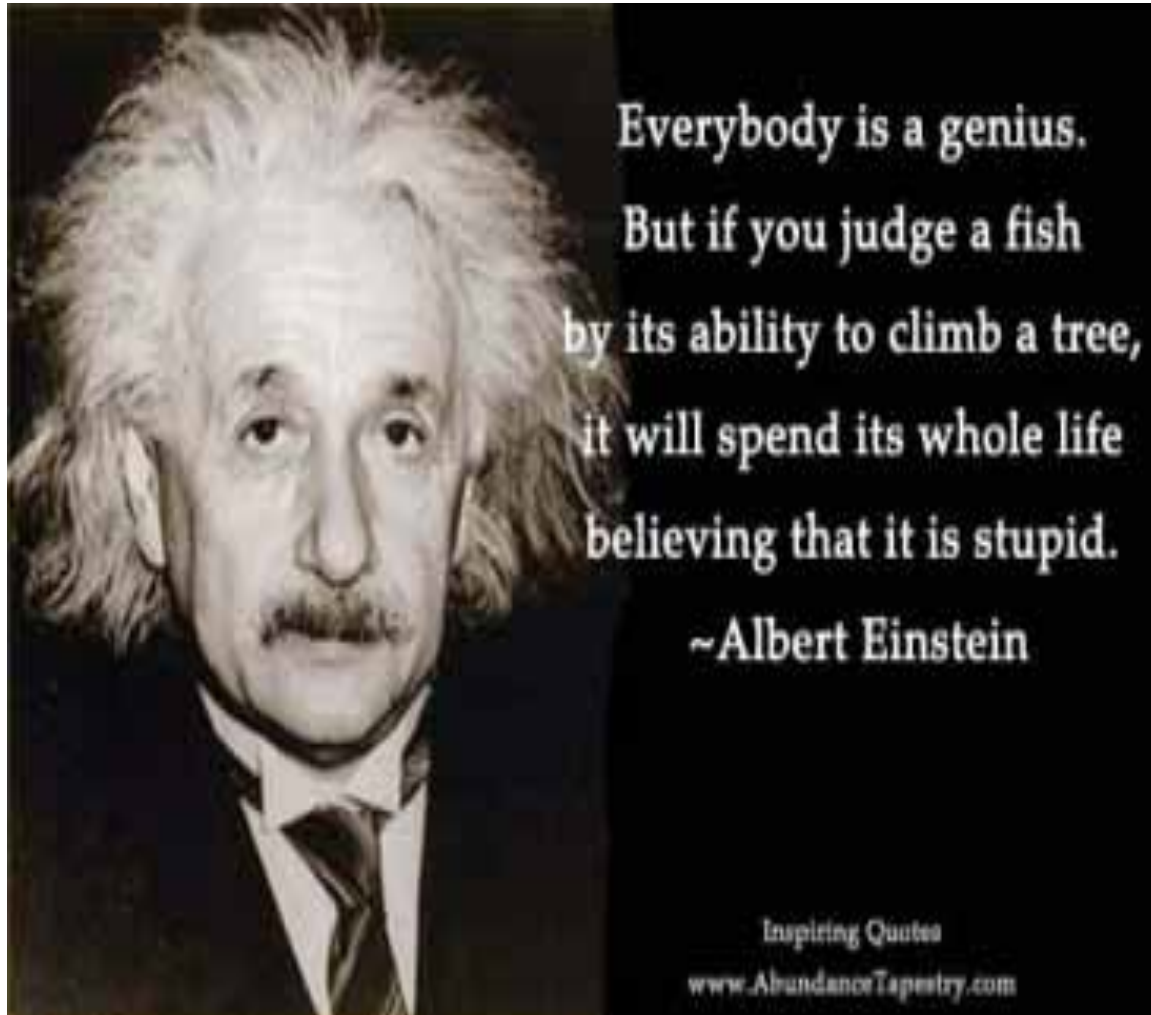


❖ Little interest in non-preferred tasks



❖ Passionate about things of interest

Recognizing Strengths Brings Out the Best



Self-Advocacy and Disclosure

Preparing Transition Age Youth with Autism for Employment

Self-Advocacy: Defined

Self-advocacy involves knowing when and how to approach others in order to negotiate desired goals, and in order to build better mutual understanding, fulfillment, and productivity.

Successful self-advocacy often involves an amount of disclosure about oneself that carries some degree of risk, in order to reach a subsequent goal of better mutual understanding.

Areas of Self-Advocacy: Overview

- What are we doing now to prepare for successful self-advocacy?
 - **Awareness of Need**
 - Environmental
 - Cognitive
 - Social-Emotional
 - **Advocacy Effort**
 - **Disclosure**
- **Interdependent Living** for:
 - Education
 - Community
 - Relationships
 - Residential Employment

Four Steps to Disclosure

Self Determination

1. Awareness of strengths and challenges through verbal, pictorial, and other communication.
2. Rack up strengths and challenges.
3. Non-judgmental comparison of characteristic with others and potential role models.

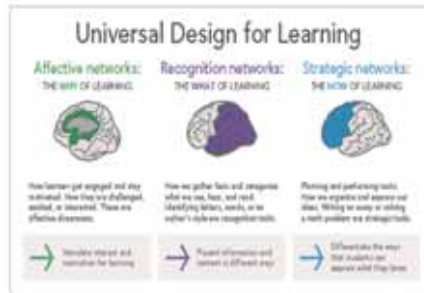
Disclosure

4. Present the label summarizing a condition rather than a name for a set of deficits.

Self-Advocacy

5. Making ones needs known in a way that others can understand and provide support.

Secondary Transition Resources



U.S. Department of Education

Autism Spectrum Disorders (ASD)



Disabilities, Opportunities, Internetworking, and Technology



Thank you

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