Mass Advocates for Children
Bi-weekly Chat Series
October 15, 2020


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Transition Leadership Program
Institute for Community Inclusion
Agenda

• Overview of Transition Program & MAICEI Practitioners
• Transition Services
• Innovative Practices and Solutions:
  - Transition Assessment
    – Career Development Education (Career awareness, Career Exploration, Career Immersion)
  – Higher Education
  – Independent Living
University of MA Boston: Transition Leadership Program
Feedback from 18 scholars in their final semester
MASSACHUSETTS
INCLUSIVE CONCURRENT ENROLLMENT INITIATIVE
PARTNERSHIPS

- Currently funded partnerships
- Independent partnerships

For more information, contact:
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Transition Services

CCTS TRANSITION SERVICES FLOW CHART

Conduct Age-Appropriate Transition Assessments
- Needs
- Strengths
- Preferences
- Interests

Write Measurable Postsecondary Goals
- Education/Training
- Employment
- Independent Living (as needed)

Identify Transition Services
- Specially Designed Instruction
- Related Services
- Community Experiences
- Employment & Living Skills

Write the Course of Study

Write the Annual IEP Goals

Coordinate Services with Adult Agencies
Strategies used for transition assessment

• Remote and in-person students supported to use One-Stop Career Center interest inventories, skills assessments, work values assessments.

• Setting up time for students to view careers via Dr. Kit career videos, and the website resources and Khan Academy Career Videos.

• Developing informal assessments using Google Forms to customize questions.
Strategies used for career awareness

• Recruiting individuals with a range of careers to join a Zoom meeting with students for presentation and follow-up informational interview. Prep includes video or slide orientation to career and question prep.

• Student alumni recruited to offer informational interviews or virtual job shadows if working (recruited from program’s Facebook page).
Strategies used for career exploration and immersion

Approved to explore outdoor careers with students:
• Landscaping (at Dracut Landtrust)
• Farming vegetables (also at Dracut Landtrust)
• Farming animals (at MSPCA)
• Dog/Pet Care (Just for Pets - doggie daycare and dog walkers)
• Careers with horses (Strongwater farms)
• Landscaping in a city setting (Phoenix Row in Haverhill)
• Architecture/Photography (taking pictures of historical sites for a local museum)
Expectation

SAMPLE CAREER ASSESSMENT SNAPSHOTS

Jared’s Career Plan

Talents & Skills
- Strong eye-hand coordination
- Working as a number of a team
- Enthusiastic worker

Characteristics
- Great sense of teamwork
- Honest
- Empathetic
- Good writing

Interests
- Sports (Basketball)
- Create book TV show

Job Preferences
- Outside
- Working with others
- Casual active

Jared’s Vision

Jared is a nineteen-year-old ninth-grade student, planning to graduate with a diploma in Spring 2021. After graduation, he is considering the idea of continuing his education at a trade school.

Jared would like to pursue a career in a hands-on field, expressing specific interest in becoming a carpenter or an electrician.

Jared would like to acquire his driver’s license and plans to remain living in Massachusetts in the long term.

Upcoming Assessments
- The O’NET Interest Profiler will match Jared’s preferences with potential career options.
- The MA Work-Based Learning Plan will help Jared identify job skills that are transferable, as well as areas to work on.
- The Ravenson Testing Skills Inventory will help Jared figure out what skills to focus on in regard to his career aspirations.

Work History
Department of Public Works [Summer 2019]
- Maintenance Worker
  - Painting, Fixing floors
  - Labeling areas

SSBC Greenhouse (January 2019 – Present)
- Seasonal Worker
  - Building planters
  - Watering and caring for plants

Career Requirements
- CPR
- High school diploma / Apprenticeship
- Electrician
- High school diploma / Apprenticeship
- Pass inspection test

Next Steps...

Spring 2020
- Continue with a vocational certificate through NRC to help Jared on his career path

Fall 2020
- Attend a professional vocational & technical school and participate in a job shadow
- Explore internship opportunities

Winter 2020-21
- Visit a trade school and learn about Job Corps
- Visit Mass hire to learn about career services
- Explore apprenticeship and adult education options
Postsecondary education preparation: Expectation

I am inside of a train to go visit the Umass boston college.

Looking at some classes in umass boston.

This is our tour guide. We listened to what she was talking about.

We were at the ross center with disability with ms c and ms Poulos and they talk about the students and how they take their tests in their classes and in the office.
Postsecondary education preparation: Solutions

• Completing virtual college tours: “…social media exploration, a campus tour with follow up questions, and a meeting with the accessibility coordinator. After the student completed these assignments, I met virtually with him and his parents to review and reflect on this activity. After this, I used to MBTA training materials for travel training and incorporated the college (Pine Manor) into that.

• Arranging for representative from a college's disability services office to do a virtual Q&A with my students as they learn about the transition from IEP support to accommodation support, and how to access support in the college setting.
The Diverse Scholars Program

Virtual Open Houses!
We will be holding two virtual open houses over Zoom to share more information about our program for interested students, families, and school districts. Please RSVP above and we will send you the link to join us!

Inclusive Concurrent Enrollment at FSU:
The Diverse Scholars Program at Framingham State University provides opportunities for students with intellectual disabilities, ages 18–22, to come to campus and engage in FSU courses, internships, and student life.

Opportunities
Diverse Scholars can: audit courses aligned with interests and long-term vocational goals; join FSU student clubs and activities; attend job skills workshops; utilize FSU facilities, and build friendships with peers.

Accomplish
The Diverse Scholars Program provides students with opportunities for increasing independence, self-advocacy, self-expression, and social-emotional skills. Students work with their Ed Coach, peer mentor and University staff to set and achieve personal goals.

Grow
A typical day on campus includes going to class, completing class assignments, spending time with peer mentor and friends, having lunch, visiting the career center, exercising, socializing, and more.

Background
FSU joins other state universities and colleges in offering the Massachusetts Inclusive Concurrent Enrollment Initiative, a statewide initiative since 2007. Click here for more information about MAICEI.

Contact Information
For more information about the Diverse Scholars Program, contact:
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College and Career Fair

• Plan includes having a few representatives of careers as well (i.e. trades people).

• Instead of having 30-50 college representatives in the building and filing the kids into the gymnasium like in years past, it is the hope that there will be an accessible link to a lot of FAQs for students to be able to access the resources remotely. Goal is for students to gain broader understanding of college/careers.

• Additionally, we are arranging some pre-recorded interviews with people in different careers that may not require college.
Strategies for supporting independent living skills/self-determination

• Expanding campus navigation for students using wheelchair

• Using YouTube videos from advocates to learn and then practice disability awareness/disability disclosure (e.g., 411 on Disability Disclosure)

• Learning about workplace rights and rehearsing how to advocate for adaptations with adult advocates via Zoom

• Using resources from the Empowered by THEM blog.

• Logging on with individual students to support ‘chores’ at home; rehearsing and supporting students as they order takeout.
Interagency collaboration

• Online Pre-Employment Transition Services – broader reach because student and provider schedules are more flexible.

• Increased interagency collaboration due to flexible schedules.

• Working with adult agencies to consolidate information as much as possible to facilitate getting 688 referrals through.
Questions and Discussion

Thank you

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