



Getting and Keeping the First Job

A curriculum created by the National Family Advocacy Support and Training (FAST) Project, a project of PACER Center: fastfamilysupport.org

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What You Need to Know

- Self-awareness
- Career planning
- Role of families
- Building a resume
- Disclosure and job accommodations
- Interview tips
- How agencies can help
- Other nuggets



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It All Begins with Self-awareness



- Many youth don't know what their disability is, or haven't practiced telling others about it.
- It is crucial that youth know how their disability affects them in school and on the job.

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Career Planning

Before youth begin looking for a job, ask:

- "What is your dream job?"
- "What do you need to know to do that job?"
- "What classes in school can help you learn the skills you need?"
- "Do you like to work inside or outside?"
- "Do you have good times of the day and bad?"

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Why Career Planning?

- Helps avoid poor job matches
- Helps improve transition or employment plans such as the Individualized Education Program (IEP)
- Helps youth begin thinking about work in productive way
- Helps youth see a realistic, step-by-step plan to reach long-term career goals

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How Families Can Help



Positive family involvement with youth leads to employment and academic success.

How to help:

- Identify strengths of youth
- Catch early signs of problems at work
- Work on "soft skills" at home
- **Maintain High Expectations of Youth**

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Using Personal Networks

- Relationships, not want ads, provide the most job opportunities.
- Everyone has a network within the community they can use.
- Use your network to find opportunities.
- Tell service providers, such as Vocational Rehabilitation, about them.
- How did you find your first job?

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DVR Support

<ul style="list-style-type: none"> • State agency that helps people with disabilities remove barriers and find work • Voluntary program with no age restrictions once in 	<ul style="list-style-type: none"> • DVR works with schools to support youth • DVR 101 video :https://tinyurl.com/yakyp92 • Youth in Transition: https://tinyurl.com/y8mxu7gd
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Pre-Employment Transition Services

<ul style="list-style-type: none"> • DVR works with schools to provide: • Job Exploration Counseling • Work Based Learning • Information on transition or postsecondary education programs 	<ul style="list-style-type: none"> • Workplace Readiness Training • Self-Advocacy Instruction, including peer mentoring • 15% must be spent on these services
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The Resume



- Do we expect youth with disabilities to follow the same process as others to find employment?
- Every job seeker needs a resume.
- Be creative about what's listed. Paid employment is not the only example of work experience and skills.

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Volunteering

Use volunteer experiences to build work skills and improve a resume.

- Volunteering is not a long-term solution to paid employment
- Volunteering shows employers that youth want to work despite lack of paid employment
- Try several experiences so youth can explore different types of jobs

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Job Accommodations

- Allow person to perform "essential functions" of a given job
- Are usually inexpensive and simple to put in place
- Can lead to a positive experience for youth
- Identifying potential accommodations
- Can be used to demonstrate initiative to employers when youth know what they need



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Job Accommodation Network (JAN)

- Use fact sheets and accommodation examples from JAN during interview process.
- JAN includes helpful information for employers about complying with a law called the American with Disabilities Act (ADA).

www.askjan.org

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Disability Disclosure

- It may be necessary for a youth to disclose a disability during the interview process
- It's only necessary if accommodation is needed
- Disclosure is a personal choice
- Youth should practice answering interview questions, including questions that are illegal to ask
- Resources include: 411 On Disability Disclosure (NCWD-Youth)
http://www.ncwd-youth.info/resources_&_Publications/411.html

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The Interview

- Practice the basics
- Never stress the disability, only strengths
- Avoid giving too much information
- Coach young person on responses to disability-related questions
- Know that although they may be allowed to participate, parents or service providers have no legal right to take part in the interview



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The Employer's Perspective

Employers are looking for :

- A good attitude about working
- Honesty
- Punctuality
- Good communication skills
- Reliability
- Appropriate behavior
- Willingness to learn new things

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Keeping the Job

<p>Teach youth to:</p> <ul style="list-style-type: none"> • Show up • Take direction and work well with others • Be flexible 	<p>Families Can:</p> <ul style="list-style-type: none"> • Build support system at work • Communicate regularly with employer and service staff • Know that sometimes it just doesn't work and that's OK
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Additional Advice

- Practice filling out job applications
- Plan for transportation
- Consider disability management
- Encourage postsecondary education

Remember, the first job should not be the last job. Never stop expecting great things!

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