

# PAID WORK IN TRANSITION:



## Why is it so important?

Michigan Developmental Disabilities Council

### Research shows that youth who have paid work experience in school:

- ✓ Are far more likely to hold jobs after exiting school
- ✓ Have valuable experiences, similar for any youth regardless of primary diagnosis, race, gender or, need for accommodations
- ✓ Express greater job satisfaction

### A Historical Overview:

Traditionally, employment statistics are low for individuals with Intellectual and Developmental Disabilities (I/DD).

- ✓ Federal budget spent on education and employment in 2008: 1% \*
- ✓ Employment status of adults with I/DD and dually diagnosed in 2014: 25.3% employed \*\*
- ✓ Employed adults with I/DD and dually diagnosed making below minimum wage in 2014: 65% \*\*

\*Adapted from Livermore, Stapleton and O'Toole (2011) Health Affairs

\*\*Percentage of employed adults with I/DD/and or, dually diagnosed with a mental illness \*\*FY14 CMHSP Annual Employment Indicators

### Building the necessary skills

The Michigan Developmental Disabilities Council recommends that students and their families begin planning early. Students should receive information about the discovery process, student led IEP's, and be involved in activities that build self-advocacy and self-determination skills. This includes career exploration and building job readiness skills at an early age

"Far and away the best prize that life offers is the chance to work hard at work worth doing."

~Theodore Roosevelt

For information or questions contact the Developmental Disabilities Council at: (517) 335-3158, or on the web at: [www.michigan.gov/ddcouncil](http://www.michigan.gov/ddcouncil)

### Experts on student employment recommend the following activities:

The way to work: how to facilitate work experiences for youth in transition; by Richard G. Luecking.-1<sup>st</sup> ed.; Brooks Publishing Co., 2009.

***Middle School:*** Building self advocacy skills, exposure to career exploration and job shadowing

***9<sup>th</sup> Grade:*** Formal self advocacy instruction, career exploration, job shadowing and student lead IEP's

***10<sup>th</sup> Grade, or 3 years before exiting:*** Transitions prep should be underway, formal self-advocacy instruction, positive personal/career profile, student led IEP's, work sampling, service learning and paid employment

***11<sup>th</sup> Grade, or 2 years prior to exiting:*** Open a vocational rehabilitation case, send applications for post school services, work based experience, and paid employment

***12<sup>th</sup> Grade:*** Internships, apprenticeships, paid employment, linkages to paid employment supports, health, social linkages and public benefits management

