

# Pathways to Employment

Transition Conference

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JULIE BORCHARDT  
NOELLE BORCHARDT

ANGELO PANERELLI  
DAVID PANERELLI  
MARTIE PANERELLI

MARGARET VAN GELDER, DEPARTMENT OF DEVELOPMENTAL SERVICES

# We All Want the Good Things in Life: To Have Valued Social Roles

- Job
- Earn \$
- Do something productive and meaningful- be a 'contributor'
- Friends & Relationships
- Social Opportunities/Fun
- Being an active member of the Community
- Independence

# What contributes to students being employed after high school

- Opportunities for work experiences while in high school
  - Paid jobs have the most impact
- Family Commitment and Support for Employment
  - High Expectations
- Self-Advocacy of Students/Youth
- Self-Determination- identify and express preferences; set goals; solve problems
  - Promote independence

# What Are the Building Blocks?

## What are Typical Developmental Experiences?

- Your Expectations & Belief in the capabilities of your child to have a job as an adult
- Activities: teams; clubs; camps; hobbies; community involvement
- Chores & Responsibilities at home and in neighborhood
- Opportunities to develop increased independence
- Natural opportunities for exposure and learning through typical community experiences
- Typical questions: What do you want to be when you grow up? What do you want to do?
- Ways to explore interests; Settings that are a good fit; Develop social skills
- Develop 'work habits'; soft skills to be successful on a job
- Handle money; make transactions; transportation, make choices
- Identify and talk about different jobs that exist in different settings: stores, bank, restaurants, movies, hospital, gym, etc..

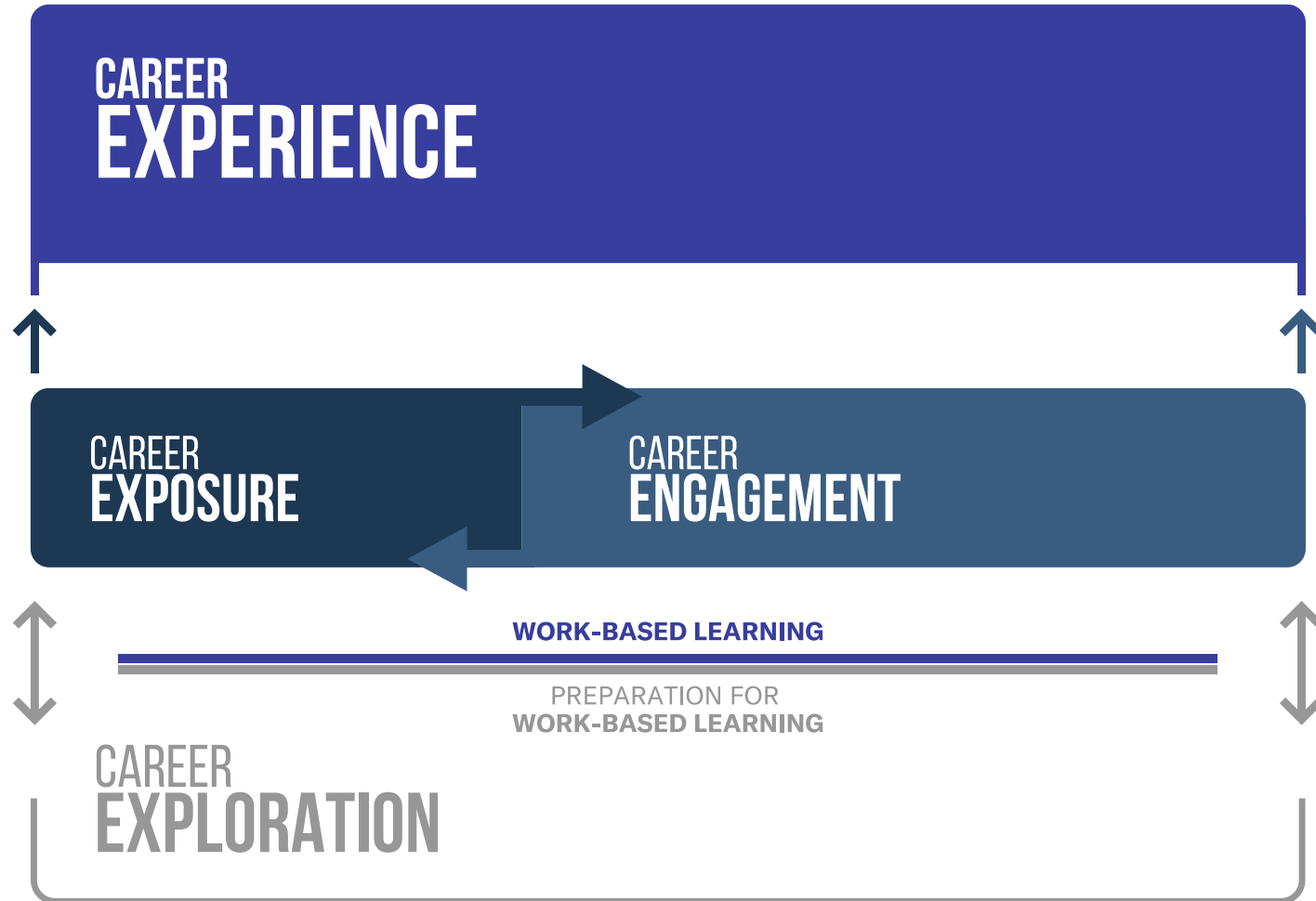
# What is the Role of School in Pathway to Employment

- Developing A “Vision” ~ Use of Transition Planning Form (TPF) as a brainstorming process;
  - This will evolve over the high school years with increased input from student
- Career Awareness: Learning about a broad range of job opportunities
- Career Exploration: More in-depth exposure to different types of jobs through job shadowing; job tours; community service;
- Work Experiences: part-time employment while in school; summer jobs; internships;
- Extracurricular Activities- opportunities to explore interests; develop skills; build independence; foster social skills and relationships
- Connections with adult service agencies & other resources: MRC; DDS; Career Centers; post-secondary options.....

# Families as Partners with Schools, State Agencies and Adult Service Providers

- Finding the right employment situation comes down to determining the right “job match” between the individual’s interests, skills, the environment, and their support needs, with the expectations and demands of the job.
- Families have information that help provide a fuller picture of your son/daughter- interests, abilities, environmental considerations, what is most helpful...
- Families may have local connections that can help open up doors and possibilities: Social Capital
- Families may be able to support skill development at home
- Help with problem-solving
- Be their champion!

# WORK-BASED LEARNING FRAMEWORK



# Career Development Spectrum

The process through which an individual comes to understand his or her place in the world of work





# Angelo's & David's Pathway to Employment

MARTIE PANERELLI, MOTHER  
ANGELO PANERELLI  
DAVID PANERELLI

# Noelle's Pathway to Employment

JULIE BORCHADT, MOTHER  
NOELLE BROCHADT

“Disability exists only in the gap between the individual’s personal competence and the demands of the environment.

If we can close that gap, disability becomes irrelevant.”

Dr. Michael Wehmeyer, University of Kansas

# Discussion with Panelists

Thank You!

Questions & Follow-Up:

Margaret Van Gelder

[Margaret.van.gelder@state.ma.us](mailto:Margaret.van.gelder@state.ma.us)

617.624.7764