

Transition Planning and Employment

As children across New Jersey are moving back into the classroom, let's take a minute to consider the special education students who will spend this next school year focused on moving out of the classroom.

The law requires that the Individual Education Plan (IEP) for students aged 14 to 21 addresses employment and functional vocational evaluation.

According to the National Longitudinal Transition Study, the rate of competitive employment for youth with disabilities out of school for three to five years was 57 percent. It's no surprise the study also showed students with a transition plan who had employment as a specific goal achieved post-school success at a higher rate than those without a plan.

A good place to begin when devising a plan to transition the student out of school is with the student's long-term goals and aspirations for the future. Based on these objectives, develop short-term goals that address the skills that will be immediately necessary upon the completion of school.

Job sampling is one effective way to address employment goals. It offers competitive employment with support services in community settings and includes pre-employment skills like interviewing, travel training and locating employment opportunities.

Job coaches work with students every step of the way. Job sampling helps students determine their abilities and identify potential barriers and also helps a student develop linkages to adult services.

Keys to successful employment include:

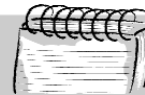
- ✓ **Finding an appropriate job match**
- ✓ **Incorporating a student's interests in the job plan**
- ✓ **Using informal tools like Community-Based Vocational Assessments to measure a student's abilities**
- ✓ **Rooting out and addressing a student's fears or concerns about employment**

Work experiences gained through job sampling can help a

student prepare for the "real world" by encouraging him or her to be more self-reliant and responsible. It builds confidence and boosts self-esteem and helps identify a student's strengths and areas of interest. Many times, it leads to successful and productive post-school employment for the student.

For information or ideas on how employment can be incorporated into a student's transition plan, contact Jackie Edwards, Associate Executive Director at (609) 392-4004 ext. 526 or via email at jedwards@cpofnj.org.

UPCOMING TRAININGS



Cerebral Palsy of New Jersey is offering the following workshops at these county-based Educational Technology Training Centers (ETTC). For more information, contact Fred Tchang at (888) 322-1918 ext. 588 or contact the County ETTC.

September 25, 2003

"Accessibility Features Built into MS Office"
Burlington County ETTC
9 a.m. to 12 p.m.

October 8, 2003

"Dragon Naturally Speaking"
Burlington County ETTC
3:30 p.m. to 6 p.m.

October 23, 2003

"Voice Recognition - What it Can Do for You and Your Students Today"
Middlesex County ETTC
4 to 6:30 p.m.

October 24, 2003

"Integrating Assistive Technology into General Education Settings"
Camden County ETTC
9 a.m. to 2:30 p.m.

November 12, 2003

"AT Internet-Based Resources"
Burlington County ETTC
9 a.m. to 12 p.m.

November 19, 2003

"Using the Technology You Already Have!"
Camden County ETTC
9 a.m. to 2:30 p.m.

December 2, 2003

"Voice Recognition - What it Can Do for You and Your Students Today"
Camden County ETTC
9 a.m. to 2:30 p.m.

December 10, 2003

"Kid-ergonomics/Ergo-KID-nomics"
Camden County ETTC
3:30 to 6 p.m.

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-  **IEP Development and Consultation**
-  **Transition Planning & Implementation**
-  **Vocational Assessments and Training**
-  **Assistive Technology**
-  **Augmentative Communication**
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-  **Extended School Year Support**
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**CALL US TODAY AT
(888) 322-1918
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The potential impact of Augmentative and Alternative Communication on young children

Some parents and teachers are reluctant to begin using Augmentative and Alternative Communication (AAC) with young children. A common fear is that a child won't develop speech if he or she is relying on AAC.

Actually, according to CP of New Jersey Augmentative Communication Specialist Stacey Buck, MS, CCC/SLP, ATP, the introduction of AAC frequently has a positive effect and helps a child develop speech faster than he or she would have otherwise.

It is appropriate to introduce AAC when a child's speech is not developing or when caregivers or parents are unable to interpret a child's early attempts at communication, said Buck. There are really no prerequisites or skills a child must have. Early AAC involves gestures, behaviors, and purposeful actions and sounds.

Some AAC devices designed for young children include talking toys or simple devices that allow a child to deliver a specific message. These can help caregivers become more sensitive to the communicative behaviors of a child and can help children make the cognitive leap from unintentional to intentional communication.

Buck offers these general tips for introducing AAC:

- ✓ **Don't change your expectations**
- ✓ **Keep the family involved from the start**
- ✓ **Accept AAC as communication**
- ✓ **Encourage speech naturally**

Buck said sometimes the use of AAC can help alleviate inappropriate behaviors a child may be displaying because he or she is feeling frustrated about a lack of ability to communicate.

To schedule an Augmentative Communication evaluation or an Augmentative Communication training, contact Fred Tchang, Director of Rehabilitation Technology Services at (609) 392-4004 ext. 588 or via email at ftchang@cpofnj.org.

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