

Youth Self-Determination (YSD) Preparing for Work: Knowing Myself

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Ground Rules



Cameras on when possible



Use chat or raise hand to talk (Zoom or actual hand)



Listen to better understand



Ask questions

Question of the Day

**Would you prefer working in a
small group or by yourself?**



What We Will Do Today

- Review some topics from last week
- Talk more about accommodations, disclosure, and different types of self-assessments
- Answer questions in chat
- Watch one or more videos
- Get practice activities to do before next time

Preparing for Work Topics

1. Communication
and Soft Skills

2. Knowing Myself
and What I Need
at Work

3. Support
Network, Tools,
and Resources

4. Getting a Job



SELF-DETERMINATION



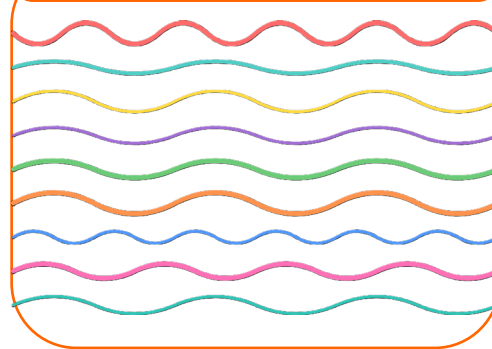
SELF-ADVOCACY



Accommodations



Self-Assessments



Disclosure



Review



Review: Home Activities Checklist Week 1

Accepting Feedback at Work Worksheet

Name: _____

Date: _____

Why Is Feedback Important?

Feedback helps me learn new skills and become more successful at work. Feedback is not meant to hurt my feelings. It is meant to help me improve.

My Feedback Strategies

Read each strategy and check the box if you want to try it.

- ☐ 1. Ask for an accommodation for feedback in writing so you know the steps for next time.

Example: "Can you write down the steps for me so I can remember them?"

- ☐ 2. Take time to process feedback.

Remember: Feedback is not always criticism. It is information that helps me improve.

- ☐ 3. Request concrete (specific) information.

Ask for tasks to be broken into smaller steps.

- ☐ 4. Ask for examples of what to do and what not to do.

- ☐ 5. Set up regular check-ins.

Example: Meet with your supervisor once a week to ask questions and get feedback.

Accepting Feedback at Work

Shorter Worksheet (Visual)

Name: _____ Date: _____

Helping communication supports at my job

Circle or check what might help the most.

- ☐ 1. I need more time to think about it.



- ☐ 2. I need a checklist



- ☐ 3. I need my AAC



- ☐ 4. Say: "Say it again" or "repeat" (I don't understand)



- ☐ 5. Say: "I don't know"



True or False

The difference between hard and soft skills is soft skills are really easy.

- False



Small talk...

Is a conversation with questions and comments about topics of interests.

- True



Is A or B the correct “Small Talk Formula” order?

A

1. Give a parting phrase like “I have to get going”
2. Ask a follow-up question
3. Ask a question
4. Share something related
5. Listen

B

1. Ask a question
2. Listen
3. Share something related
4. Ask a follow-up question
5. Give a parting phrase, like “I have to get going”



Feedback

Feedback from your boss is never a good thing.

- False-getting feedback from your boss can be helpful and a good thing so you know what's expected and you can ask for help.



Self-Determination into Adulthood

High School	Adult Services
Individuals with Disabilities Education Act (IDEA); free and appropriate public education (FAPE)	Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA)
School services are an entitlement (from ages 3-21 or until regular high school diploma requirements are met).	Adult services are based on eligibility which may be different for each agency.
School attendance is mandatory.	Consumers decide to use an adult service agency to support them in their employment goals.
School districts are required to identify students with disabilities through free evaluations and the individualized education program (IEP) process.	Consumers are responsible for disclosing and providing documentation of a disability. They must be self-advocates (see Opening Doors to Self-Determination Skills).
Students receive special education and related services to address needs based on identified disability.	Consumers apply for services needed through various adult service agencies.
Services include individually designed instruction, modifications, and accommodations based on IEP.	Services are individually designed through Individual Plans for Employment or a similar individualized plan developed with the consumer.
Progress toward IEP goals is monitored and communicated to the parent(s) and/or student.	Progress toward employment goals are monitored by the consumer and adult service provider. Self-advocacy is a must.
Schools assist in connecting the student with the community support agencies if so identified as a transition need according to the IEP.	Consumers must request services needed and identify what agencies would best meet their needs.

- More responsibilities as you become an adult
- Navigating employment becomes the person's responsibility
- The more involved you are in your adult services, the more self-determined you are

Wisconsin Department of Public Instruction
[Opening Doors to Self-Determination Skills](#)

Self-Advocacy



- Speaking up for yourself and your rights, needs, hopes, and dreams
- C_____ what you need
 - Communicating

Video

www.youtube.com/watch?v=z2sJ8KmH8ro



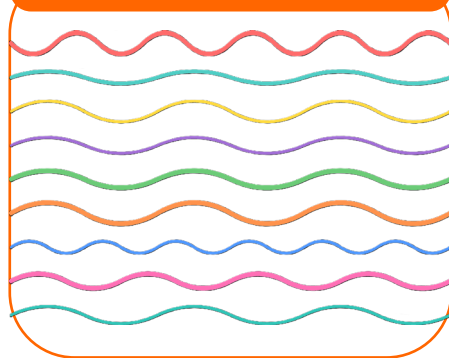
SELF-DETERMINATION



SELF-ADVOCACY



**Self-
Assessments**



What is a Self-Assessment?

It is a survey you take to help you understand your needs and preferences, interests, values, personality, knowledge, strengths, preferences, sensory, communication, learning style, work environment, and self-determination/advocacy.



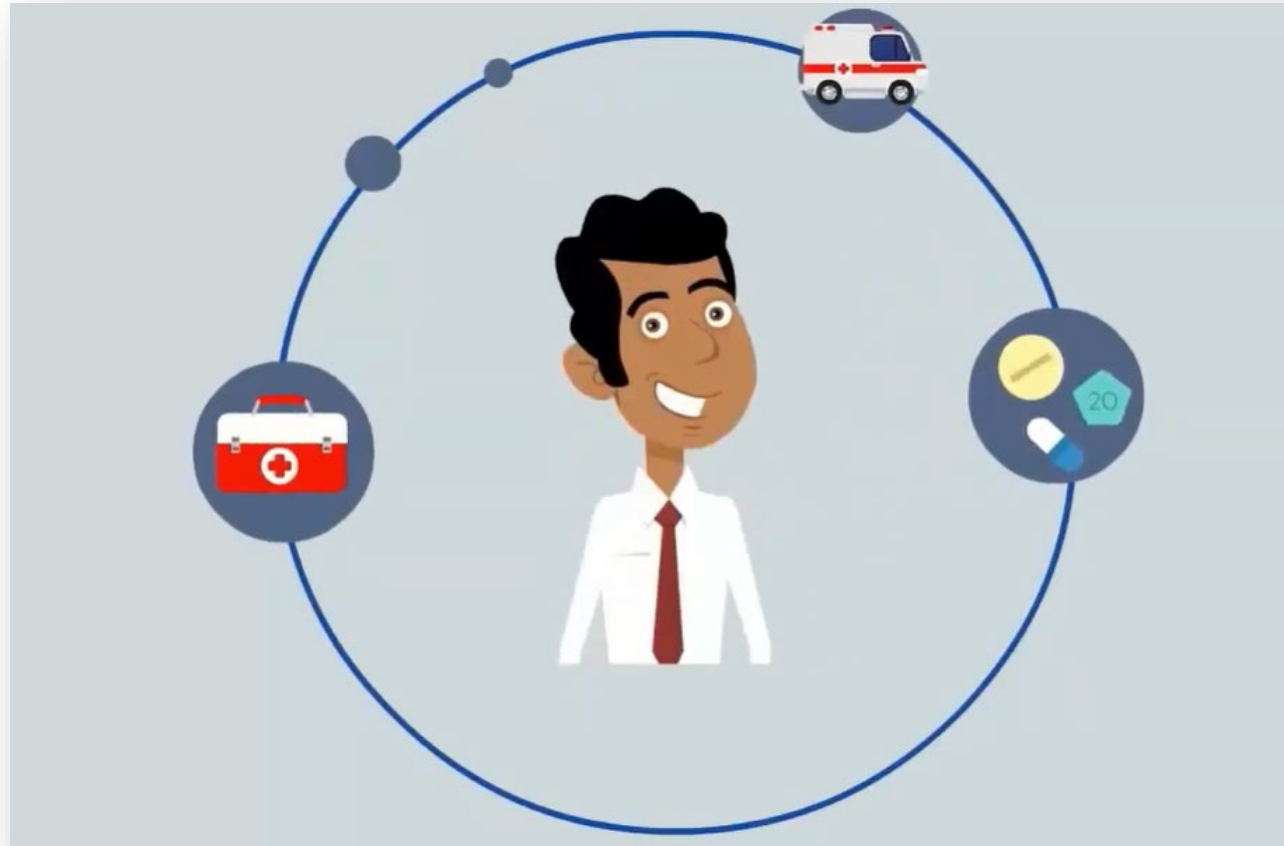
Self-Assessments

- Different forms of assessments such as picture-based, written, and online.
- Interests, preferences, strengths, and other characteristics can change so retaking older assessments or completing new assessments may be needed.
- Gives a picture of you and helps you understand if you are making progress in being more ready for work and independent.



Self-Assessment Video

www.youtube.com/watch?v=E2eLsEOrSUU



[*Academic Success Algonquin College*](#)

Employment Readiness Assessment

- Checklist-read the statement and mark “yes” if you are doing the activity and “no” if you are not
- In the Priority box, you can put an “x” in the box or number your priorities-for example, your top 5 priorities to start working on



Included in this week's home activities

Employment Readiness Checklist for Teens and Young Adults with Disabilities

Name: _____

Date: _____

Planning My Future

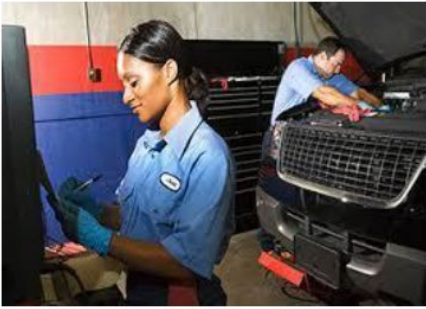
Planning My Future	Yes	No	Priority
I direct my IEP meetings or am involved in all IEP decisions. If you are out of high school, indicate whether you did attend and run IEP meetings.			
I know what my short-term employment goal is.			
I know what my long-term career goal is.			
I have a plan for achieving my long-term career goal.			

My Job Search Skills

My Job Search Skills	Yes	No	Priority
I have researched employers and where I would like to work.			
I have received permission from my references to give their names and information to possible employers.			
I have a completed job application or information sheet.			

Visual-Pictorial Interest Inventory

A



B



C



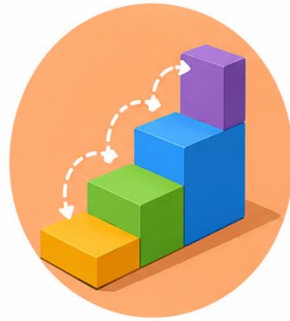
- Put one "x" under the picture of what you would most like to do on each page
- Only one "x" on each page
- Maps to 8 different job areas



Included in this week's home activities

Learning Styles

- Visual: Seeing information
- Auditory: hearing information
- Hands-on: doing and practice
- Reading/Writing: reading and writing information
- Social: working with others
- Independent: working alone
- Step-by-step: learning one piece at a time
- Whole picture: understanding the big idea first



Learning Style Assessment

My Learning Preferences

I am an expert on how I learn. Knowing what helps me learn can help me at school, at work, and in everyday life.

Name: _____ Date: _____

When I Learn Something New...

Seeing It Helps Me

- ☐ I like pictures.
- ☐ I like charts or diagrams.
- ☐ I like someone to show me how to do it.
- ☐ I like watching a video first.
- ☐ I like seeing an example before I try.

- Checklist to help you understand what helps you most at school or a job
- You pick what helps you learn or work best in different preference areas on the survey



Included in this week's home activities



HOW DO I LEARN BEST?

My Learning Checklist

Everyone
learns in
different
ways!

➔ Directions: Read each sentence.
Put a ✓ in the box if it helps you learn.

Name: _____ Date: _____

1. SEEING IT HELPS ME	2. HEARING IT HELPS ME	3. DOING IT HELPS ME
☐ I like pictures.	☐ I like someone to explain it.	☐ I learn best by trying it myself.
☐ I like charts or diagrams.	☐ I like asking questions.	☐ I like hands-on activities.
☐ I like someone to show me how to do it.	☐ Talking about it helps me remember.	☐ I like practicing more than one time.
☐ I like watching a video first.	☐ I like learning with another person.	☐ I remember things after I do them.
☐ I like seeing an example before I try.		

4. READING AND WRITING HELP ME	5. THESE SUPPORTS HELP ME	6. MY LEARNING SPACE
☐ I like written directions.	☐ I like learning one step at a time.	☐ I learn better in a quiet place.
☐ I like making a checklist.	☐ I like short directions.	☐ I like wearing headphones to block noise.
☐ I like taking notes.	☐ I like extra time to finish.	☐ I like sitting where there are fewer distractions.
☐ I like reading directions before I begin.	☐ I like taking short breaks.	☐ I like good lighting.
	☐ I like using a timer.	☐ I like having my materials organized.
	☐ I like checking my work when I finish.	

7. TECHNOLOGY HELPS ME
☐ I like using a computer.
☐ I like using my phone or tablet to help me learn.
☐ I like speech-to-text or text-to-speech tools.
☐ I like reminders or alarms.

★ I am the expert on how I learn. Knowing what helps me learn can help me at school, at work, and in everyday life. ★

MY TOP FIVE LEARNING SUPPORTS

Choose the 5 things that help you the most.

- _____
- _____
- _____
- _____
- _____

I LEARN BEST WHEN...

I learn best when _____

One thing teachers can do to help me is _____

One thing bosses or job coaches can do to help me is _____

One thing I can do to help myself learn is _____

MY LEARNING GOAL

This week I will try one learning support that works for me.

☐ Use a checklist	☐ Take notes
☐ Ask for an example	☐ Practice again
☐ Ask someone to show me	☐ Ask questions
☐ Break the job into steps	☐ Use reminders
	☐ Other: _____

Learning Style Assessment

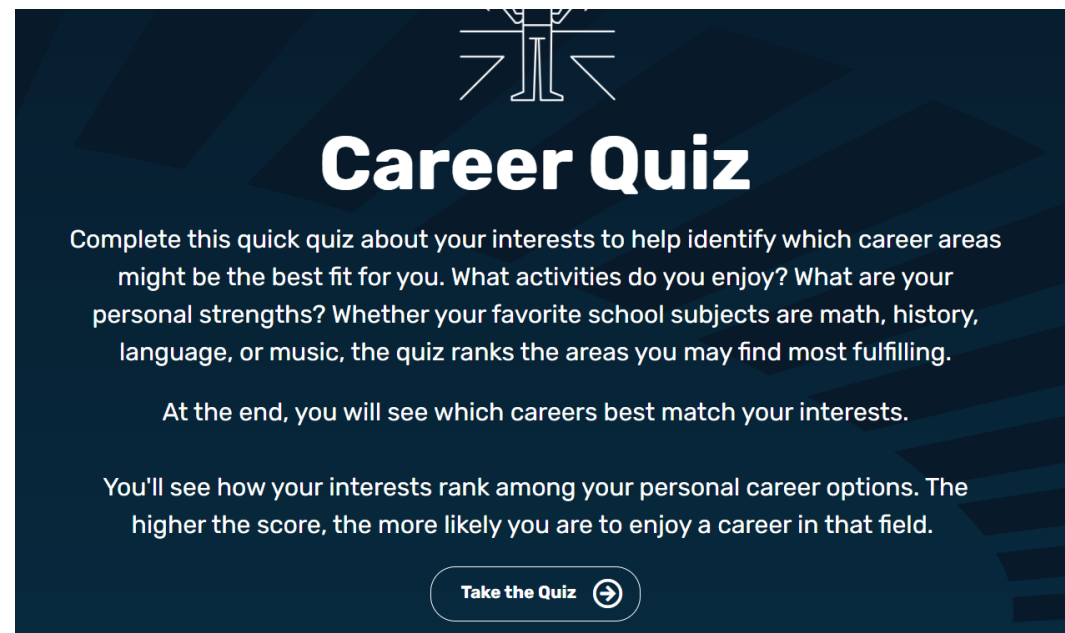
- Visual checklist
- Check which pictures help support you



Included in this week's home activities

Career Interest Assessment

- Matches possible jobs to you based on the activities you enjoy, personal interests, and school subjects you like (or liked in school)
- Wisconsin Technical College System Programs: [Career Quiz](#)- an online option that is easy to use and results will show what jobs or careers match your interest



SELF-DETERMINATION



SELF-ADVOCACY



Accommodations

Accommodations



Video

www.youtube.com/watch?v=qDuopPMEvTA

WORK ACCOMMODATIONS
= changes or supports
to your job



TRANSITION
SCHOOL

Accommodations

- Something that supports you in your job.
- Know and communicate what supports you need
- You must disclose (share information about) your disability to receive accommodations at work

checklist



Accommodations

DIFFERENT TYPES OF SUPPORT ACCOMMODATIONS AT WORK FOR PERSONS WITH DISABILITIES

1. PHYSICAL & WORKSTATION ACCOMMODATIONS



Adjusted Desks Ergonomic Equipment Accessible Facility

2. ASSISTIVE TECHNOLOGY & DIGITAL TOOLS



Screen Readers Voice-to-Text Large Displays

3. SCHEDULING & FLEXIBLE WORK ARRANGEMENTS



Flexible Start/End Times Remote Work Options Modified Breaks

4. COMMUNICATION SUPPORTS & AIDS



Sign Language Interpreters Captioning Services Clarified Meeting Notes

5. JOB RESTRUCTURING & MENTORSHIP



- Break Down Complex Tasks
- Job Coaching
- Peer Mentorship
- Regular Feedback



CREATING INCLUSIVE WORKPLACES FOR EVERYONE

Workplace Limitations

Examples: hearing, blindness, climbing, lifting, allergies, vision, standing, stress tolerance, taking medication, temperature, pain, writing, reading, learning, physical, or other conditions.



Question

A hidden disability is:

- A. One you can see when you look at a person
- B. One you can't see when you look at a person



Hidden Disabilities

A physical, mental, or neurological condition you cannot see by looking at someone.

- Examples:

- Developmental or intellectual: autism, ADHD, dyslexia, learning disorders
- Mental health: anxiety, depression, OCD
- Pain/Illness: migraines, arthritis, reflux
- Sensory: over or under reactive to certain conditions like noise, smells, tastes and textures, visual, touch, vestibular
- Metabolic/Systemic: diabetes, epilepsy



Accommodation Examples

- Accessible facilities
- Flexible schedule
- Support for assigned tasks
- Workplace policies (i.e., remote work)
- Assistive technology
- Written instructions, visual aids, communication support
- Interpreters



[Adapted from JAN](#)

To get an accommodation...

- You must disclose (share information about) your disability to receive accommodations at work
- Know what supports you need
- Communicate supports you need to your boss



Video

www.youtube.com/watch?v=XYdtPUxjlbE

Example of an employee asking for an accommodation



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Disclosure



Disclosure

Disability Disclosure at Work

- When a person tells their boss or people at work about their disability
- You are *not* required to let people know about your disability
- If you have trouble, are making mistakes, are overwhelmed or frustrated, it may help to disclose your disability to get support
- You must disclose your disability to get accommodations



You Decide How Much You Disclose

- Full disclosure
 - Gives exact diagnosis, documentation, and explains how their condition affects their work
 - Builds understanding
 - More support
- Partial disclosure
 - Don't give exact diagnosis but
 - Stay focused on needs not disability
 - You set boundaries that feel right to you



Disability Disclosure at Work



Scenario 1-"I Thought I Finished Everything"

Employee: Marcus, Grocery Store Stock Clerk

Disability: Learning disability affecting information processing and working memory (not disclosed)

Marcus works hard and wants to do a good job. His supervisor often gives several directions at once, such as, "Stock aisle 4, rotate the older products, throw away damaged items, and let me know when you're finished."

Marcus remembers the first task but often forgets the others. He believes he completed the job correctly until his supervisor points out what was missed. Marcus begins to think, *"I'm trying my best. Why do I keep missing things? I don't want my supervisor to think I'm lazy."*

Disability Disclosure at Work

Scenario 1-"I Thought I Finished Everything"

Marcus thinks to himself:

- *What if people think I can't do this job?*
- *What if they treat me differently?*
- *I don't want special treatment—I just want to do my job well.*



Possible supports or accommodations:

- Written task lists or checklists
- Instructions broken into smaller steps
- A quick check-in after receiving new assignments
- Pictures or visual reminders of completed tasks

Disability Disclosure at Work

Scenario 1-"I Thought I Finished Everything"

What could he say to his manager?

"I've noticed I do my best work when I see the steps written down. Sometimes I miss part of a verbal instruction, even though I'm trying to remember everything. I am diagnosed with a learning delay and ADHD. I have the written diagnosis from my doctor. Would it be possible to get a written checklist or text the steps so I can make sure I complete every part of the job?"



Is this a full or partial disclosure? Does he share his medical diagnosis?

- *Full-the exact diagnosis is shared.*

Disability Disclosure at Work

Scenario 2-"I Can't Focus Under These Lights"

Employee: Sofia, Office Administrative Assistant

Disability: Developmental disability with sensory sensitivity (not disclosed)

Sofia enjoys organizing files and entering data, but the overhead fluorescent lights flicker throughout the day. Most people don't seem to notice, but for Sofia the lights are distracting, uncomfortable, and sometimes give her headaches. She finds it harder to concentrate as the day goes on and worries that her work speed is slowing down.



Disability Disclosure at Work

Scenario 2-"I Can't Focus Under These Lights"

Sofia thinks to herself:

- *Maybe everyone else just handles this better.*
- *I don't want to sound difficult.*
- *If I say something about the lights, will people think I'm making excuses?*

Possible supports or accommodations:

- Move to a workstation with natural lighting
- Use a desk lamp instead of overhead lights
- Turn off overhead lights in her workspace if possible
- Wear non-tinted or lightly tinted glasses if appropriate
- Take brief breaks in a quieter area when needed



Disability Disclosure at Work

Scenario 2-"I Can't Focus Under These Lights"

What could she say to her manager?

"I've noticed that the overhead lights make it difficult for me to concentrate for long periods. I work much more effectively with different lighting. Would it be possible to move to another workspace or use a desk lamp instead of the overhead fluorescent lights?"

Is this a full or partial disclosure? Does she share his medical diagnosis?

- *Partial—stated what her needs are, did not give a diagnosis.*



Requesting a Workplace Accommodation

Requesting a Workplace Accommodation Script

This is a way to think about and practice what you want to communicate about an accommodation. It is a good idea for anyone requesting an accommodation to have someone else review it and give you feedback.

Subject: Reasonable Accommodation Request - [Put your full name here]

Dear [Manager's Name or HR Contact],

I am writing to formally request a reasonable accommodation under the Americans with Disabilities Act (ADA) . I have a medical condition that limits [briefly describe the limitation, e.g., my ability to sit for long periods and to better focus by tuning out the hum of the air conditioner].

To help me effectively perform the essential functions of my job, I am requesting the specific accommodation(s) of: noise-canceling headphones and a modified break schedule where I take two 10-minute breaks in the morning and two 10-minute breaks in the afternoon instead of one 20-minute break in the morning and one 20-minute break in the afternoon. This will allow me to successfully maintain my daily tasks by taking more frequent breaks and being able to focus on my work more.

I am happy to meet to discuss this further and will provide supporting medical documentation if needed. Please let me know what additional information would be helpful.

Thank you,

[Sign here]

[Your first and last name]

[Your phone number]

Request an accommodation in writing

- Get help if you need it
- Follow a script you create about what the accommodation is
- Get help creating the script or have someone look it over

True or False

When you disclose, you always have to give your employer the exact diagnosis of your disability.

- False



Home Activities

(Review Next Week)





Preparing for Work-Home Activities Checklist

Session 2: Knowing Myself

Name: _____ Date: _____

Use the checklist below to work through the assigned home activities for Session 2.
We will discuss the home activities from Session 2 when we meet for Session 3.

Done	Activity
	<u>Activity 1</u> Complete Activity 1: Complete one of the Preference Assessments (either the written or the picture/visual)
	<u>Activity 2</u> Complete Activity 2: Complete one of the Interest Inventories (either the written or picture/visual)
	<u>Activity 3</u> Complete Activity 3: Scenario-Review the Disclosure and Asking for an Accommodation and follow the instructions on selecting useful accommodations and whether the scenario is a full or partial disclosure
	Review the Week 2 Resources provided

Home Activities Checklist

Out of Class Activities

- Start with your Home Activities Checklist
- Work with your parents on this if you have questions



Workplace Readiness Checklist

Employment Readiness Checklist for Teens and Young Adults with Disabilities

Name: _____

Date: _____

Planning My Future

Planning My Future	Yes	No	Priority
I direct my IEP meetings or am involved in all IEP decisions. If you are out of high school, indicate whether you did attend and run IEP meetings.			
I know what my short-term employment goal is.			
I know what my long-term career goal is.			
I have a plan for achieving my long-term career goal.			

My Job Search Skills

My Job Search Skills	Yes	No	Priority
I have researched employers and where I would like to work.			
I have received permission from my references to give their names and information to possible employers.			
I have a completed job application or information sheet.			

Out of Class Activity-1

- Work with your parents, a peer, or mentor to complete if needed

G



H



A



Learning Preferences Checklists

Out of Class Activity-2

- Work with your parents, a peer, or mentor to complete if needed

My Learning Preferences-Written

I am an expert on how I learn. Knowing what helps me learn can help me at school, at work, and in everyday life.

Name: _____ Date: _____

When I Learn Something New...

Seeing It Helps Me

- ☐ I like pictures.
- ☐ I like charts or diagrams.
- ☐ I like someone to show me how to do it.
- ☐ I like watching a video first.
- ☐ I like seeing an example before I try.

Hearing It Helps Me

- ☐ I like someone to explain it.
- ☐ I like asking questions.
- ☐ Talking about it helps me remember.
- ☐ I like learning with another person.

HOW DO I LEARN BEST?
My Learning Checklist

Everyone learns in different ways!

Directions: Read each sentence. Put a ✓ in the box if it helps you learn. Name: _____ Date: _____

1. SEEING IT HELPS ME	2. HEARING IT HELPS ME	3. DOING IT HELPS ME
☐ I like pictures.	☐ I like someone to explain it.	☐ I learn best by trying it myself.
☐ I like charts or diagrams.	☐ I like asking questions.	☐ I like hands-on activities.
☐ I like someone to show me how to do it.	☐ Talking about it helps me remember.	☐ I like practicing more than one time.
☐ I like watching a video first.	☐ I like learning with another person.	☐ I remember things after I do them.
☐ I like seeing an example before I try.		

4. READING AND WRITING HELP ME	5. THESE SUPPORTS HELP ME	6. MY LEARNING SPACE
☐ I like written directions.	☐ I like learning one step at a time.	☐ I learn better in a quiet place.
☐ I like making a checklist.	☐ I like short directions.	☐ I like wearing headphones to block noise.
☐ I like taking notes.	☐ I like extra time to finish.	☐ I like sitting where there are fewer distractions.
☐ I like reading directions before I begin.	☐ I like taking short breaks.	☐ I like good lighting.
	☐ I like using a timer.	☐ I like having my materials organized.
	☐ I like checking my work when I finish.	

7. TECHNOLOGY HELPS ME
☐ I like using a computer.
☐ I like using my phone or tablet to help me learn.
☐ I like speech-to-text or text-to-speech tools.
☐ I like reminders or alarms.

MY TOP FIVE LEARNING SUPPORTS
Choose the 5 things that help you the most.

1. _____
2. _____
3. _____
4. _____
5. _____

I LEARN BEST WHEN...

I learn best when _____

One thing teachers can do to help me is _____

One thing bosses or job coaches can do to help me is _____

One thing I can do to help myself learn is _____

MY LEARNING GOAL
This week I will try one learning support that works for me.

☐ Use a checklist	☐ Take notes
☐ Ask for an example	☐ Practice again
☐ Ask someone to show me	☐ Ask questions
☐ Break the job into steps	☐ Use reminders
	☐ Other: _____

I am the expert on how I learn. Knowing what helps me learn can help me at school, at work, and in everyday life.

Disclosure and Accommodations Scenario

Scenario Practice: Disclosure and Asking for an Accommodation

Scenario: "I Don't Want to Look Like I Don't Know"

Employee: Evan, Auto Parts Warehouse Worker

Disability: Learning disability affecting comprehension and confidence asking questions (not disclosed)

When Evan receives instructions, he often nods even if he isn't completely sure what to do. He worries that asking questions will make him seem inexperienced. Instead, he guesses. Sometimes he selects the wrong parts or completes tasks wrong, creating extra work for everyone.

Evan thinks:

- *Everyone else seems to understand the first time.*
- *If I keep asking questions, they'll think I shouldn't have been hired.*
- *I wish I could ask without feeling embarrassed.*

How Evan might talk with his supervisor:

"I want to make sure I'm doing my work correctly. Sometimes I need to ask a few clarifying questions or see a task demonstrated before I start. Would it be okay if I checked in with you after new assignments so I can be sure I understand the expectations?"

Is the above a full or partial disclosure? ____ Full ____ Partial

Why? _____

Which of the following are possible supports or accommodations the employer could provide that might be effective? Put a checkbox next to the accommodation if you think it would be helpful to Evan (hint, there are two items below that are not as positive or effective and not really an accommodation):

- ☐ Supervisor demonstrates before Evan does it alone
- ☐ Supervisor says, "pay more attention!"
- ☐ Supervisor give him written or drawn procedures
- ☐ Supervisor moves him to an easier task without helping him learn to do the job
- ☐ Supervisor schedules check-ins after beginning new tasks
- ☐ Supervisor assigns a mentor or experienced coworker for questions

Out of Class Activity-3

- Work with your parents, a peer, or mentor to complete if needed

Your Actions for Next Week:

Review and follow your Home Activities Checklist)

- a. Complete the **Workplace Readiness Checklist** (pick the one of your choice to do)
- b. Complete the **Learning Preferences Checklist** (pick the one of your choice)
- c. Complete the **Disclosure & Accommodations** Scenario
- d. Review Link **Additional Resources** on accommodations, disclosure, and assessments.

We are here to support you!



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For more information visit

www.michiganallianceforfamilies.org

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