



Remote Job Shadowing and Work-Site Tours

- To supplement existing on-line work-based learning curricula, we encourage partnering with VR business specialists and/or American Job Centers to identify employers willing to participate in virtual job shadowing (even if business is not currently open) using phone video/facetime, etc.
- Employers start by introducing themselves and explaining the work that their company does followed by an interactive discussion if possible with the student about their own interests and what they would like to do and learn during the job shadow. If job shadow is not able to be conducted live, discussion with the student can occur after they watch the recorded video.
- Employers can provide a virtual workplace tour, introduce the student to employees that may be on-site, and/or explain the job duties of employees.
- Employers can also explain and demonstrate their own work tasks and encourage opportunities, when appropriate, for the student to think about and identify related work tasks at home.
- Students should be encouraged and given time to ask any questions they have about the workplace and the work that employees do.



Structured Assignments to Maximize WBLE in a Group Setting

- During job shadowing, students can benefit from assignments that encourage them to gather information from what they see, hear, and do during the activity and think critically about how the experience connects to their career interests and goals.
- For example, to provide structure to the job shadowing experience, ask the student to complete a virtual career scavenger hunt activity.
- This assignment is used primarily for group shadowing experiences and requires students to work as a team to answer the scavenger hunt questions. This could be done virtually in a group chat or zoom meeting room. Think about what type of reward they could receive for achieving the goal of answering all the questions.
- This provides an opportunity for students to develop team work skills, one of the many soft skills that employers look for in new employees.

[adapted from www.ncwd-youth.info/innovative-strategies](http://www.ncwd-youth.info/innovative-strategies)



Job Shadowing Self-Reflection

- Have the student complete a student evaluation form on-line, via text, or mail with questions about what they learned and how they will apply the new information to career planning. Student can email, text or mail evaluation form back, and this can be used as documentation of student participation and progress.
- The job shadowing evaluation form should include various reflection questions to include:
 - what they learned about the job they shadowed including basic duties, work hours, and the type of education and training needed for the job
 - what they liked and didn't like about the job and whether they would consider pursuing it as a career
 - what other ideas for careers may have arisen as a result of the job shadowing experience
 - suggestions for improving the experience
- After the job shadowing experience, discuss these questions and others with the student to help them decide what next steps to take to further explore their interests or pursue their career and education goals.
- Self-reflection is also a great activity to do on-line with the parent/family.



NTACT

National Technical Assistance Center on Transition



Online Career Tours



NEBRASKA CAREER TOURS

INFORMATION TECHNOLOGY

Information Technology careers involve the design, development, support, and management of hardware, software, multimedia, and systems integration services. The IT industry is a dynamic and entrepreneurial working environment that has a revolutionary impact on the economy and society.



Below are suggested activities and questions to accompany the virtual industry tour. Each component may be used individually or modified to fit the needs of your classroom. For more information on this career cluster, visit these websites:

- www.education.ne.gov/nce/documents/atagance/InfoTech.pdf
- www.glencoe.com/sec/careers/ccclusters/student/clusters/information.shtml
- www.iseek.org/careers/it.html
- www.onetonline.org/find/career?c=16

ANTICIPATORY SET:



Guide the students to think about the importance of the information technology career cluster.

"Take a few moments to think about your day thus far including everything from the time you woke up to right now while you are sitting in this classroom."

"You have 2 minutes to list everything on a sheet of paper. Questions? Get started!"

After time is called, ask students to share their lists with a partner or small group.

"Let's take another look at your lists individually. You have 45 seconds to read your list silently and circle any steps that would not have been possible without technology. Questions?"

After time is called, ask students to share a couple of circled steps/tasks aloud with the class.

"Raise your hand if you have sent an email today? Raise your hand if you watched TV today? Raise your hand if you sent a text message today before coming to class? As you can see, our lives are filled with technology. Today we are going to explore the Information Technology career cluster."

INTRODUCTORY QUESTIONS:



Ask these questions to students; can be given as journal questions or asked aloud. If asking aloud, consider having the students share with a partner first, then calling on students to share aloud. Responses will vary. Remember that these responses are based on the students' knowledge prior to watching the virtual tour.

When you think of information technology, what types of jobs come to mind?

Are these jobs that YOU might be interested in?



Virtual Industry Tours

HEAR + LEARN FROM PROFESSIONALS

Experience virtual industry tours that provide a unique opportunity to get a glimpse inside Nebraska-based industries without leaving your home or classroom.



These virtual industry tours provide a unique opportunity for students, parents and job-seekers to experience Nebraska-based industries without leaving the home or classroom.

The videos showcase different business and industries in each of the sixteen Career Clusters in the Nebraska Model. In addition to the tour of the business/industry, the videos also contain interviews with employees and managers discussing work requirements, education levels, salary and job prospects.

The videos will provide an accurate picture of today's workplace, breaking down stereotypes and assumptions while emphasizing the knowledge and skills required to be successful.



Virtual Work-Site Tours

- **Tour Jobs that People Do in One Workplace**
 - Virtual tours and visits are also a great way to show students a range of occupations and career options that may exist within one business or workplace.
 - For example, an airport, zoo, manufacturing plant
- **Tour “Essential” Jobs (Today’s World)**
 - Grocery stores, hospitals, garage door repair, Heating and Air, Plumbing companies
- **Tour businesses that expose students with disabilities to employment opportunities that lead to industry-recognized credentials, and/or opportunities for internships or apprenticeships.**
- **Workplace tours and visits are most engaging when the employer is willing to provide hands-on opportunities for students to experience some aspects of one or more jobs.**
 - Tough to do virtually, but get creative. What might the student have available at home they could touch and work with that was talked about in the workplace video?
 - If student is really interest in a workplace, document and follow up with an on-site visit in the fall if possible.



Organize Career Cluster Employer Demonstrations

- Use Interactive Activities and Choices to Engage Students
- Organize an event with employers from all 16 career clusters. One activity as an example, could be modeled after the TV game show, “What’s My Line?”
- Professionals in nontraditional careers describe what they do at work and students guess what their occupation is.
- Ideas for professionals include a sky diver, a female firefighter, a chef, a falconer, etc.
- The professionals each talk about how they got to where they are professionally.

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Make Informational Interviews Interactive

- To keep students engaged, provide guidance to employers on how to make it interactive.
- When employers talk about their jobs on-line, they can bring tools of their trade to show what they do.
 - For example, a veterinarian can bring x-rays of animals to demonstrate parts of that job.
 - For example, when inviting employees from a video game design company to speak, ask them to share some video games they are currently developing, and show how they test the games for bugs fix any errors they found.

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Teaching Problem-Solving Through WBLE

- Interactive employer presentations are central to meaningful work-based learning experiences.
- Design employer presentations to engage the student or a group of students in completing a task or solving a problem that the professionals deal with on the job.
 - For example, one employer had students work in groups to design a building site plan using information about city zoning requirements, a permit application, and a cost estimate worksheet.
 - Think about how this very comprehensive activity could be completed virtually, and could include opportunities for a paid work-based learning experience in the summer or fall of next year.

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Mentoring Activities

- Career-focused mentoring involves matching students with vetted adult mentors who assist them with career exploration in various ways.
- One advantage of career-focused mentoring is its capacity to provide students with more individualized support for exploring careers specific to his or her interests.
- The mentoring relationship can consist of telephone or online communication.
- What distinguishes career-focused mentoring from general mentoring is that the mentoring interactions are intentionally focused on helping students identify and explore their career interests rather than just providing general support and encouragement.

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Employer Pre-boarding and Onboarding Videos

- “One of the top ways to showcase a company’s brand and talented workforce is through company onboarding and new hire videos....

Video has always been a favorite way to share insight and so it’s not a surprise that companies are turning to this medium to reveal what the [employee experience](#) is like if you work there....

With more Millennials and Gen Z taking on more leadership roles in the workplace, they are a group of people who prefer content delivered by video. That’s why it’s important to include this element in any [employee preboarding](#) strategy. After all, with a workforce that is increasingly global, being able to [onboard new hires who work remotely](#) is made easier by using videos....”

“7 Companies That Crushed Their New Hire Video”
Jen Dewar, March 25, 2019

<https://www.saplinghr.com/new-hire-culture-video>

- Students can watch these types of videos to gain an even greater insight into the company or business and many are available on-line. Some videos might even demonstrate essential features of performing some of the specific job tasks.



Zynga - Gaming Company: Onboarding Video





[Explore-work.com](https://explore-work.com)



- Created by WINTAC, Employment Resources, Inc. (ERI), the University of Wisconsin-Madison, and the University of Wisconsin-Stout Vocational Rehabilitation Institute (SVRI)
- Series of web-based modules that align with the five required WIOA Pre-Employment Transition Services

[Using Explore-Work.com Webinar](#)



Promoting Financial Health and Resiliency for People with Disabilities and Their Families During the COVID-19 Pandemic

The novel coronavirus, or COVID-19 pandemic, has created uncertainty for Americans' physical, mental and financial health. During this time, we must be vigilant in promoting healthy habits and resiliency. The Center for Disability-Inclusive Community Development (CDICD), managed by National Disability Institute (NDI), has developed five strategies and resources to assist you in taking steps to maintain your financial health.

Assess Your Financial Health

Assessing your financial situation and creating a plan for your financial health is an important part of preparing for and managing through a crisis.

- ☐ Create or update a spending plan: catalog.fdic.gov/system/files/4_PG.pdf. Developing a spending plan assists in understanding your financial situation.
- ☐ Look closely at your expenses. Identify any items that can be eliminated during this crisis.
- ☐ Plan ahead and put together a weekly menu and food shopping list: nationaldisabilityinstitute.org/wp-content/uploads/2020/03/menu-planning-and-shopping-list-2020.pdf.
- ☐ Look at your bills and prioritize which to pay. Call about bills that cannot be prioritized and ask what your options are during this crisis: consumerfinance.gov/about-us/blog/protect-yourself-financially-from-impact-of-coronavirus/.

Find Community Resources

Municipalities and community-based organizations are working to meet the needs of the disability community during this time.

- ☐ 2-1-1 assists individuals who are looking for resources within their community: 211.org.
- ☐ Feeding America is the nation's largest domestic hunger relief organization. Locate a food bank in your area: feedingamerica.org/find-your-local-foodbank.
- ☐ The Disaster Distress Helpline is available 24 hours a day offering free support to people experiencing emotional distress: samhsa.gov/find-help/disaster-distress-helpline.
- ☐ The Administration for Community Living (ACL) has guidance for people with disabilities and caregivers, which includes connections to state and local resources at: acl.gov/COVID-19.



Questions? Send an email to ask@ndi-inc.org.

Be Informed About Benefits

This is a critical time to understand the benefits you receive or your eligibility for benefits.

- ☐ If you receive a Social Security Administration benefit, you can access resources at: <https://choosework.ssa.gov/>.
- ☐ If you have lost a job, you can determine eligibility and apply for unemployment benefits at: careeronestop.org/WorkerReEmployment/UnemploymentBenefits/unemployment-benefits.aspx.
- ☐ Supplemental Nutrition Assistance Program (SNAP) provides assistance for food. Learn how to apply for SNAP benefits at: benefits.gov/benefit/361.
- ☐ Consider applying for help with utility bills. Explore your options: liheapch.acf.hhs.gov/help.
- ☐ The IRS has extended the federal tax filing due date from April 15, 2020 to July 15, 2020. Federal income tax payments can also be deferred to July 15, 2020, without penalties or interest, regardless of the amount owed: irs.gov/newsroom/tax-day-now-july-15-treasury-irs-extend-filing-deadline-and-federal-tax-payments-regardless-of-amount-owed.

Connect with Your Financial Service Providers

Many financial service providers are providing updates and support to their customers.

- ☐ Create a list of each of your financial service providers. This may include banks or credit unions, credit card companies, mortgage lenders or other loan providers.
- ☐ Get updates on what providers are offering their customers during this time by reviewing their specific websites.
- ☐ Sign up for online or mobile banking with your financial service provider. Learn more: fdic.gov/consumers/consumer/news/cnwin18/mobilebanking.html.
- ☐ Explore FDIC-insured ABLE account savings options: ablenrc.org/state-plan-search/.

Stay Connected in a Virtual World

Identifying ways to stay connected to family, friends, colleagues and others can help reduce feelings of isolation during this period of social distancing.

- ☐ Learn about low-cost Internet offers: everyoneon.org/find-offers.
- ☐ Stay connected with others by using video chat (skype.com/en/) or group chat (whatsapp.com).
- ☐ Keep it simple – pick up the phone and call someone you care about.
- ☐ Talk to a stranger through a new app called Quarantine Chat that lets you talk to someone else who is quarantined: quarantinechat.com/.

Charting the LifeCourse Framework

- Core Belief: All people have the right to live, love, work, play and pursue their life aspirations in their community.
- Free tools for students, families & professionals
- All available online - lifecoursetools.com



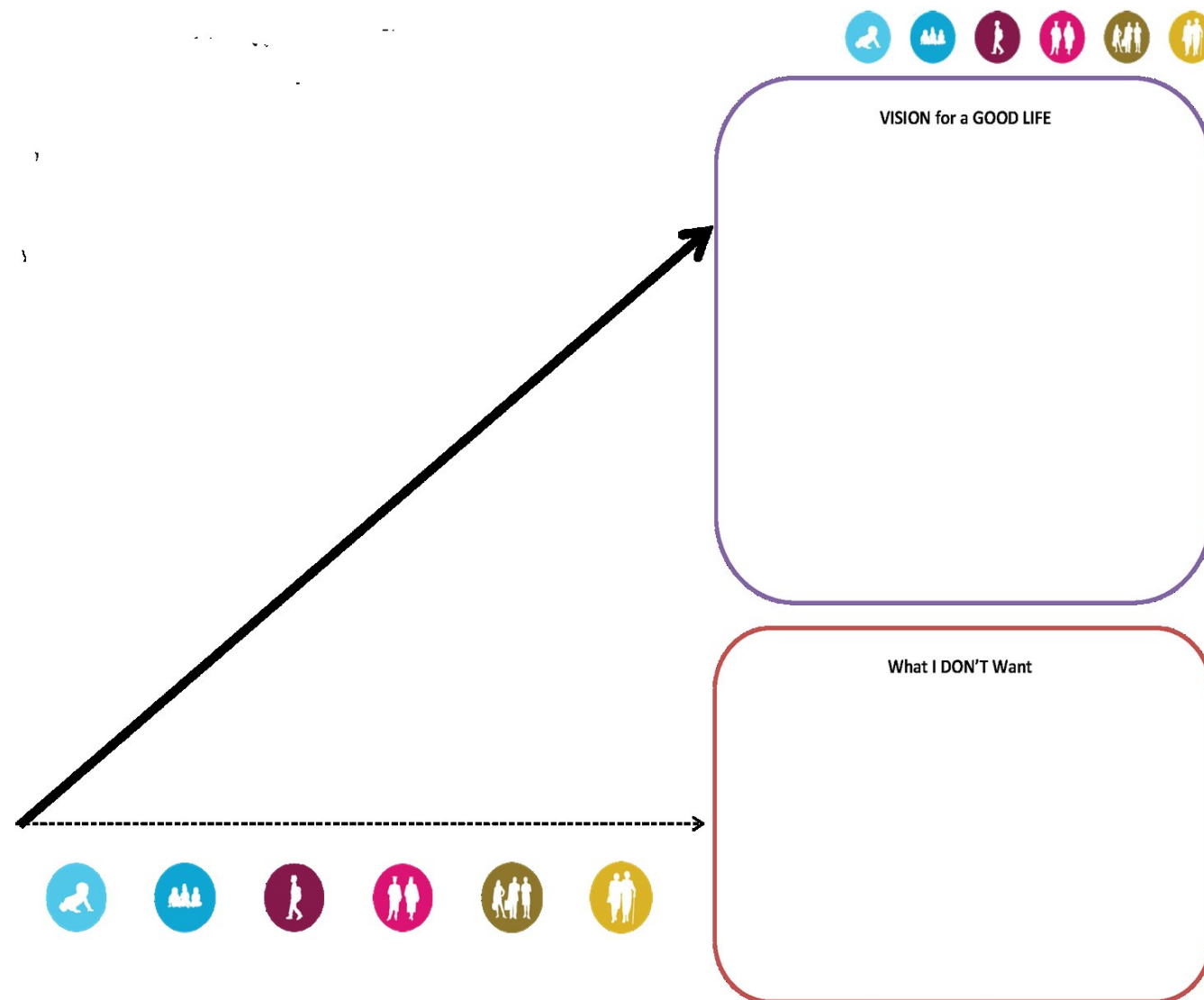
Charting the Life Course

Life Trajectory Worksheet

Everyone wants a good life. The bubbles on the right help you think about what a good life means for you or your family member, and identifying what you know you don't want. You can use the space around the arrow to think about current or needed life experiences that point you in the direction of your good life.

Developed by the UMKC Institute for Human Development, UCEDD.

More materials at www.lifecoursetools.com



Develop a Website Portfolio

KYLE MCGEE

[HOME](#)[ABOUT](#)[CONTACT](#)

Thank you for checking out my page! My name is

Kyle McGee. I am 19 years old. I just finished

my first year at Samford University . I currently

work at St. Vincent's 119 Health and Wellness

where I have been working for the last 3 years.

Its important for you to know that I was born with some significant challenges. I was diagnosed with congenital hydrocephalus and a gene mutation called L1CAM. I use a power wheelchair and a augmentative communication device called ACCENT 1400. If you are interested, please google it to find out more!

Support student in creating a website portfolio which can include:

- Photos
- Interests
- Internship Experience
- Blog
- Education Experience
- Support Team
- Work Experience
- Resume

Create a Vision Statement

- Great tool to help youth express their goals, strengths, & accomplishments
- Can double as a resume

Kentucky Works - Brighter Futures Vision Statement



Andy Meredith, High School Senior

Strengths

*Social
Determined
Shows initiative
Hard working
Independent
Musical
Creative*

Areas I need help:

*Reading
Math
Counting money
Managing time
Keeping track of a
schedule*

Vision Statement: I get my own studio. My job is taking pictures. I get a small house. I get married to Maggie. I also work at Publix. It is really fun. I keep my money in the bank. I want to go to college and live in a new house by myself. My friends will come to my new house.

Accomplishments:

- Worked at Publix since April 2017
- Earned Eagle Scout Award 2018
- Worked on Yearbook staff and lettered in Woodstock High School Mountain Bike Team
- Photography exhibited at Anna's Angels benefit auction and Russian Medical Colleges

What works for me:

Peer modeling and support

*Age-appropriate awards: breaks, money, music,
Specific explanations*

What doesn't work for me:

Babying

Removing me from friends

Focus on Life Skills

Now is a great time to focus on life skills in the most NATURAL environment - at home!

- Household chores
- Build functional skills employers are looking for
- Setting a routine/schedule
- Personal Responsibility



Additional Resources for Youth, Young Adults, and Families



TRANSITION TIMELINE: Know where you are before you can plan where you're going! Find out where you are in the transition to adult care by reviewing the [Transition Timeline](#) for age-specific milestones.



HCT READINESS ASSESSMENTS: Find out what you already know about your health and health care by filling out our [Transition Readiness Assessment](#). Family members: fill out this [version for Parents/Caregivers](#) and compare your answers!



GOAL SETTING: Setting goals is an important part of helping you reach independence in your medical care. Fill out this [helpful one-pager](#) from Children's Mercy Kansas City to set your health goals.

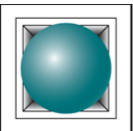


TAKE YOUR HEALTH INFO WITH YOU: A smartphone is a great place to keep important health information. Fill out the [Medical ID](#) on your smartphone, which can be accessed by anyone in the case of an emergency.



ONLINE QUIZ: Are you ready to transition to adult care? Take our [online quiz](#) to find out now!

[Click here for the full tip sheet: "5 Steps to Prepare for Health Care Transition"](#)



THE NATIONAL ALLIANCE
TO ADVANCE ADOLESCENT HEALTH





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JOIN OUR MAILING LIST

Got Transition is dedicated to increasing youth and young adult engagement in health care and improving continuity of care between pediatric and adult health care.

- Sample Content lorem ipsum dolor sit amet, consectetur adipiscing

News & Announcements

Six Core Elements 2.0 Release

Got Transition launches its new website and releases the new Six Core Elements (2.0) with corresponding clinical tools and measurement resources... [more>](#)

Got Transition's New Home

The National Alliance to Advance Adolescent Health is the new "home" for Got Transition's Center for Health Care Transition Improvement. With funding support from the Maternal and Child Health Bureau, Got Transition will focus on

1) transition quality improvement spread,

2) health care professional training,

3) youth and family engagement,

4) policy improvements, and

5) information dissemination... [more>](#)

Nation Survey Updates

The new National Survey of Children's Health, which will be a combined survey of the National Survey of Children's Health and the National Survey of Children with Special Needs, will use a new set of questions on transition. For more information, see the transition research and policy pages>

Budding Career Development Partnerships

Got Transition has formed a new partnership with the Department of Labor's Office of Disability Employment Policy and the HSC Foundation's Youth Transition Collaborative. The goals of this partnership are to transition resources to our respective and educational opportunities related to health care and employment transition planning...

Health Care Providers

Find out about how to implement health care transition quality improvement using the new Six Core Elements of Health Care Transition (2.0). Download accompanying clinical resources and measurement tools for use in any setting.



Youth & Families



Researchers & Policymakers



Got Transition™ is a program of  The National Alliance to Advance Adolescent Health

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Want more information? Visit us at www.GotTransition.org



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Health Care Providers | Youth & Families | Researchers & Policymakers

Health Care Providers

Youth & Families FAQ Welcome

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discovering

tracking

preparing

planning

transferring

completing

health care transition 101

What is health care transition?

If I go to a pediatrician, why do I have to change doctors?

discovering: finding out your doctor's transition practices

At what age should I start thinking about my health care transition?

What do I need to ask my doctor about health care transition?

tracking: keeping track of your own health information

How should I keep track of my health care?

preparing: learning to manage your own health care

Which tasks do I need to learn to do as I transition to adult health care?

How can I make sure I am prepared for my visits to the doctor?

What should I bring with me to the doctor and what should I make sure I have when I leave?

Do you have any advice about managing medications?

What do I need to know about insurance?

planning: planning for to transfer

What do I need to know about legal changes as I turn 18?

I am planning on going to college. How can I transition my health care to the college setting?

About Our Contributors



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Disability Specific Resources

Autism

[Supporting Individuals with Autism through Uncertain Times](#)

[Autism Society - Coronavirus: Response & Resources](#)

[MN Low Incidence Projects Helping Your Child with ASD Learn at Home During Covid19](#)

[Autism Society of Florida](#)

Mental Health

[NAMI COVID-19 - Information and Resources](#)

[Iowa - Mental Health & COVID-19 - It's OK to not be Ok](#)





Disability Specific Resources

Intellectual and/or Developmental Disabilities

[The ARC - COVID-19 Resources for People with Intellectual and/or Developmental Disabilities](#)

[Distance Learning for Special Education Resources for Significant Disabilities](#)

Sensory Impairments

[Virtual Activities for Teachers and Families - TX Sensory Support Network](#)

[Blindabilities.com](#)

[The National Homework Hotline](#)

[Deafverse: Online American Sign Language \(ASL\) Accessible Game for Teens](#)

[Described and Captioned Media Program](#)



<https://thearc.org/covid/>

Plain Language Materials

- **[Plain Language Booklet on Coronavirus](#)** – created by the Self Advocacy Resource and Technical Assistance Center
- **[Información de COVID-19 Por y Para Personas con Discapacidades](#)**
- **[Important Things to Know About COVID-19](#)** – created by the Lurie Institute for Disability Policy
- **[Coronavirus: What Is It and What Can I Do?](#)** – created by The Arc Maryland
- **[Coronavirus Prevention Flyer](#)** – created by the New Jersey Self-Advocacy Project

References:

Much of these resources came from National Technical Assistance Center for Transition (NTACT) and Work Innovative Technical Assistance Center (WINTAC). Please visit www.transitionTA.org to find the recorded webinars under “EVENTS”.