

Career Guidance Practice and Skills to Facilitate Students with Special needs

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Objectives of the Workshop

- Understand the international practices in the field of career guidance for the students with special needs
- Analyse and evaluate the strategies of career guidance for students with special needs

Activity: Self-Reflection



- Any moment when you thought that something that you could not do?
 - What were the feelings associated with it?
 - Write one word on a card placed in front of you

Definitions

- Western Cape Government utilises the definition

"Disability is the disadvantage or restriction of activity caused by a society that takes little or no account of people who have impairments and thus excludes them from mainstream activity(*British Council of Organisations of Disabled People*).

- You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

The Equality Act 2010 doesn't apply to Northern Ireland.

<https://www.gov.uk/definition-of-disability-under-equality-act-2010>

LET'S
DISCUSS

What these definitions demand
from the practitioners?

Who is disabled?

- A person with physical disability cannot study in a university because there are no escalators?

Who is disabled? A student or infrastructure?

- A student with dyscalculia cannot take interest in mathematics because a teacher cannot facilitate?

Who is disabled? Student or the school's expertise or school's leadership?

- A student with special needs has individualized education plan that links to career development, but is not implemented.

Who is disabled? A student with special needs who face challenges in different transitional stages or the system that is not supportive?

International Evidences of Practices

Comparison

Developed Country	Developing Country
UK	Pakistan
<ul style="list-style-type: none">▪ Children and Families Act 2014▪ Education, Health and Care Plans▪ Video diaries https://www.scie.org.uk/care-act-2014/transition-from-childhood-to-adulthood/video-diaries/▪ School-based efforts▪ Higher education	<ul style="list-style-type: none">▪ National Policy for Persons with Disabilities (2002)▪ Higher Education Policy (Higher Education Commission, Pakistan)▪ Practice

Education, Health and Care plans

examples of good practice



<https://www.ncb.org.uk/sites/default/files/field/attachment/EHCP%20Exemplar%20Guide%202017.pdf>
(Council for Disabled Children, 2017)



How a school can address career needs of all the students?

Gatsby Benchmarks and Compass

	Gatsby Benchmarks (Gatsby, 2014)	Meeting of benchmarks by schools (ranks by Careers & Enterprise Company 2017)
1.	A stable career Program	3
2.	Learning from career and labour market information	1
3.	Addressing the needs of each pupil	2
4.	Linking curriculum learning and careers	4
5.	Encounters with employers and employees	5
6.	Experiences of workplaces	6
7.	Encounters with further and higher education	7
8.	Personal guidance	8

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LATEST NEWS: Tickets for our fabulous conference for Special Schools is

We are Talentino!

The Same and Different - Putting Forward the case for Early Career Development for Young People with Learning Difficulties in Special Schools
Ensuring Diversity and Inclusion delivered in the new National Careers Strategy 2016



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Pre-employment support

employment support

Workplace support

Coaching

Recruitment

Management

Consultancy



Other Evidences

United States	Australia	Canada
<ul style="list-style-type: none"> ▪No Child Left Behind ACT (2001) ▪A focus on transition ▪Research 	<ul style="list-style-type: none"> ▪Exclusive Guidelines for Career Development of Young People with Disabilities (Morgan, 2012) ▪Extensive focus on inclusive education ▪Overview of inclusive policy of seven STATES 	<p>Education and life/career planning has integral and central position in the student development framework</p> <p>Key aspects</p> <ul style="list-style-type: none"> ▪ Knowledge and skill based ▪Inquiry-based ▪Developmentally appropriate ▪Holistic ▪Transformational ▪Inclusive and differentiated ▪Varied in its methods of delivery ▪Deeply embedded or “infused” ▪Based on whole-school approach ▪Well-documented ▪Accountable

Components of Transition

- **Pro-active transition education**
- **Dream**
- **Determination of preferences, interests, and strengths**
- **Comprehensive transition needs assessment**
- **Transition planning**
- **Summary of performance**

Key Points

How schools can best prepare students for life after high school

- Teach important life skills within the curriculum
- Develop self-determination/ self-advocacy skills
- Assess and plan comprehensively for transition needs
- Provide instruction in relation to knowledge and skills needed for adult living
- Provide community-based experiences when possible

How families can assist in the successful transition to adulthood

- Become informed about the demands of adulthood and the transition planning process
- Participate in the transition planning process
- Seek assistance when needed

How students can contribute to the transition effort

- Identify their own preferences and interests
- Understand their strengths and their challenges
- Get involved as a contributing member in the transition process
- Know where and how to access supports and services

(Patton & Kim, 2016)

A Quick Reflection



What challenges do you face as a practitioner to support transitions?

Indicators of Post-school Outcomes (Test et al, 2009)

Review of 16 indicators of post-school outcomes in education, employment and independent living

Predictor	Outcome	Effect size
Career awareness	Education, employment	Small
Community experiences	Employment	Medium
Exit exam	Employment	Large
Inclusion in general education	Education, employment, independent living	Small , Medium and Large
Intra-agency collaboration	Education, employment	Small , Medium
Occupational courses	Education, employment	Small , medium

Review of 16 indicators of post-school outcomes in education, employment and independent living

Predictor	Outcome	Effect Size
Paid employment/work experience	Education, employment, independent living	Small , Large (mostly small)
Parental involvement	Employment	Small , Medium
Programme of study	Employment	Small
Self-advocacy/ Self-determination	Education/employment	Small, large
Self-care/independent living skills	Education/Employment/independent living	Small , Medium, Large
Social skills	Education/employment	Medium
Student support	Education. Employment, independent living	Mostly Medium, Large
Transition programme	Education, employment	Medium, Large
Vocational Education	Education, employment	Mostly Medium, Large
Work study	Employment	Small, Medium, Large

Guiding question for the practitioners



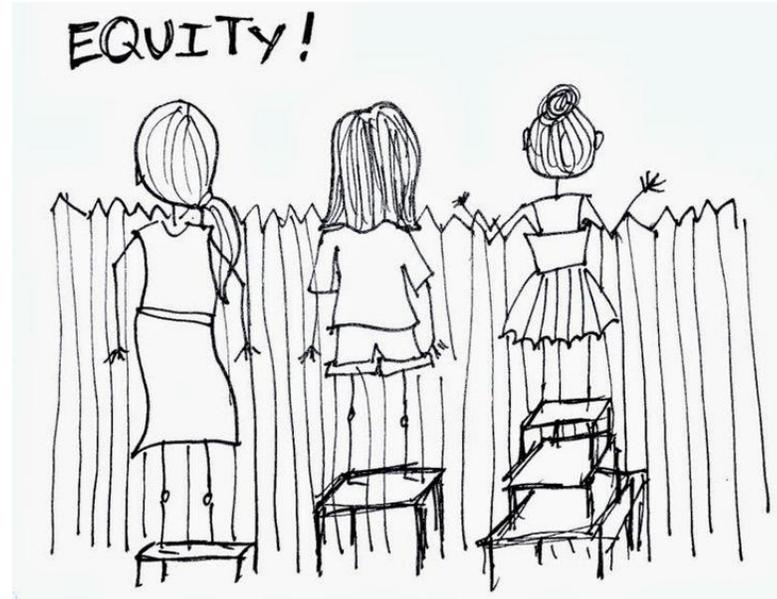
How can we facilitate students with special needs for self-determination, educational success and to gain practical experience in the labour market?

Lessons learned from the evidences discussed

- Education for all
- Individuals and transitional plans
- Integrated approach
- Differentiated instruction
- Differentiated assessment
- Start early
- School-based approaches beyond statutory requirement
- Linking people with special needs with employability



Conclusion





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By age

5 inspiring success stories of people with autism finding employment

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June 15, 2015

At Autism Speaks we've seen several stories of people with autism finding success in employment. With the April launch of Autism Speaks new job portal [TheSpectrumCareers.com](#), we wanted to spotlight a few inspiring stories of people with autism who've found employment today! You can learn about TheSpectrumCareers [here](#).

Related Items



<https://www.autismspeaks.org/news/news-item/5-inspiring-success-stories-people-autism-finding-employment>

Resources for the practitioners

Resource	Weblinks
A sample of EHC plan	http://www.autismwestmidlands.org.uk/upload/pdf_files/1417431440_EHC%20Plan%20Contents%20and%20Examples.pdf
Coaching and mentoring for Autism Spectrum Disorder	https://asmentoring.co.uk/
Preparing students with disabilities	https://www.counseling.org/Resources/Library/VISTAS/2011-V-Online/Article_08.pdf
A focus on occupational and vocational skills	https://my.vanderbilt.edu/specialeducationinduction/files/2011/09/Transition-Planning1.pdf
Prepare students with disabilities for employability in higher education	https://www.colorado.edu/career/students-disabilities
Centre on Community Living and Careers	https://www.iidc.indiana.edu/styles/iidc/defiles/INSTRC/Transition_Services_and_Activities_Definition_and_Examples.pdf
National Center on Universal Design for Learning	http://www.udlcenter.org/aboutudl/whatisudl
Assessment approaches	http://ncse.ie/wp-content/uploads/2014/09/Supporting_14_05_13_web.pdf

Today's practical learning tips

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Thank You

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