

# Pre-Employment Transition Services for Deafblind Students

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# Pre-ETS Review

- ◆ Mandated by WIOA in 2014 that vocational rehabilitation agencies focus more on preparing students with disabilities for life after high school. ALL students who need these services should be provided them.
- ◆ Also mandated that vocational rehabilitation agencies reserve at least 15% of their federal allotment on providing these services.
- ◆ Vocational rehabilitation agencies had to immediately begin providing these services. Federal regulations did not come out until 2016.

# Five Required Services

- ◆ Job Exploration Counseling
- ◆ Work-based Learning Opportunities- Employer tours, job shadowing, internships, work experiences- can be in-school or after school
- ◆ Counseling on enrollment in post-secondary training programs
- ◆ Workplace readiness training to include independent living skills and social skills
- ◆ Instruction in self-advocacy

# Pre-Employment Transition Coordination

- ◆ Attending IEP meetings when invited
- ◆ Working with local workforce development boards, one-stop centers, and employers to develop employment programs for students with disabilities.
- ◆ Working with schools to coordinate and ensure the provision of Pre-ETS
- ◆ When invited, attending person-centered planning meetings for individuals receiving services under title XIX of the Social Security Act.
  - ◆ Title XIX deals with Medicaid programs.

# What's Excluded from Pre-ETS Funds

- ◆ Personal Futures Planning Meetings
- ◆ Interpreter services for Personal Futures Planning Meetings, general meetings between counselor and consumer
- ◆ Transportation
- ◆ Foreign language interpreters- even for Pre-ETS
- ◆ Anything the school should be providing per the IEP and related to a Free and Appropriate Public Education under IDEA.

# Definitions

- ◆ Student with a disability- in KY this means an individual between the ages of 14 and 21 who is being served under an IEP, 504 plan, or has other documented disabilities. To be considered a student, they must be enrolled in any kind of educational setting (public school, private school, home school, Department of Juvenile Justice facility, Adult Education, post-secondary training programs, etc.)
- ◆ Potentially eligible- A student with a disability who has not yet be determined eligible for VR services. These students can receive Pre-ETS, but only Pre-ETS. If they receive Pre-ETS before they are determined eligible, they can continue to receive them even if they do not meet the current Order of Selection.

# What Does it All Mean?

- ◆ What services are your students who are deafblind receiving?
- ◆ Who is providing these services?
- ◆ What obstacles are you seeing in services for students who are deafblind?
- ◆ What is going right?

# Why Do Services Need to be Different for Students Who Are Deafblind?

- ◆ A 2018 study by the National Research and Training Center on Blindness and Low Vision showed that only 38.5% held a job for more than six months after leaving high school. Looking at statistics eight years after exiting high school, 53.8% had a paying job at some point during this time. Also, the more disabilities a student has in addition to being deafblind, the less likely they are to obtain and maintain employment.
- ◆ The same study showed that higher parent expectations, paid work before exiting high school, access to vocational experiences, and access to specialized services by qualified staff improve the likelihood of post-secondary success. However, students who are deafblind have low levels of opportunities to have paid work opportunities.



# What Works?

- ◆ Collaboration
- ◆ Communication- How does the student communicate with others?
- ◆ Relationships- schools, parents, students, referral sources
- ◆ Experiences out of the classroom and in the community
- ◆ Learning more about their vision and hearing loss and being able to explain it to others
- ◆ The earlier the Pre-ETS can start, the better the outcomes
- ◆ Expanding concepts and intentional learning
- ◆ Increasing the expectations of parents, school employees, and professionals

# KY Programs

- ◆ In KY, there are many different ways students are receiving services
  - ◆ Contracts- Regional Coops, JAG, KCTCS, University of Kentucky partners (Deaf-Blind Project and the Teacher Preparation Program for Teachers of the Visually Impaired)
  - ◆ Service Fee Memos- CRPs, work experiences through KY School for the Blind, CWTP, Project SEARCH, Insight (blind, visually impaired, deafblind)
  - ◆ Other programs

# ECC Week

- ◆ The only program in KY designed specifically for students who are deafblind
- ◆ Collaboration between OVR, Deaf-Blind Project, Helen Keller National Center, Teacher Preparation Program for Teachers of the Visually Impaired
- ◆ Usually 8 students attend and are picked by the Deaf-Blind Project
- ◆ Intense week- students are busy for several hours in the day
- ◆ Attendees have all levels of vision, hearing, and communication skills
- ◆ Most students have multiple and severe disabilities- autism, intellectual disabilities, cerebral palsy

# Scenes from Summer 2019



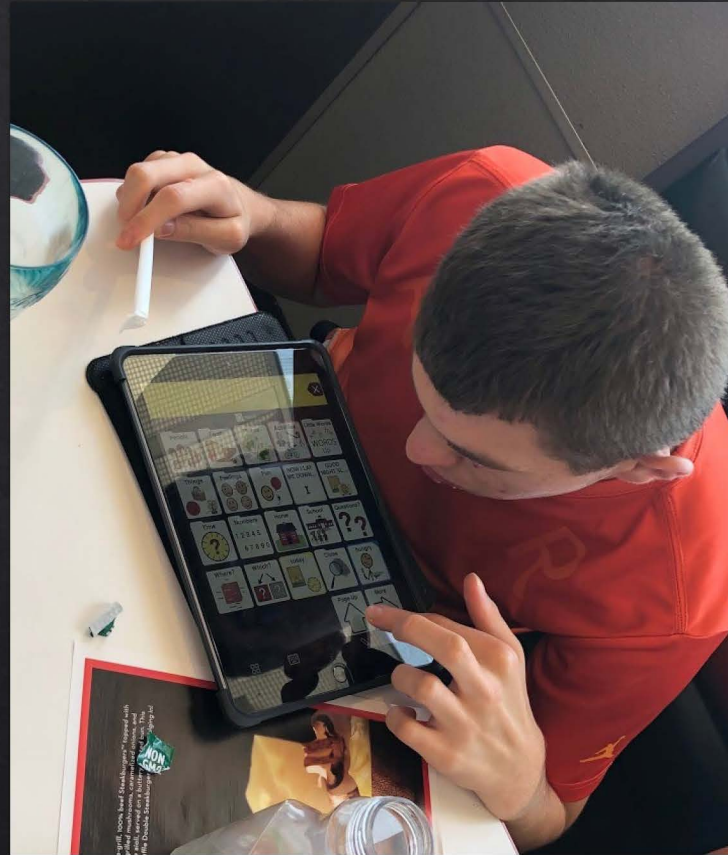
# Working in the Garden picture.



Shopping picture.



Using a personal communication device picture.



# Petting a horse picture.





# Cooking picture.



# Takeaways

- ◆ Students will rise to the expectations that you have for them. Set the bar high to encourage them to strive for more.
- ◆ Parents are often scared about the transition process. Many have only heard what their student cannot do. Be the one to show them and encourage them to look at what is possible.
- ◆ Isolation is an issue for many, even in larger cities. Connections to other students, parents, and mentors are important.

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