

# Starting Out Right!

Planning for and Working on  
Pre-Employment Skills



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## My Vision

**Celia Schloemer**  
Family Support  
Coordinator



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## Why are we here?

What does it even mean to talk about

# PRE EMPLOYMENT SKILLS



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## Pre employment Skills

### skill

[skil]

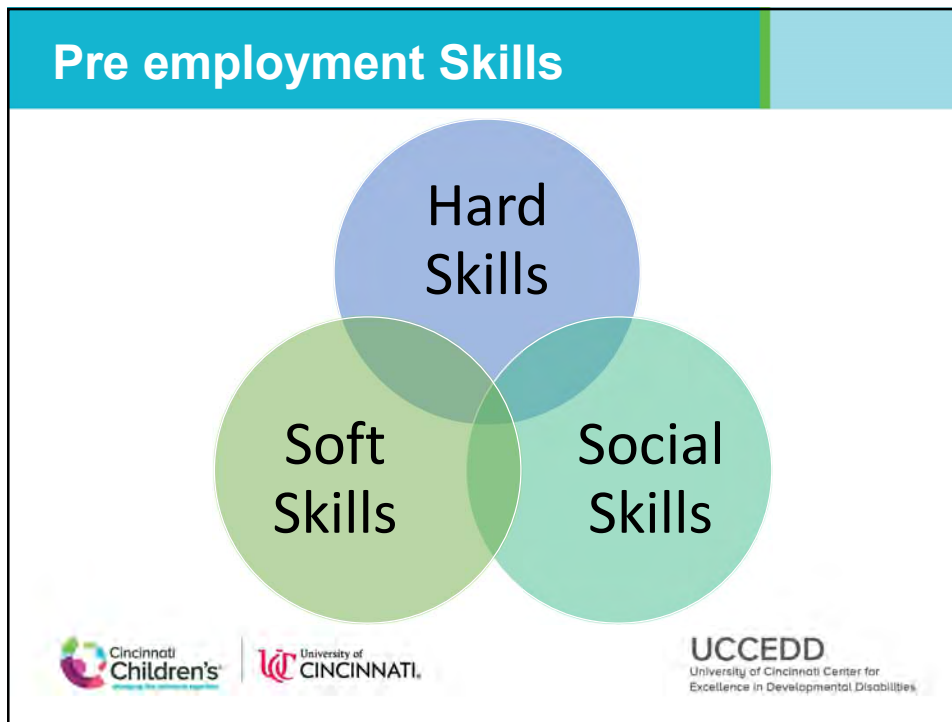
NOUN

1. **the ability to do something well**; expertise. "That is difficult work, taking great skill"

2. a particular ability. "the basic skills of cooking"



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## Hard Skills or Work skills

- Help you do your job better or more easily
- Are a skill that might help you get another job
- Are sometimes measured or evaluated
- Are sometimes offered when hired



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## Hard Skills or Work Skills

### School

- Reading
- Math
- Following directions
- Calculator
- Computer Skills
- Vocational Classes

### Job

- Cash Register
- Food Prep
- Computer programs
- Kitchen Equipment
- Computer Programs
- Time Clock



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## Soft Skills

**Soft Skills =**

- People skills
- + Social skills
- + Attitudes
- + Communication skills



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## Soft Skills

Top **10** Soft Skills



CAREERABILITY SURVEY BY HAYS POLL FROM FEBRUARY 10 TO MARCH 4, 2014



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## Social Skills

### Social Skills=

Getting along with others

+Being flexible

+Creating appropriate relationships

+Adjusting our behavior in each situation

+Adjusting our needs or wants for others



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## Soft and Social Skills

- Help you to get along and work well with others
- Help you do and keep your job
- Are used everyday at work, at school and at home
- Can be learned anywhere



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## Social Skills

### 50 SOCIAL SKILLS FOR KIDS


http://www.andnextcomes1.com

1. Taking turns	27. Staying with the team or group
2. Praising others	28. Complimenting others
3. Celebrating successes	29. Disagreeing politely & respectfully
4. Helping others	30. Taking risks
5. Respecting personal space	31. Accepting criticism
6. Sharing materials	32. Accepting no for an answer
7. Asking for help	33. Recognizing the difference between expected & unexpected behaviors
8. Being a good sport & a good loser	34. Resisting peer pressure
9. Asking permission	35. Sharing ideas
10. Giving criticism	36. Making eye contact
11. Using appropriate voice tone & volume	37. Respecting the opinion of others
12. Making an apology	38. Compromising
13. Participating	39. Negotiating
14. Waiting until speaker is done before speaking	40. Cooperating with others & working together
15. Being a good friend	41. Using good manners
16. Staying on task	42. Thinking before speaking
17. Being kind	43. Learning to forgive
18. Using names	44. Problem solving
19. Encouraging others	45. Being a flexible thinker
20. Waiting patiently	46. Recognizing body language nonverbal cues
21. Communicating clearly	47. Recognizing feelings of others
22. Accepting differences	48. Recognizing feelings of self
23. Listening actively	49. Taking someone else's perspective
24. Conflict resolution	50. Understanding that my actions impact others
25. Following directions	
26. Paraphrasing	


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### Soft and Social Skills


Speaks clearly	Practices personal hygiene
Can stay calm	Good time management skills
Asks for help	Understands deadlines or timelines
Open minded	Acts responsibly
Receives constructive criticism	Self-Motivated
Requests feedback	Able to make decisions with confidence
Understands appropriate work behavior	Willing to do hard things
Speaks at a moderate pace, not too fast or too slowly	Always completes task when asked
Confident	Dependable
Creative thinker	Makes eye contact
Humor	Firm hand shake
Leader	Positive Attitude
Dresses appropriately	Team player
Patient	Concern for others
Respectful	



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## Paving the way to Employment



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## Paving the way to Employment



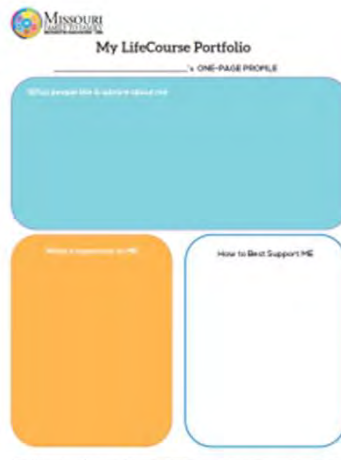
Help them know their value and anticipate their:

- Needs
- Expectations
- Experiences
- Opportunities



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## Sharing your stories with others

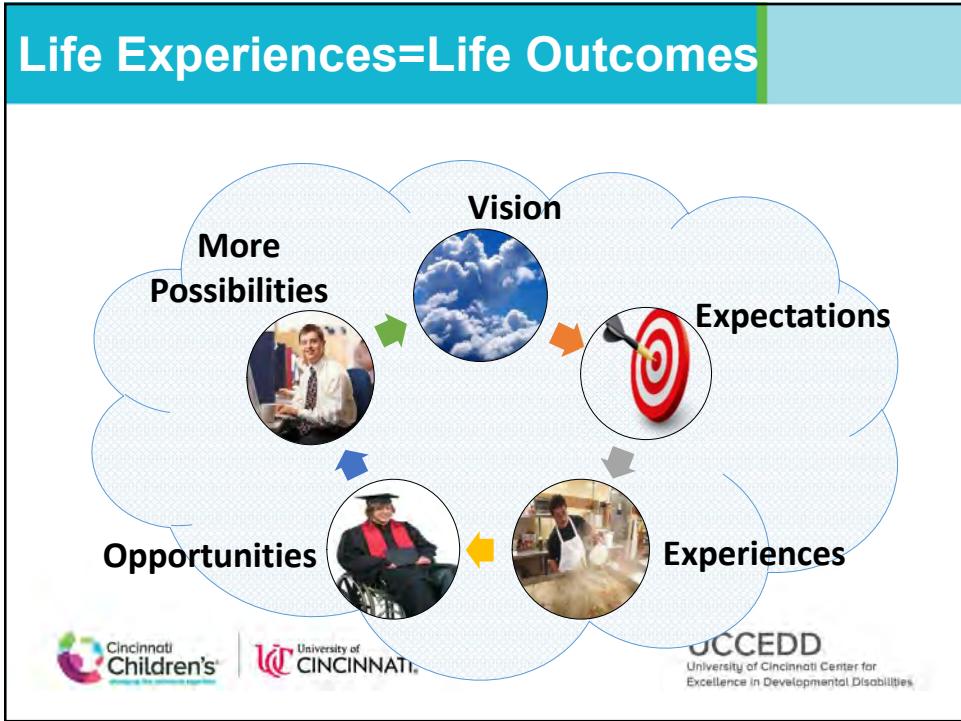


- **What do people like and admire about me?**
- **What is important to me?**
- **How can you best support me?**



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# Anticipatory Guidance

**School Age**

**LIFE DOMAIN** [Icons] **LIFE STAGE** [Icons]

**Individuals are affected in the years from kindergarten through middle school, ages 5 to 18. Now that your child is at school age, he or she will likely spend a lot of time with people other than their parents or family. During this life stage, your child is growing and developing rapidly, and there will be many opportunities to learn and experience that will help them learn and enjoy at home, at school, and in the community, as they move toward becoming young adults.**

**This program is designed to help you think about the common experiences, concerns, and solutions for each life domain during this stage. Life domains are the different, but connected, aspects of life. The where we live, who we spend time with, and what we do every day. On the back, you will find questions to help you think about how supports you and/or your family may need during this life stage.**

**Individuals and families may focus on their current situation and life stage but may also find it helpful to look ahead to think about the life domain that will help create more toward an inclusive, productive life in the future. So we encourage you and/or your family to refer to the Life Stage Series of Programs with the Charting the LifeCourse. To see questions for other life stages, refer to the Life Stage Series of Programs with the Charting the LifeCourse.**

**This publication is based on the Charting the LifeCourse Framework, which was created to help individuals and families of all abilities and all ages.**

- **Charting a course for all ages.**
- **Think about what they need to know and do.**
- **Learning from one to the other supports, and**
- **Make plans to be the ones they want to be.**

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**Transition to Adulthood**

**LIFE DOMAIN** [Icons] **LIFE STAGE** [Icons]

**Individuals are affected in the years from high school through college, and then into the workforce, and into adulthood. This is a time when individuals are learning to live independently, and to make decisions about their future. During this life stage, individuals are growing and developing rapidly, and there will be many opportunities to learn and experience that will help them learn and enjoy at home, at school, and in the community, as they move toward becoming young adults.**

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## The Bus *will* Stop Coming

Have you anticipated that your child will:

- Have independent experiences (volunteer, social, dating)
- Build specific skills of how to look for, get and keep a job?
- Learn what they like to do or want to learn more about?
- Grow to “be their own person”?
- Be able to be safe at home or in the community alone or with limited support
- Know what to do in case of an emergency or disaster
- Know what they CAN do, rather than limitations of their disability?

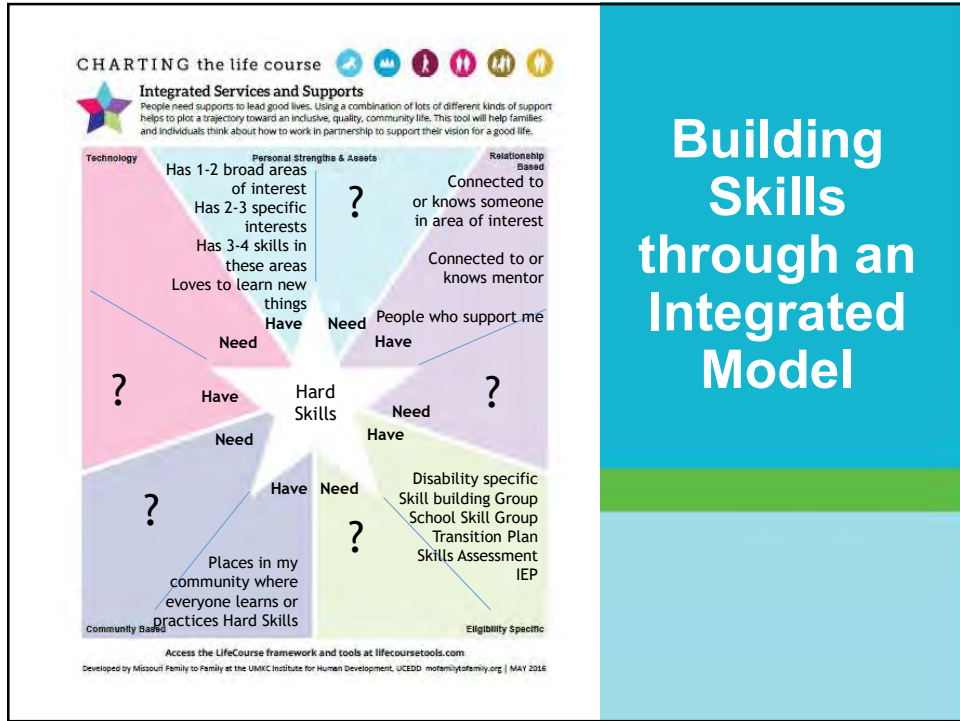


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## Integrating supports to build skills

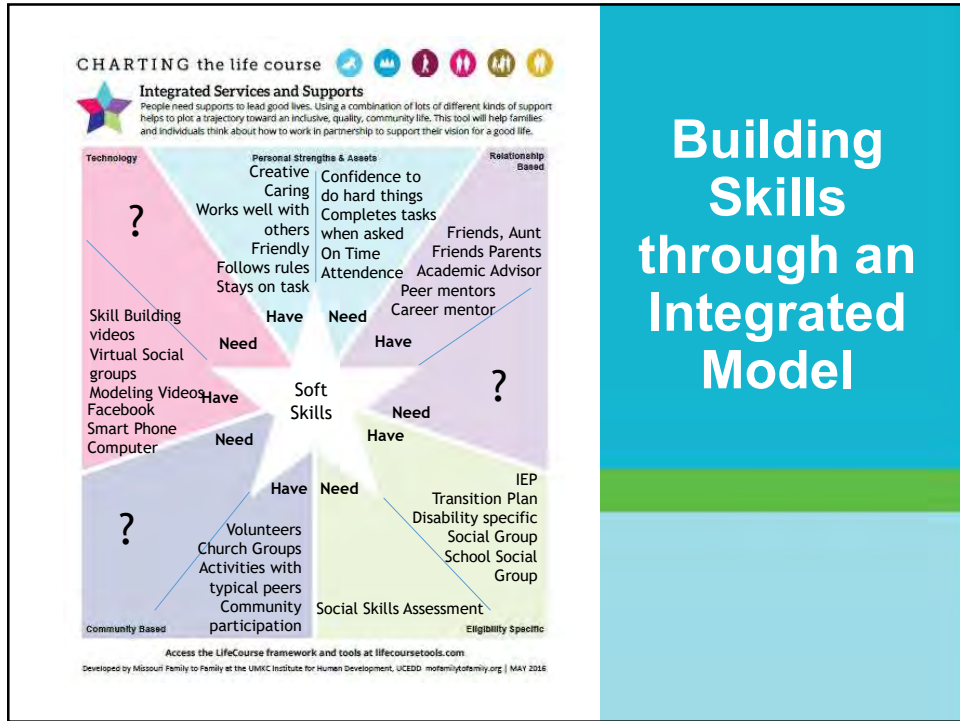


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**Building Skills through an Integrated Model**

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**Building Skills through an Integrated Model**

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**CHARTING the life course**

**Integrated Services and Supports**  
 People need supports to lead good lives. Using a combination of lots of different kinds of support helps to plot a trajectory toward an inclusive, quality, community life. This tool will help families and individuals think about how to work in partnership to support their vision for a good life.

**Building Skills through an Integrated Model**

Access the LifeCourse framework and tools at [lifecoursetools.com](http://lifecoursetools.com)  
 Developed by Missouri Family to Family at the UMMC Institute for Human Development, UCEDD: [mofamilytofamily.org](http://mofamilytofamily.org) | MAY 2016

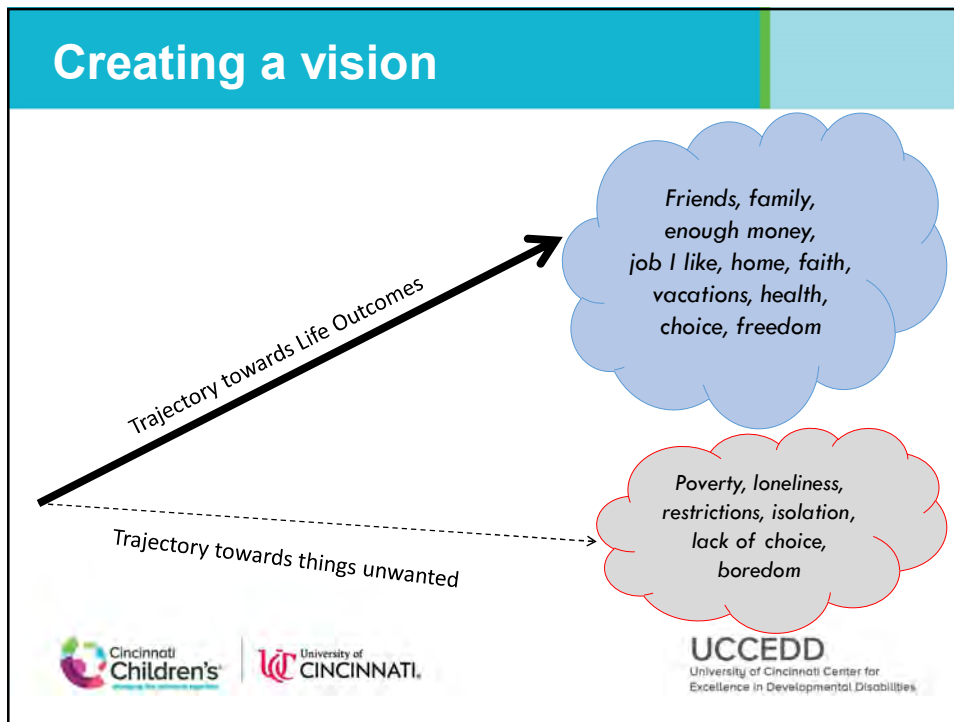
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**Creating a vision**

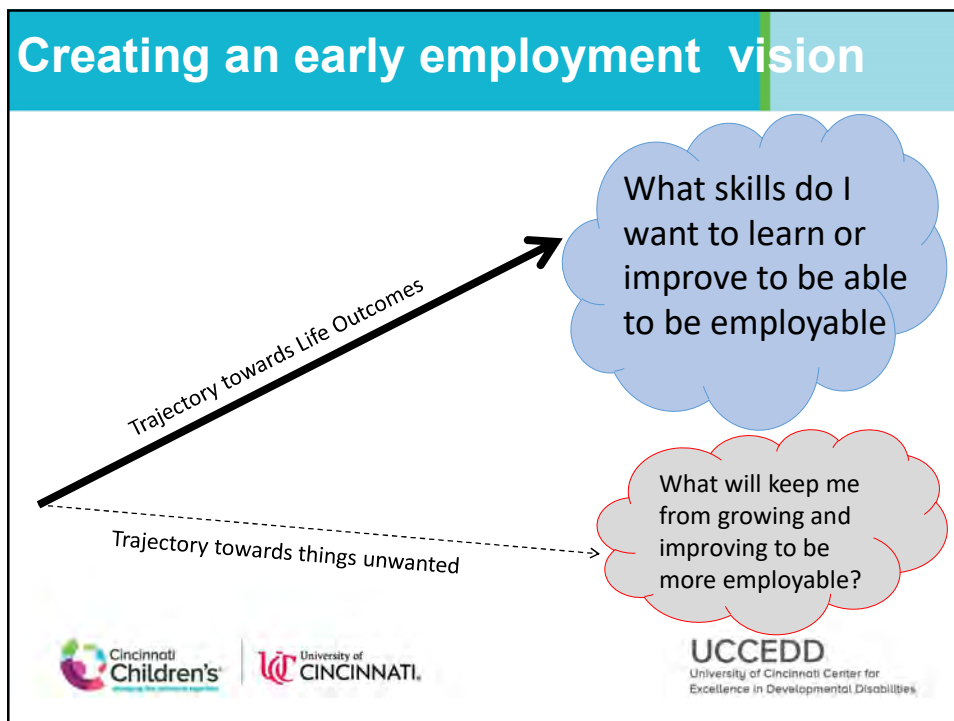
**What is your vision of a good Life?  
 What is your Child's vision?**

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## Creating an early employment vision

The diagram features a solid black arrow pointing up and to the right, labeled "Trajectory towards Life Outcomes". A dashed black arrow points up and to the right, labeled "Trajectory towards things unwanted". A blue thought bubble contains the text: "What skills do I want to learn or improve to be able to get a job I want?". A grey thought bubble contains the text: "What will keep me from improving and getting the job I want?".

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## Creating an early employment vision

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# Creating a trajectory for Employment

**Employment Trajectory Worksheet**

**Past Life Experiences**  
LIST past life experiences and events that support your employment vision.

**Future Life Experiences**  
LIST current/ future life experiences that contrast supporting your employment vision.

**Write current age here**

LIST past life experiences that push the arrow toward things you don't want.

LIST life experiences to avoid because they push you toward things you don't.

**VISION for a GOOD LIFE**

LIST what you want your OVERALL "good life" to look like...

LIST what you want for your "good life" EMPLOYMENT area...

Conditions:

Preferences:

Support Needs:

**What I DON'T want**

LIST what you DON'T want in your OVERALL life...

LIST the things you don't want in EMPLOYMENT...

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# We Learn from our Experiences



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## Community Allies and Partners

### Identify key people and organizations

School Opportunities

Volunteer Opportunities

Business you frequent

Business that support interests

Community classes or experts



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## Community Allies and Partners

### Identify key people and organizations

School Opportunities

Volunteer Opportunities

Business you frequent

Business that support interests

Community classes or experts

### Determine what your vision for the Individual or with the organization is



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## Community Allies and Partners

### Identify key people and organizations

- School Opportunities
- Volunteer Opportunities
- Business you frequent
- Business that support interests
- Community classes or experts

### Determine what your vision for the Individual or with organization is

### Prepare, Risk, Assess, Repeat!!



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## But with COVID19 its different

### Before

- Try something new
- Create a community connection
- Volunteer
- Create a resume
- Practice interviewing
- Job shadow
- Learn about supports
- Learn and practice hard and soft skills
- Take assessments
- Vocational Classes

### After

- Try something new
- Create a community connection
- Volunteer at home
- Create a resume
- Practice interviewing
- Learn about Jobs
- Learn about supports
- Learn and practice hard and soft skills
- Ask others about you
- Try online learning or tutorials



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## Integrating supports to make connections and create opportunities

**MAPPING EMPLOYMENT SUPPORTS**  
Write your employment goal in the center of the star. Use ideas for supports and strategies to make your goal possible in each of the categories.

Employable

Technology Current Future  
Personal Strengths & Assets Current Future  
Relationships Current Future  
Eligibility Specific Current Future  
Community Based Current Future

Access the LifeCourse framework and tools at [lifecoursetools.com](http://lifecoursetools.com).

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## Community Allies and Partners

**BE BRAVE.**  
Even if you're not, pretend to be.

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THE  
BEST WAY  
TO PREDICT  
THE FUTURE IS  
TO CREATE IT  
ABRAHAM  
LINCOLN

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## Tools towards a good life

[www.lifecoursetools.com](http://www.lifecoursetools.com)

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Charting the LifeCourse Trainings are provided by



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