



Transition to adulthood

MICHELLE CARROLL

To get the most out of a first job:

- ▶ The student should **want a job** and understand the benefits of working
- ▶ The student should have at least **minimal social skills**
 - ▶ No nudity, bodily fluids, swearing or physical aggression.
 - ▶ Being awkward, shy or things like hand flapping can easily be worked around.
- ▶ The student should have a good **work ethic**
 - ▶ Self-directed, have **stamina for boredom** and non-preferred work and resiliency to minor frustrations

The student should **want a job**

- ▶ The family and community should make it clear that work is an expectation and that the individual is expected to pay all or part of his/her living expenses (even if it's a nominal amount).
- ▶ If developmentally appropriate, set up a budget.
<https://www.teacherspayteachers.com/Product/Minimum-Wage-Project-1916820>
- ▶ Discuss what will happen if he/she runs out of money.
- ▶ Discuss financial priorities. You can play Spent <http://playspent.org>
- ▶ Introduce the idea of utilities, insurance, travel expenses etc.

The student should want a job - Discussion

- ▶ If a stranger asks you to pay his bus fare, what would you do?
- ▶ Does it cost money to have a cell phone?
- ▶ Why is it important to know how much the food cost in a restaurant?
- ▶ If you didn't have a lot of money but it was your friend's birthday, what you you make or get for a gift?
- ▶ Do you have to pay all of your electric bill each money, or can you skip months?

The student should want a job - vocabulary

- ▶ Benefits (of a job)
- ▶ Paycheck
- ▶ utilities
- ▶ Fired
- ▶ Break (time)
- ▶ Supervisor
- ▶ Restroom
- ▶ Deposit

The student should have **minimal social skills**

- ▶ It's important to differentiate between something the person does and doesn't have control over.
- ▶ Find alternative behaviors.
- ▶ Be very specific and concrete about what needs to change and why.
- ▶ What is the function?
- ▶ All people go through puberty.
- ▶ Do correcting in private.
- ▶ Work on improving, rather than distinguishing some behaviors.
- ▶ Some students might not understand why something isn't appropriate.

The student should have a good **work ethic**

- ▶ Introduce problems as they arise and look for solutions together.
- ▶ Dignity of risk
- ▶ People have the option of making choices you wouldn't.
- ▶ Introduce stress and then discuss.
- ▶ Many of my students don't understand time and may need support, such as a device.
- ▶ Understand that a developmental disability effects many aspects of a person's life.

The student should have a good **work ethic**

- ▶ It is 5:12. We have to be at work at 5:15. Will we be late?
- ▶ What happens if you miss your bus stop?
- ▶ Are there other ways to get to work?
- ▶ Where do you get supplies at work if you run out?
- ▶ Is there one person you should ask all your questions to at work?
- ▶ How much work is expected?
- ▶ What would get your fired?
- ▶ How should we dress for work?

The student should have a good work ethic

- ▶ Self advocacy about money/work
- ▶ Flexibility
- ▶ It's not a human right to love your job.

Required

- ▶ To choose to apply from all available jobs you are qualified for.
- ▶ To be treated fairly and without being bullied at work.
- ▶ To get paid fairly and to understand why and how much you made.
- ▶ To be safe at work.
- ▶ To quit a job or report a supervisor if you are being harassed.

Ideal but **not required**

- ▶ To love your job.
- ▶ To have a job that incorporates all of your strengths and minimizes your weaknesses.
- ▶ To get paid enough to live on from one job.
- ▶ To not be bored at your job.
- ▶ To have an easy commute.