



Embedding Employability Skills

Vitals for Transition
February 9, 2021

To achieve the best outcomes possible, transition-age youth need specific skills in areas such as math, literacy, and independent living.

However, skills in these areas **will not** assure successful outcomes in **the absence of adequate social skills/employability skills** .

Social skills form the basis for social competence.

Why are Social Skills important?

Effective social problem solving requires reading one's own and others' feelings, and being able to accurately label and express those feelings. Such skills are aspects of **social and emotional learning**.

Well-developed social skills can help youth with disabilities develop:

- strong and positive peer relationships
- succeed in school, and
- begin to successfully explore adult roles such as an employee, co-worker/colleague, and community member.

At a recent webinar on Social Emotional well being, the two presenters (Clay Cook and Curt Slater) shared:

When employers were asked what their highest needs were, they responded:
“We want *socially skilled employees.*”

What Skills are Important to the Success of Young People with Disabilities in the Workplace?

Certain work-related skills and attitudes are important for almost any job.

In fact, there is already considerable agreement about the range of social, vocational, and self-determination skills that can contribute to success in the workplace and predict future employment.

For example, most employers are looking for employees who are **willing to accept feedback**, **show up on time**, and **have a strong work ethic**. Other examples of important work-related skills and attitudes are:

- Decision-making skills
- Problem-solving skills
- Social and communication skills
- Time management skills
- Ability to appropriately respond to constructive feedback
- Reliability

Businesses are looking for employees who can make valued contributions within the workplace.

- When considering whether to hire a young person with a disability, they will want to know that the individual can either already do the job or can readily learn the skills needed to be successful.
- Of course, developing strong social and work-related skills is **key** to keeping a job for the long term.

Future Ready Iowa

**TOP BASIC SKILL EMPLOYERS
FIND LACKING IN APPLICANTS**

**WRITTEN
COMMUNICATION**



**TOP HARD SKILL EMPLOYERS
FIND LACKING IN APPLICANTS**

**CRITICAL/
ANALYTICAL
THINKING**



**TOP SOFT SKILL EMPLOYERS
FIND LACKING IN APPLICANTS**

MOTIVATION



OF THE EMPLOYERS WHO SAID APPLICANTS LACK NECESSARY SKILLS:

BASIC SKILL	% WHO PERCEIVE APPLICANTS LACK SKILL
Written Communication	24.8%
Applied Mathematics	17.1%
Reading for Information	15.2%
Locating Information	12.4%
HARD SKILL	% WHO PERCEIVE APPLICANTS LACK SKILL
Critical/Analytical Thinking	33.1%
Business Communication	19.2%
Machine Operation	14.7%
Project Management	13.1%
Basic Computer Literacy	11.8%
Computer Software	11.6%
General Office Software	9.7%
SOFT SKILL	% WHO PERCEIVE APPLICANTS LACK SKILL
Motivation	49.3%
Dependability	45.2%
Time Management	35.5%
Communication Skills	35.2%
Teamwork	20.7%
Leadership	18.8%
Honesty	14.9%

Source: 2018 Iowa Workforce Needs Assessment Survey



DEFINITION OF COLLEGE AND CAREER READINESS IN IOWA

Outcome categories with description: The following outcomes begin to define the knowledge, skills and strategies that students who are college and career ready have acquired. The four areas are highly interdependent and mutually enhancing, as students develop skills in one area it enhances the development of skills in other areas.

1. Essential Content Knowledge:



- Students have the knowledge and skills associated with college and career readiness within the Iowa Core.
- Students have the academic and technical content knowledge and skills to enroll in and successfully complete credit-bearing post-secondary courses, workforce or military training, certificate or licensure programs, and/or apprenticeship programs.

2. Transition Skills:



- Students have set goals for school, career, and post-secondary opportunities and are knowledgeable about a wide variety of pathways and requirements to achieve these goals.
- Students have the practical knowledge and skills needed to successfully navigate transitions within the PK-12 system and develop plans consistent with their goals and aspirations.
- Students have the practical knowledge and skills needed to successfully navigate through post-secondary program selection and admission and enter the workforce pathway that provides competitive, quality post-secondary education.

3. Learning Skills and Cognitive Strategies:



- Students are collaborative, reflective learners who apply meta-cognitive skills to better understand their learning strengths and increase their learning capacity.
- Students are able to set goals, demonstrate persistence, effectively manage time, employ organizational and study skills, and utilize technology to enhance their learning.
- Students can formulate problems, conduct research, interpret and communicate findings, incorporate feedback and generate innovative solutions.
- Students can successfully engage in collaborative inquiry and numerous learning processes while valuing diversity and various perspectives.
- Students can construct meaning for themselves as an active part of the learning development process and begin to understand the world through many sources of information.
- Students utilize appropriate advocacy skills to make necessary arrangements for accommodations and adaptations to enhance their learning.

4. Built a Strong Foundation of Self Understanding and Engagement Strategies:



- Students are able to identify and navigate their personal, civic, and social responsibilities to engage in local, national, and global contexts.
- Students take a leadership role and engage others to address issues that are important to them and the world around them.
- Students are self-regulated, self-directed, confident, and aware of their strengths and areas for growth. They are able to reflect on feedback and use it appropriately to take action. They demonstrate the ability to take initiative, seek appropriate resources, as well as manage, monitor and modify their effort to accomplish the desired result.
- Students understand themselves, their values and beliefs, and can comfortably interface (communicate with and build relationships) with others including those with diverse perspectives and backgrounds. They are able to identify and resolve conflicts through various modes.

College & Career Ready

Buckets 3 & 4 emphasize the importance of Soft Skills and Employability skills



Social Skills

How are we helping our students develop these vital skills?



Employability Skills

Table 1. Social Skills Needed by Transition-Age Students

	Dimensions of Social Skills (Categories from Gresham, Sugai, & Horner, 2001)				
	<i>Peer relational skills</i>	<i>Self-management skills</i>	<i>Academic skills</i>	<i>Compliance skills</i>	<i>Assertion</i>
General Social Skills					
Being on time		X		X	
Using appropriate loudness and tone of voice		X			
Encouraging everyone to participate	X				
Learning and using peoples' names	X				
Looking at the person who is speaking	X				
Making eye contact with others when speaking	X				
Checking one's own understanding and asking appropriate questions			X		X
Describing one's own feelings when appropriate	X	X			X
Keeping remarks to an appropriate length		X	X	X	
Building on others' comments and ideas	X		X		
Supporting others, both verbally and nonverbally	X				
Asking for direction or assistance		X	X		
Participating appropriately in small talk	X				
Initiating and responding to humor	X				

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Additional Social Skills Needed for Cooperative Learning					
Moving into work groups without disturbing others				X	
Staying with one's own group		X		X	
Keeping hands and feet to oneself		X		X	
Respecting time limits		X		X	
Setting group norms, such as "no put downs"				X	
Staying on the topic		X	X		
Offering to explain or clarify			X		X
Criticizing ideas, not people	X				X
Including everyone	X				
Additional Social Skills Needed for Work Environments					
Giving and responding to instructions				X	X
Greeting customers	X				
Responding to criticism				X	X

A simple place to start...

[General Education Classroom Summary: Paper or Google Doc format](#)

You need to start embedding these basic soft skills in every class the student participates in:

- Attendance & Punctuality
- Completes work on time
- Follows directions
- Expresses emotions appropriately
- Organizational skills
- Works well with others
- Acceptance of rules and authority figures
- Advocates for needs

Return to _____
by (state) _____

General Education Classroom Summary

Student's Name: _____ Subject: _____
Classroom Teacher: _____ Current Grade Ave: _____
IEP Meeting Date: _____

** Indicate student's school performance using the following scale:

1 - Poor	2 - Below Average	3 - O.K.	4 - Above Average	5 - Outstanding
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1 2 3 4 5	1. Student's attendance
1 2 3 4 5	2. Student's ability to follow directions independently
1 2 3 4 5	3. Student's daily work
1 2 3 4 5	4. Student's tests and quizzes
1 2 3 4 5	5. Student's participation in class
1 2 3 4 5	6. Student's study habits (in class)
1 2 3 4 5	7. Student's ability to express emotions appropriately
1 2 3 4 5	8. Student's organizational habits
1 2 3 4 5	9. Student's acceptance of school rules/authority figures
1 2 3 4 5	10. Student's ability to relate to and work with others
1 2 3 4 5	11. Student's ability to communicate orally
1 2 3 4 5	12. Student's ability to communicate properly through writing
1 2 3 4 5	13. Student's quality of work
1 2 3 4 5	14. Student's appropriate interactions with others
1 2 3 4 5	15. Student's ability to stay focused during instruction
1 2 3 4 5	16. Student's ability to stay focused during work time
1 2 3 4 5	17. Student's ability to ask for help

(continued on back)

Where Can I Learn More About Teaching Employment-Related Skills?

- [Lesson Plans for Teaching Employment Skills](#)
- [Skills to Pay the Bills](#)
- [Employment Support Indicators](#)
- [5 Ideas for Incorporating Soft Skills...](#)
 - × Includes Soft Skills discussion posters on pages 7-12
- [Soft Skills poster](#)

Resources about Employability Skills:

[Skills to Pay the Bills Videos](#)

[Soft Skills Videos](#)

[Soft Skills in the Workplace](#) Video

[My Next Move](#)

- Search a career
- Many have a video at the top LEFT corner
 - [Carpenter](#)

[Claim Your Future game](#)

[Youthhood.org](#)

*“It is not what you do **for** your children, but what you have taught them to do **for themselves** that will make them successful human beings.”*

Ann Landers

Let's give them the tools they need to be successful after high school!



Self-Advocacy:

The role of a

Student-Led IEP

**Next Vitals
for Transition**

**Tuesday,
March 16th
@ noon**