



CaPROMISE Student Ability Rating Scale Process

PROMOTING COMPETITIVE INTEGRATED EMPLOYMENT FOR ALL STUDENTS WITH DISABILITIES

To ensure access of individuals with significant disabilities to work-based learning opportunities (WBL) and Competitive Integrated Employment (CIE) it is important that all stakeholders view each individual as capable of becoming a fully contributing member of the workforce. It is essential that the unique capabilities, strengths and skills of each student are identified and utilized in initial and on-going workforce development programming.

The intended purpose of the CaPROMISE Student Ability Rating Scale process is to evaluate each student's ability to achieve learning outcomes relative to four environments. Examining the intersection of environment and function, the scale focuses on the environmental conditions experienced by the CaPROMISE students and their CSCs as they engage in the series of interventions designed to achieve the intended project outcomes. **The scale will assist CaPROMISE Students in collaboration with the CSCs, to identify obstacles that exist in the learning environment(s). This is a critical point because it sets a tone of 'inclusion' and regards students in a way that honors their potential to achieve.** Rather than classifying the students' disabilities, the scale seeks to identify areas in the environment that can be changed or modified (i.e., accommodations, individualized supports, education of peers and co-workers.) A CSC will be able to examine score profiles and gain insights about the most appropriate interventions and future directions to promote access to work training, employment & post-secondary education.

Keep in mind that expectations by all stakeholders play a tremendous role, and often-times, are more impactful on outcomes than the capacities of the student. High expectations are key to short and long term success.

The following phases outline the process for use of this individualized Ability Rating Scale:

PHASE I:

- Students & family participate in a Person Driven Planning Process to identify hopes & dreams for the future.
- An Individual Career Plan (ICAP) is developed that includes goals, objectives and activities in the areas of education, benefits planning and employment.
- Resources & services are identified, promoted & accessed for the student & family.
- Provide career relevant vocational interest assessments.

PHASE II:

- Identify environmental challenges facing the student by completing the CA Promise Student Ability Rating Scale in four areas including: Sensory,

Cognitive/Intellectual, Affective Emotional & Mobility/Health. If possible, provide ratings at school, home, in the community and work place.

- **Consider students strengths, talents & abilities, this often requires interviewing student & families to identify gifts and aptitudes not identified on traditional tests.**
- **Identify current work tolerance & stamina levels.**
- **Identify needed supports & potential accommodations to promote WBL success.**

PHASE III:

- **Revisit the PDP Process and include additional participants where appropriate.**
- **Discuss findings with families and other stakeholders to secure buy-in.**
- **Target work-related interests of the student.**
- **Participate in the CaPROMISE Promoting WBL Brainstorming conference call process.**
 - ✓ **Identify potential WBL Opportunities**
 - ✓ **Identify resources & supports to ensure WBL participation**
 - ✓ **Discuss workforce agencies & funding sources that can support WBL & employment efforts**
 - ✓ **Partner with the CaPROMISE DOR QRP to enroll student in DOR to develop an Individual Plan for Employment (IPE) that includes needed services to promote CIE**
 - ✓ **Identify additional accommodations ideas**
- **Work with CaPROMISE LEA Manager and/or Leadership Team Members to problem solve barriers to participation in off-campus WBL Opportunities.**
- **Consider Assistive Technology (AT) options, if needed.**
- **Develop a Transportation Plan to ensure access to WBL Opportunities, including: travel options, funding sources, needed mobility/safety training & supports and scheduling.**
- **Promote learning about Social Security Administration (SSA) Benefits & Work Incentives**

PHASE IV:

- **Monitor WBL experiences to ensure success.**
- **Reevaluate and redesign experiences, as needed.**
- **Promote the development of self-determination and self-advocacy skills. This involves addressing the knowledge, skills, and attitudes a student will need to take more control over and responsibility for their own life. The understanding of their strengths and limits, together with a belief in their capabilities are essential to adult self-sufficiency.**
- **On-going evaluation of accommodations, i.e., fade job coaching as appropriate.**
- **Support use of SSA Benefits Planning & Work Incentives.**
- **Access Department of Developmental Services (DDS) sponsored paid internship opportunities through the local Regional Center Office.**
- **Keep a focus on preparing the student for participation in Competitive Integrated Employment (CIE).**