

Supporting Student Pathways to the Future

Effective Practices in Career Development

Virginia Commonwealth University - Presenter Team



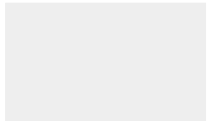
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Who is Here Today?



Your role *matters!*



Pathways to Employment





1. Think Back to Your School Years

- **Elementary School:** What excited you?
- **Middle School:** What interests emerged?
- **High School:** What shaped your path?
(Classes/passions/people)

2. How did those early moments influenced your career path?

3. Report out at your table.



Career Development is Not One Time Activity....

1. It continues across a person's life
2. Involves ongoing exploration, learning, and experiences
3. Adjusts with evolving interests, strengths, and opportunities

- Understand the post-school outcomes of students with disabilities
- Identify key components that contribute to successful outcomes
- Recognize your role in supporting positive student outcomes

Presentation Focus

**Have You Ever
Wondered?**



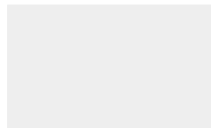
National Outcomes

College Degree

Employment

Adults **without** Disabilities

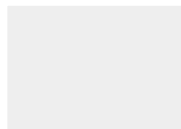
Adults with Disabilities



National Outcomes

	College Degree	Employment
Adults without Disabilities	23.8%	
Adults with Disabilities	14.5%	

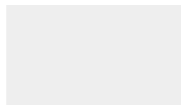
Annual Disability Statistics Compendium: Retrieved on August 1, 2025 from: <https://disabilitycompendium.org/>



National Outcomes

	College Degree	Employment
Adults without Disabilities	23.8%	53.4%
Adults with Disabilities	14.5%	27.2%

Annual Disability Statistics Compendium: Retrieved on August 1, 2025 from: <https://disabilitycompendium.org/>

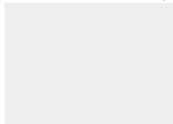


State and Colonial Heights SPP/APR Outcomes

	Enrolled in Higher Education	Engaged in Work or Higher Education
Virginia with Disabilities	35.68%	29.2%
Colonial Heights with Disabilities (Indicator #14 Data, 2023 leavers)	79.71%	78.95% (a,b, and c)

VDOE SPP/APR SPED Performance Report from:

<https://www.doe.virginia.gov/home/showpublisheddocument/61863/638841905902230000>





John's Educational Journey



Kelly's Transition Journey



**Identify and discuss
at least three key
areas in which John
and Kelly's
educational
backgrounds differ.**

Best Practices

in Kelly's Educational Journey

Established and Sustained High Expectations in Home and School

Utilized a Strengths-Based Approach to Learning

Fostered a Collaborative Partnership Between Student, Family, and Schools

Reinforced Self-Determination Skills at Home, in School and Community

Advanced Through Career Development Stages

Implemented Effective Strategies to Prepare for Employment

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Setting High Expectations

- Always presume competence
- Provide access to rigorous curriculum
- Included in general education with age appropriate peers





EMPLOYMENT FIRST



Employment Services as a 1st
Option for individuals **regardless**
of level of disability.



Employment First is not a
program, plan, or a service,
it is a philosophy.



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Sustaining High
Expectations in
Home and School

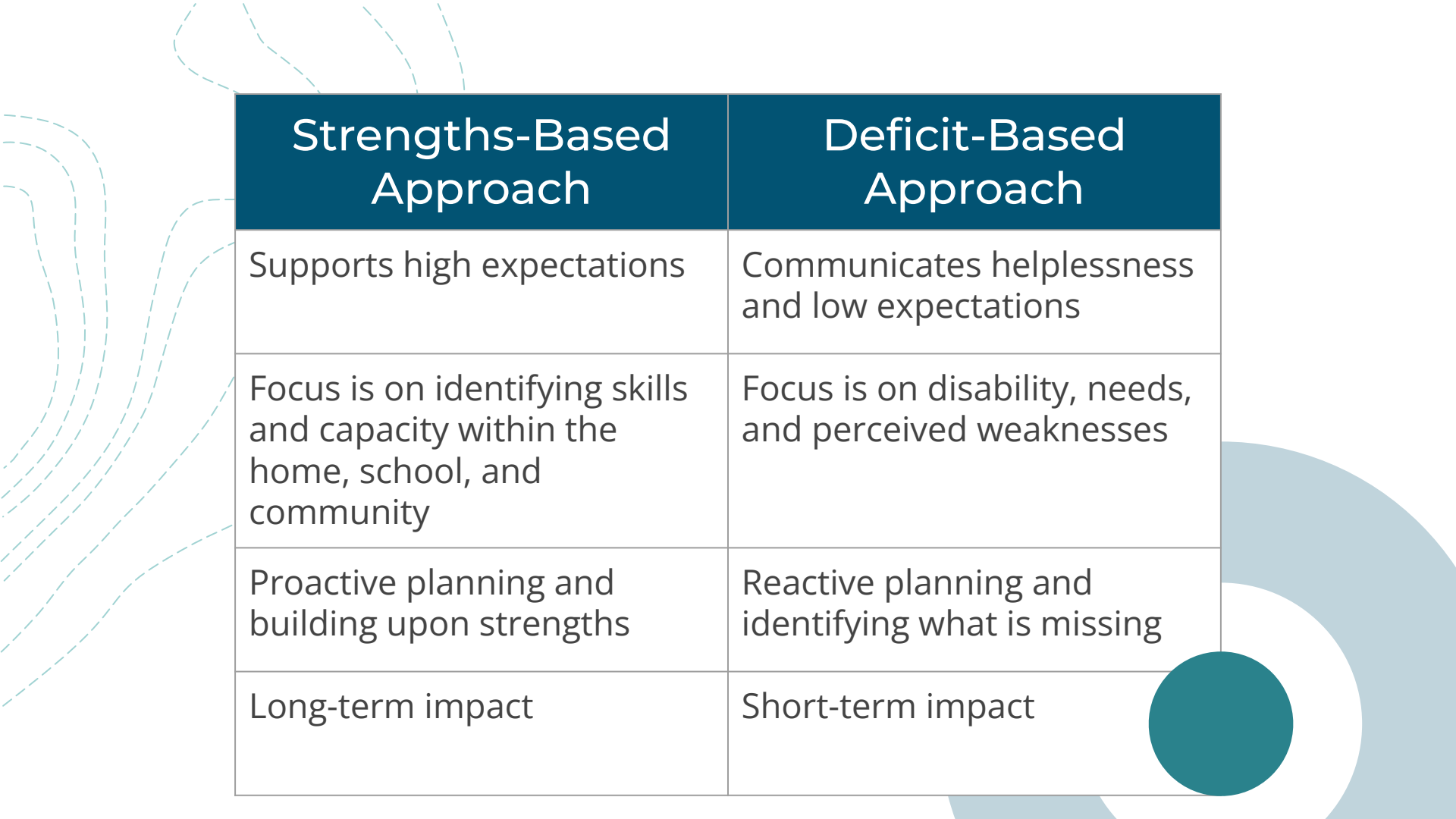
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Strengths-Based Approach	Deficit-Based Approach
Supports high expectations	Communicates helplessness and low expectations
Focus is on identifying skills and capacity within the home, school, and community	Focus is on disability, needs, and perceived weaknesses
Proactive planning and building upon strengths	Reactive planning and identifying what is missing
Long-term impact	Short-term impact

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School	Home	Community
• Setting clear and achievable goals • Providing consistent routines and structure • Utilizing individualized supports and accommodations • Encouraging self-advocacy and independence • Implementing positive reinforcement techniques	• Establishing consistent routines and expectations • Providing opportunities for responsibility and independence • Offering praise and reinforcement for achievements • Collaborating with educators to align home and school expectations • Creating a supportive and structured environment	• Promoting inclusive activities and participation • Encouraging social interactions and peer relationships • Providing opportunities for skill development and volunteering • Advocating for accessible and inclusive community spaces • Engaging in community awareness and education efforts

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Name: _____

Date: _____



One-Pager

Answer each of the four parts in this One-Pager. Your answers will help you create your **SPIN**, or your **S**trengths, **P**references, **I**nterests, and **N**eeds. Give it to your teachers and employers so you can help them understand you and your needs and you can be successful!

My Strengths

My Preferences

My Interests

My Needs



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Scan code for more guidance, videos, and examples.
For additional resources visit www.imdetermined.org/resources.



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K-5 Awareness

- Explore the concept of jobs
- Develop workplace readiness skills
- Practice goal setting skills
- Increase awareness of self and career options
- Explore hobbies/interests

6-8 Exploration

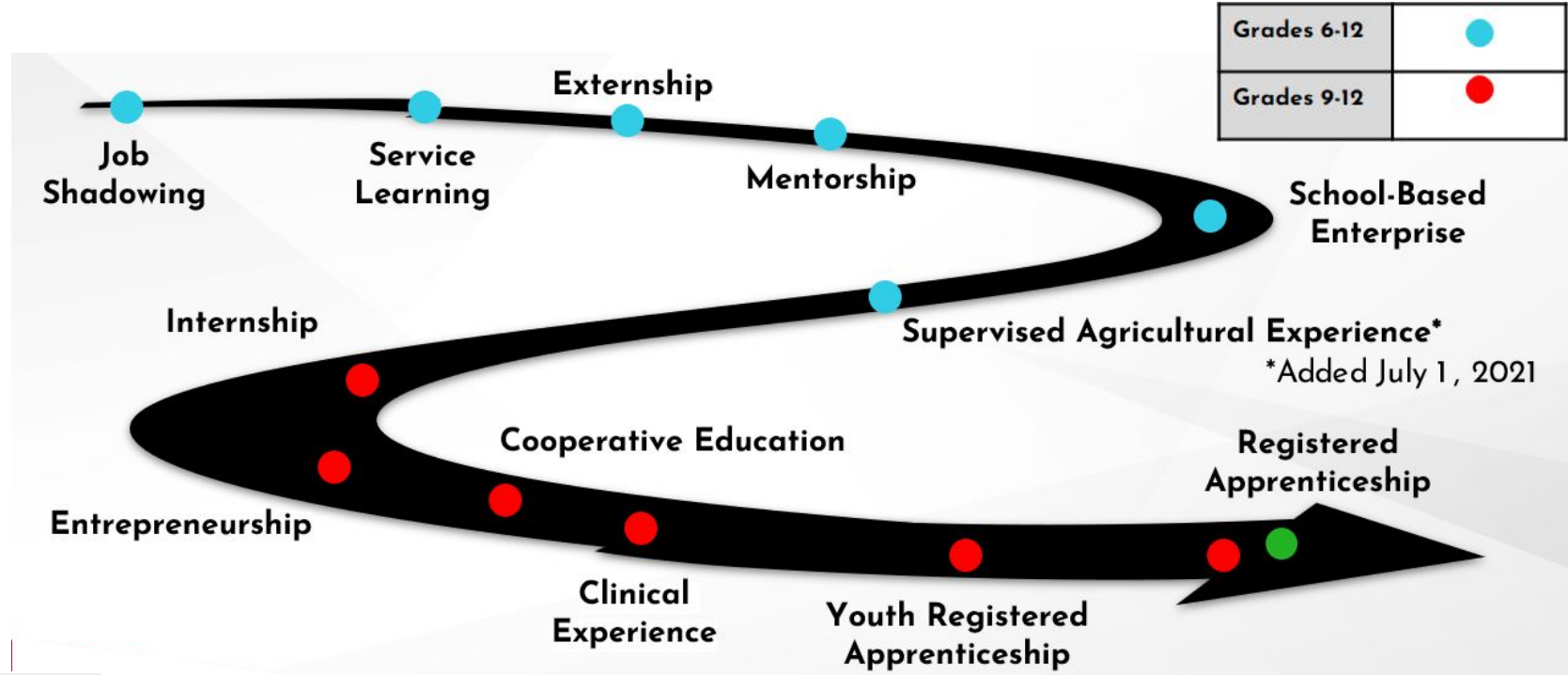
- Identify strengths, preferences and interests
- Demonstrate workplace readiness skills
- Understand relationship between careers & quality of life

9-12 Preparation/ Training

- Recognize work leads to personal satisfaction
- Gain knowledge of current job trends
- Utilize time and organization skills
- Apply decision making to career planning

Career Development

High-Quality WBL Experiences



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EMPLOYMENT

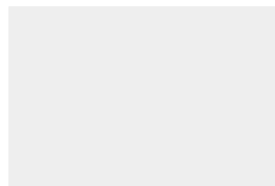


Franklin

Spotlight Virginians

**Student Success
Stories**

THANK YOU



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