



Coconino High School



Transition from School to Work Program

2012-13

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TSW Student Mentoring Program (R. Randall)

Mentoring
Makes a Difference

What is the TSW Student Mentoring Program?

Student mentoring in the CHS TSW program is defined as a one-to-one relationship between a TSW student and a TSW Transition Specialist that occurs over a prolonged period of time. The mentor provides consistent support, guidance, and concrete help to the TSW student who is in need of a positive role model especially in the area of transition to post-secondary life. Students involved in the mentoring program may be going through a difficult and/or challenging situation, a period of life in which they need extra support, or they may simply need to have another significant adult present in their life so as to develop the requisite skills to achieve successful transition to adulthood. **The goal of student mentoring is to help students involved in the TSW program gain the skills and confidence to be responsible for their own futures.**

What is the role of a TSW student mentor?

A Transition Specialist working as a student mentor makes a deliberate attempt to be a positive influence in a TSW student's life. The most crucial roles for a TSW student mentor is to make time for the TSW student, display caring for that TSW student, believe in that TSW student, and commit to a long term relationship with that TSW student. The relationship between the TSW mentor and the TSW student involves a deliberate attempt by the TSW program to have a profound positive impact upon the transition skills of the TSW student. Therefore, the TSW student mentor spends a minimum of one half hour every other week with the TSW student. This relationship between the student and mentor takes place during the school day and occurs at Coconino HS.

What does the TSW student mentor do?

The Transition Specialist:

- Engages in a long-term positive relationship with the TSW student, one of mutual respect directed towards positive growth.
- Meets with mentored TSW student for a minimum of one half hour every other week, communicating in a positive and appropriate manner.
- Provides for vocational interest and aptitude testing for the TSW student.
- Administers, interprets and utilizes TSW "Mentor Questionnaire." Information gathered will be updated annually.
- Assists TSW student and his/her Case Manager in the development of post secondary goals related to post-education (or training) and long-term employment.
- Develops a summary of the TSW student's transition needs, which is provided to the student's case manager
- Assists the TSW student's case manager in providing for the TSW student's "Coordinated Transition Services."
- Assists with facilitation of job shadows, facilitation of potential employment, scheduling of ASVAB, ACT and/or SAT testing, meeting with military recruiters and/or post-secondary school DR coordinators, college and FAFSA applications, etc.
- Assists TSW student with procurement and maintenance of employment if desired.
- Develops and facilitates TSW Student Service Plan.
- Advocates for the TSW student in a professional and honest manner.
- Assists the TSW student in the development of self determination and self advocacy skills.
- Is a positive role model for the TSW student.
- Is committed to the TSW student's success.

Suggested Mentoring Activities by Year (adapted from AZ VR Transition Matrix, 2011)

(Activities are initiated in year designated and continued throughout high school career. See mentor and portfolio checklists)

Freshman Year:

- Provide transition assessment including interest inventories, learning styles, vocational aptitudes and functional academics.
- Promote self advocacy through teaching the IEP process and IEP components, reviewing school graduation requirements, exploration of career interests through promotion of CTE program, etc.
- Assistance with development of personal skills including disability awareness and disclosure (understanding of own needs, accommodations and disability rights), self determination, self advocacy/management (decision-making, using a planner, behavior management strategy/plan, issue resolution, extra-curricular activities, **TSW-SSP**, etc.)
- Facilitate career exploration through development of **transition portfolio**

Sophomore Year:

- Assist with development of job readiness skills, basic work behaviors, soft job skills, etc.
- Facilitate post-secondary site visitations and/or meeting with military recruiter
- Provide more intensive career exploration, including identification of career goal, requirements for potential careers, awareness of functional limitations, **informational interview**, **labor market research**, labor laws, etc.
- Discuss future course of study with student's case manager
- Assist with development of disability disclosure and self advocacy for accommodations in education, training and employment settings,
- Assist with development of self determination/management skills including task completion, personal safety and relationships, family involvement, leadership, money management, benefits planning and career choices, etc.
- Maintain **transition portfolio**

Junior Year:

- Assist with post-secondary education preparation including entrance exams, prerequisite coursework, exploration of funding (FAFSA and scholarship opportunities), exploration of potential schools/programs, IDEA vs. 504, etc.
- Facilitate ASVAB participation
- Assist with development of independent living and transportation skills
- Discuss transfer of legal rights, rights and responsibilities of adulthood, voter registration, medical transition, etc.
- Clarify training required for specific career track, appropriate accommodations for work, training and education, etc.
- Facilitate job shadowing, work site tours and service learning activities.
- Continue job readiness skills (**resume**/**cover letter**, **mock interviewing**, **job applications**, etc.)
- Assist with finding supported/competitive employment, provide job coaching, etc
- Facilitate work experience related to potential long term employment
- Maintain **transition portfolio**

Senior Year:

- Assist with completion of FAFSA and other scholarship applications
- Assist with solicitation of Letters of Recommendation
- Assist with college/vocational school applications and school choice
- Facilitate contact with post-secondary school disability resource programs
- Encourage participation in post secondary school orientation
- Facilitate informational interviews with community members, employers, high school graduates, etc. to discuss occupations, expectations, adult life expectations, etc.
- Provide final preparation related to independent living skills, housing, transportation, self management, personal finance, personal relationships, leadership, etc.
- Perform job search: clarify long term vs. short term job choices
- Discuss personal physical and mental health
- Facilitate military exploration, meet with recruiter, prepare for and take ASVAB
- Facilitate SOP and meeting with VR team to **close SSP and transition portfolio**