

# *Positive Behavior Supports for Transition*

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# Overview

*Together we can provide successful practices that support people to reach their transition to adulthood and employment goals. You will learn tools and useful information about transition from a few different perspectives. Laura O'Rourke is Executive Director of Behavior Bridges in Puyallup, Tara Zink is an Employment Program Specialist with Pierce County Developmental Disabilities.*

# Soft Skills

- Professionalism
- Flexibility
- Punctuality
- Time-management
- Problem solving
- Following instructions
- Receiving feedback

- Initiative
- Dependability
- Positive attitude
- Communication
- Independence
- Self-advocacy
- Integrity

- Following safety protocol
- Good team player
- Timeliness
- Work ethic
- Appropriate social interactions
- Self-management

# A Few More Considerations

- Negative Behavior
- Escape
- Avoidance
- Communication
- Imitation
- Prompt Dependency
- Generalization
- ADL's
- Sensory Stimulation
- Articulation
- Eye Contact
- Social Relatedness
- Sensory Defensive
- Reinforcement Dependent
- Functional Skills

# Tools for Independence

- Skills Assessments
- Realistic Goals (SMART goals)
- Environmental Analysis
- Task Analysis
- Shaping & Chaining
- Schedules
- Timers
- Self-monitoring tools
- Video resumes/visual portfolios
- Calendars
- Social stories
- Video modeling

## **Why use visual supports?**

- Increases predictability
- Externalizes information
  - Fade prompting
  - Universal design
- Increases independence

# Video Resumes and Visual Portfolios

- Support students to represent themselves and share their own skills.
- Helps employers visualize what may be difficult to communicate.
- Tool to help students be the primary communicator.
- Portable and available on any smart device.

## Video Resumes

- Best practices:
  - Always film in landscape
  - Use first person language
  - Film in a quiet place
  - Keep video resume to 1:00-1:30
  - Avoid copyrighted materials
  - Multiple professional/work outfits
- Sequence:
  - Intro to individual
  - Clip(s) of person working
  - Interview regarding person's strengths
  - Conclusion/call to action

## Visual Portfolios

- Elements:
  - Professional and casual pictures
  - Work history/resume
  - References/statements of accommodation
  - Character resources
  - "About me" information
  - Can include video of person working
- Platforms:
  - Powerpoint
  - Prezi
  - Keynote

# Gathering Information for Employment Providers

- Stamina
  - How long can the student currently work? How many days? How many hours? Have they had the opportunity to work longer? How intensive is the work?
- Schedule
  - Routine vs. flexible
- Work environment
  - Loud vs. quiet
  - Busy vs. calm
  - Large vs. small
  - Casual vs. professional
- Can the student read, write, or tell time?
- Type of work
  - Stationary vs. in motion
  - Group involvement vs. independent
  - Repetitive vs. novel/mixed
  - Single vs. multiple tasks
- Team preference
  - Most successful with same set of coworkers or different people?
  - Large team vs. small team?
  - Customer interactions?
- Has this person had a chance to work in a vocational setting similar to their job goals?



# Successful Job Seekers:

- Have a functional way to express their needs.
- Are able to communicate with their coworkers, employment providers, and managers.
- Have experience in different work settings- identified marketable skills.
- Have a way to demonstrate their skills to an employer/business.
- Have practiced flexibility.
- Have a support team with expectations of accountability.
- Take ownership of their job.
- Are familiar with expectations of professionalism.
- Have practiced waiting.

# What Employment Providers Want you to Know

- Independence in basic and non-work related skills: putting on a jacket, washing hands, blowing your nose, etc.
- Practice basic work related skills: shaking hands, professional dress, etc.
- Independence at any level: it is our goal to build ourselves out of a job.
- Have high expectations.
- What you are doing right now is preparing them for employment.
- Introduce the expectation that they will work.
- Consider what is realistic in the community.

# What Can You Do Now?

Prior to 14

14-21

21+

# Questions



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