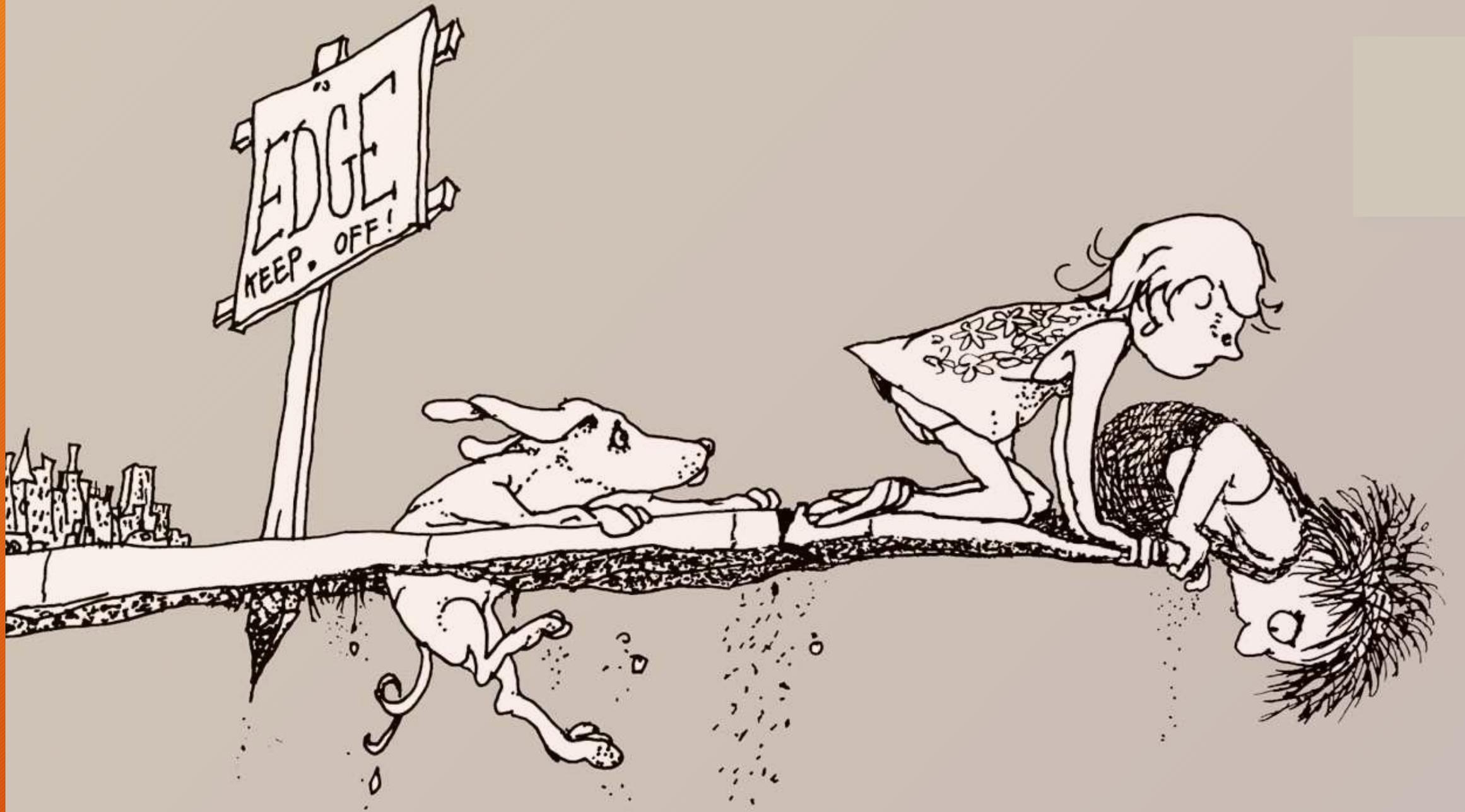




# Out of the Frying Pan

Perry LaRoque, Ph.D.



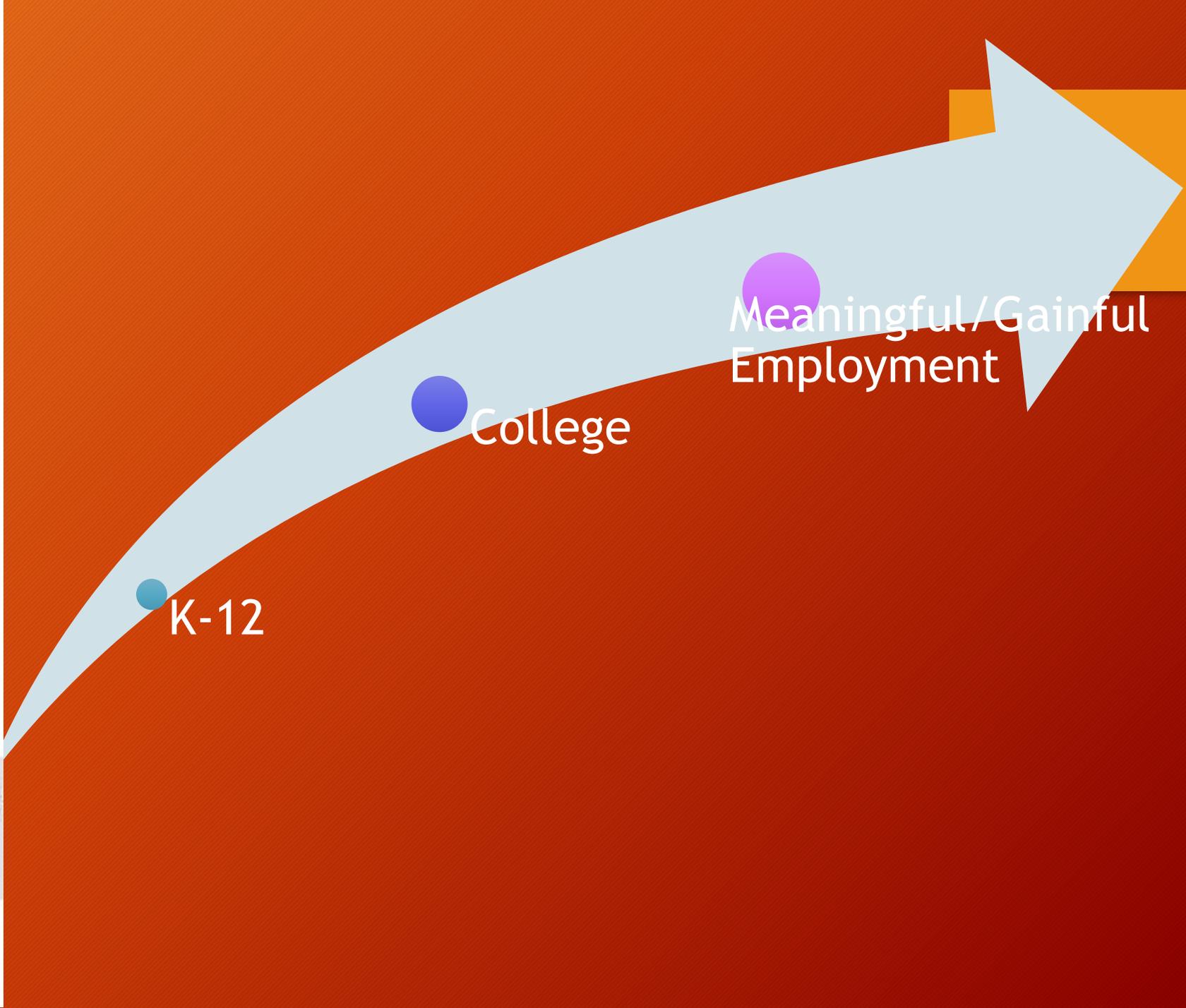


Campbell.

CARTOONSTOCK.com

Search ID: mcan943

"What do I do now?"



K-12

College

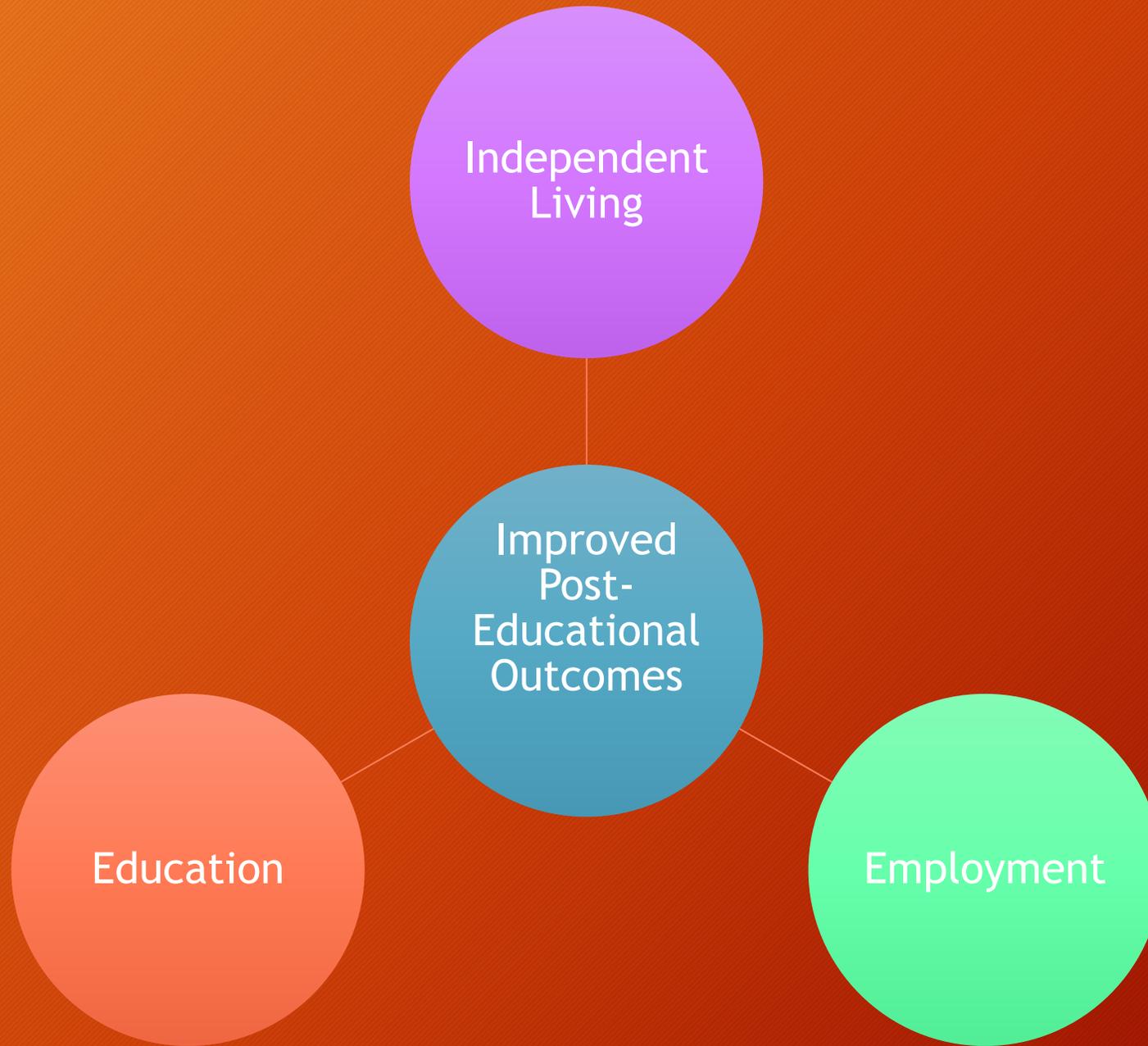
Meaningful/Gainful Employment

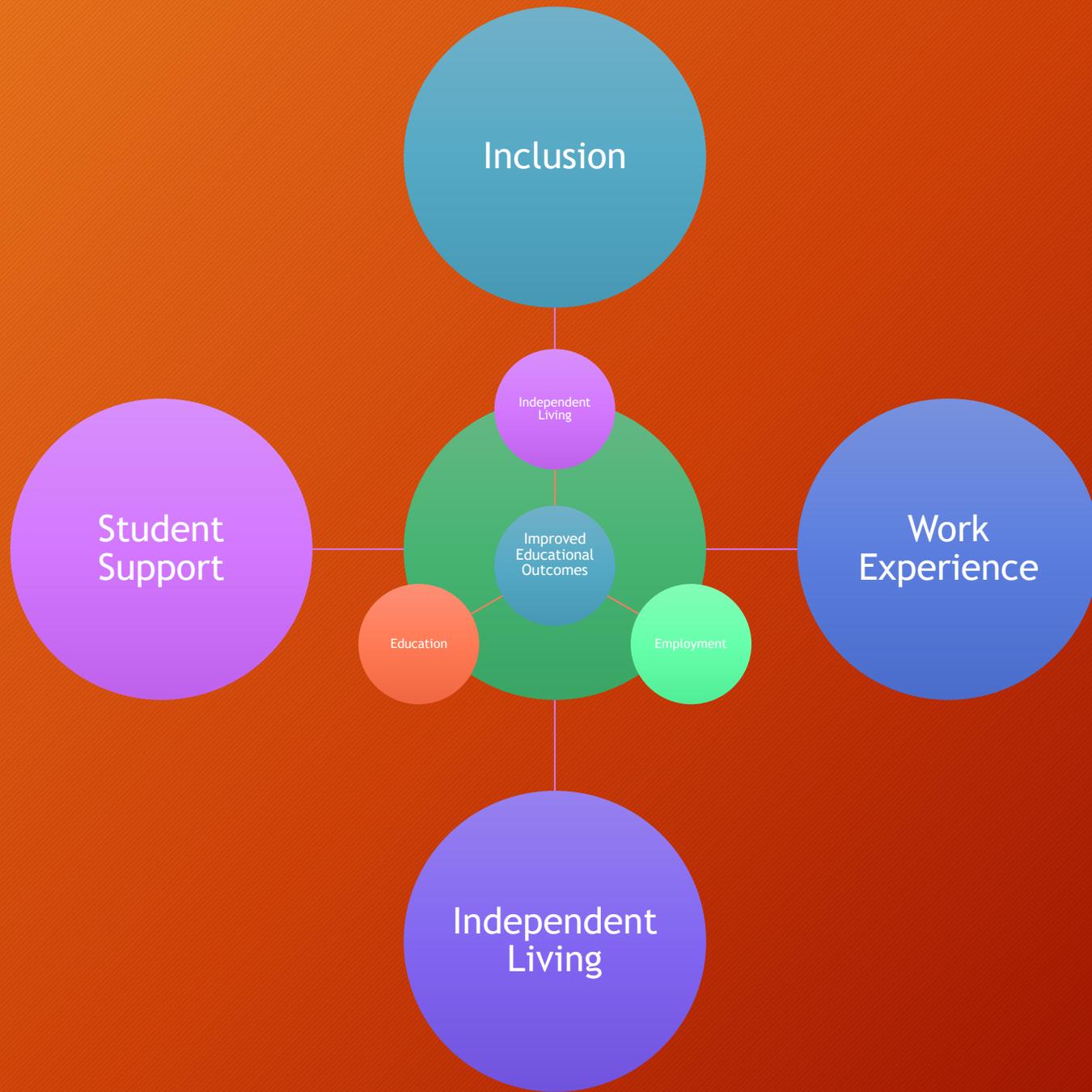
# Employment Facts for People with Disabilities

- 12.6% of Americans report having a disability.<sup>1</sup>
- **Labor Force Participation-** People with disabilities: 20.5% vs. People without disabilities: 68.8%<sup>2</sup>
- **Unemployment Rate:** People with disabilities: 8.4% vs. People without disabilities: 4.4%<sup>2</sup>
- **Employment by degree-** High School: 31%, Some College: 39.9%, Bachelors+: 55.5%<sup>1</sup>
- 27% of people with disabilities live below poverty line vs. 11.6% of people without<sup>1</sup>

1. Erickson, W., Lee, C., von Schrader, S. (2017)  
2. Office of Disability Employment Policy (ODEP)







# Internships work

- Internships enable students to **test their career interests, enhance their career goals, gain transferable skills** that are sought by employers, and increase their networking opportunities (Chambliss, Rinde, & Miller, 1996; Carter & Franta, 1995; Davis, Steen, & Rubin, 1987).
- Students who engage in several career related work experiences while in college, including internships, are able to **secure employment more quickly after graduation, are more likely to be employed** within their field of study, and are **generally more satisfied in their current work positions** than graduates with no career related experience (Kysor & Pierce 2000).
- Work-based learning has been found to motivate most students and has had a **positive effect on students' academic performance, graduation rates, and enrollment in post-secondary education** (Jackson & Wirt, 1996).
- Student **employment has a positive correlation with academic performance** as long as the job is closely related to career interests and aspirations (Stern & Nakata, 1991).
- **Work experience has been identified by employers as being very important** when recruiting college graduates for entry-level employment (Reardon, et al., 1998).
- Many businesses actually use **cooperative education, internships, and part-time jobs to provide an economical way to screen**, train, and develop potential full-time employees (Brooks & Greene, 1998; Carter & Franta, 1995).

# Dilemmas

- Self-Determination vs. Reality
- Volunteering vs. Professional Internships
- Campus Policies vs. Work Labor Laws
- Discrimination vs. Entitlement
- Altruism vs. Productivity
- Support to Succeed vs. Dignity to Fail

# Self-Determination

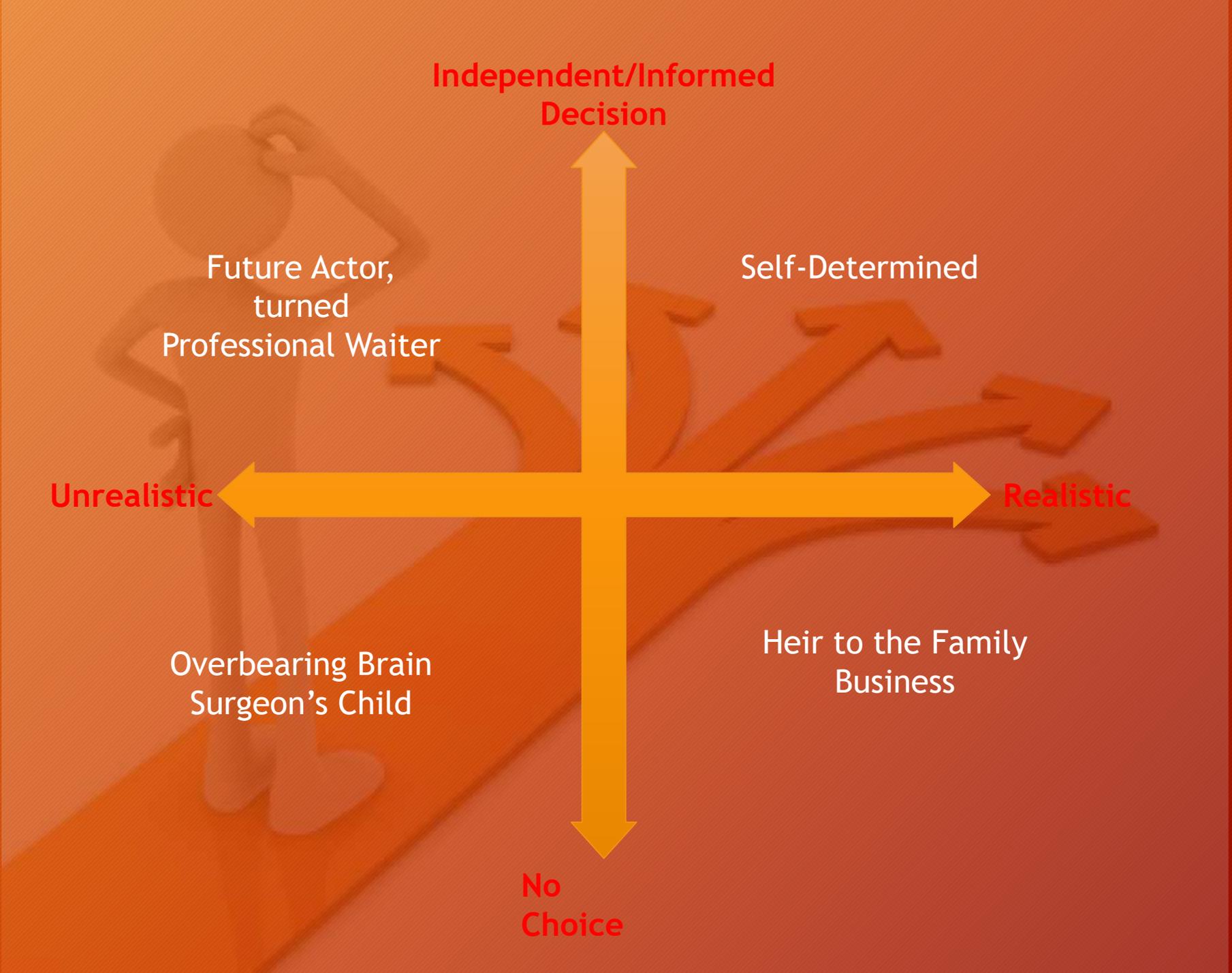
- The process by which a person controls their own life.
- A characteristic of a person that leads them to make choices and decisions based on their own preferences and interests, to monitor and regulate their own actions and to be goal-oriented and self-directing.
- Self determination is believing you can control your own destiny.

# Self-Determination

- Ability and opportunity to make choices and decisions;
- Ability and opportunity to exercise control over services, supports, and other assistance;
- Authority to control resources and obtain needed services;
- Opportunity to participate in and contribute to their communities;
- Support, including financial, to advocate, develop leadership skills, become trained as a self-advocate, and participate in coalitions and policy-making.

# Journey not the Destination





Independent/Informed  
Decision

Future Actor,  
turned  
Professional Waiter

Self-Determined

Unrealistic

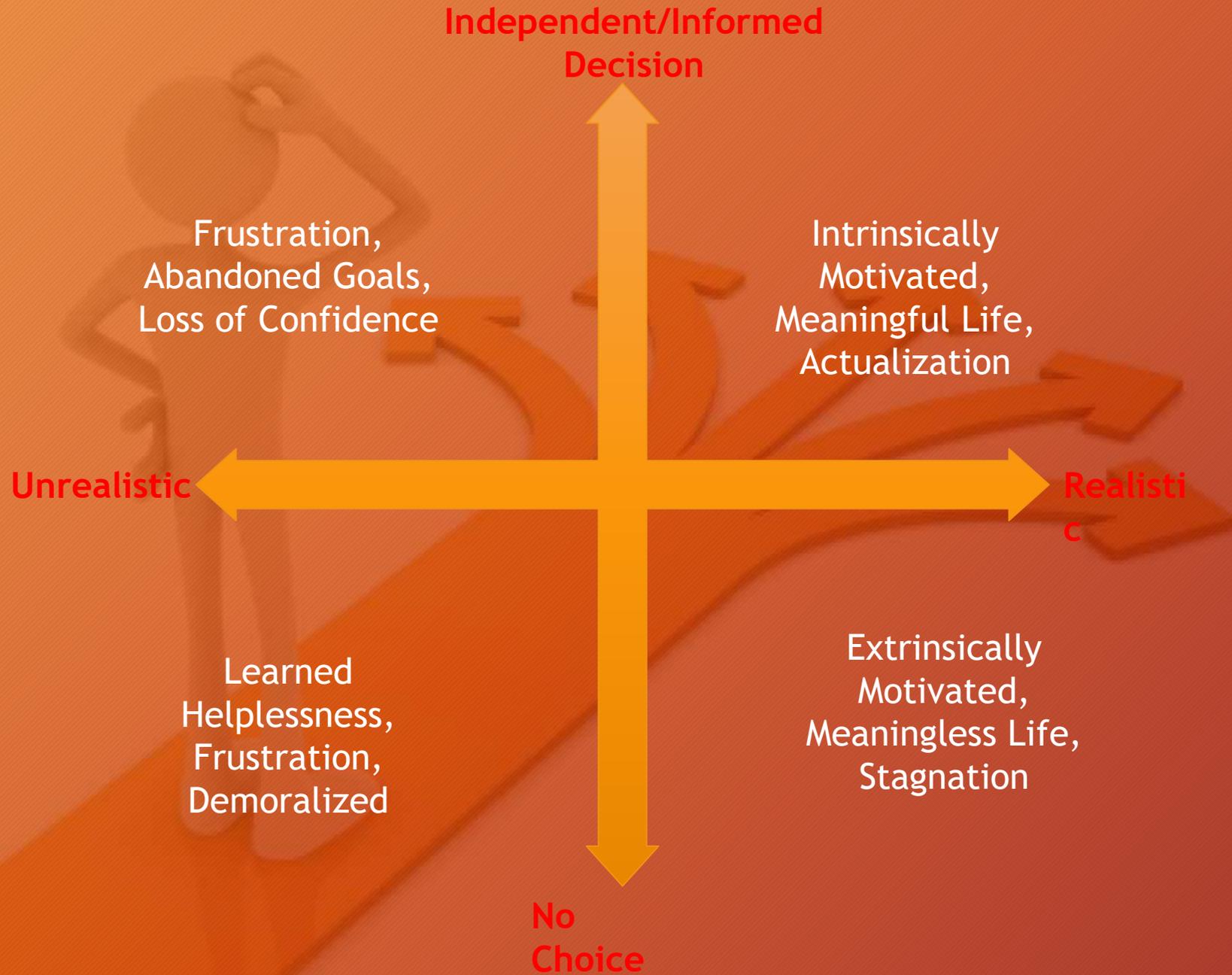
Realistic

Overbearing Brain  
Surgeon's Child

Heir to the Family  
Business

No  
Choice





## Independent/Informed Decision

Gino had always desired to be a video game designer. His parents believed that Gino had the right to do anything he chose to do and chastised people who suggested otherwise. Gino hates math, has below average processing, and easily distracted with computers. Gino failed out of college after repeatedly attempting to pass the requisite video game design courses.

Nick had always wanted to be a family doctor, given his love of science and medicine. His parents supported him on this path, but were concerned about his Asperger's and how this may be difficult in practice. After discussing his options with multiple people, he decided to be an anesthesiologist.

## Unrealistic

Andrew's parents believed that he was capable of being a doctor, despite his severe learning disability and distaste for science. They enrolled him in college and demanded he take an overload of courses. Andrew is failing out of college, is unhappy, and hates his parents.

## Realistic

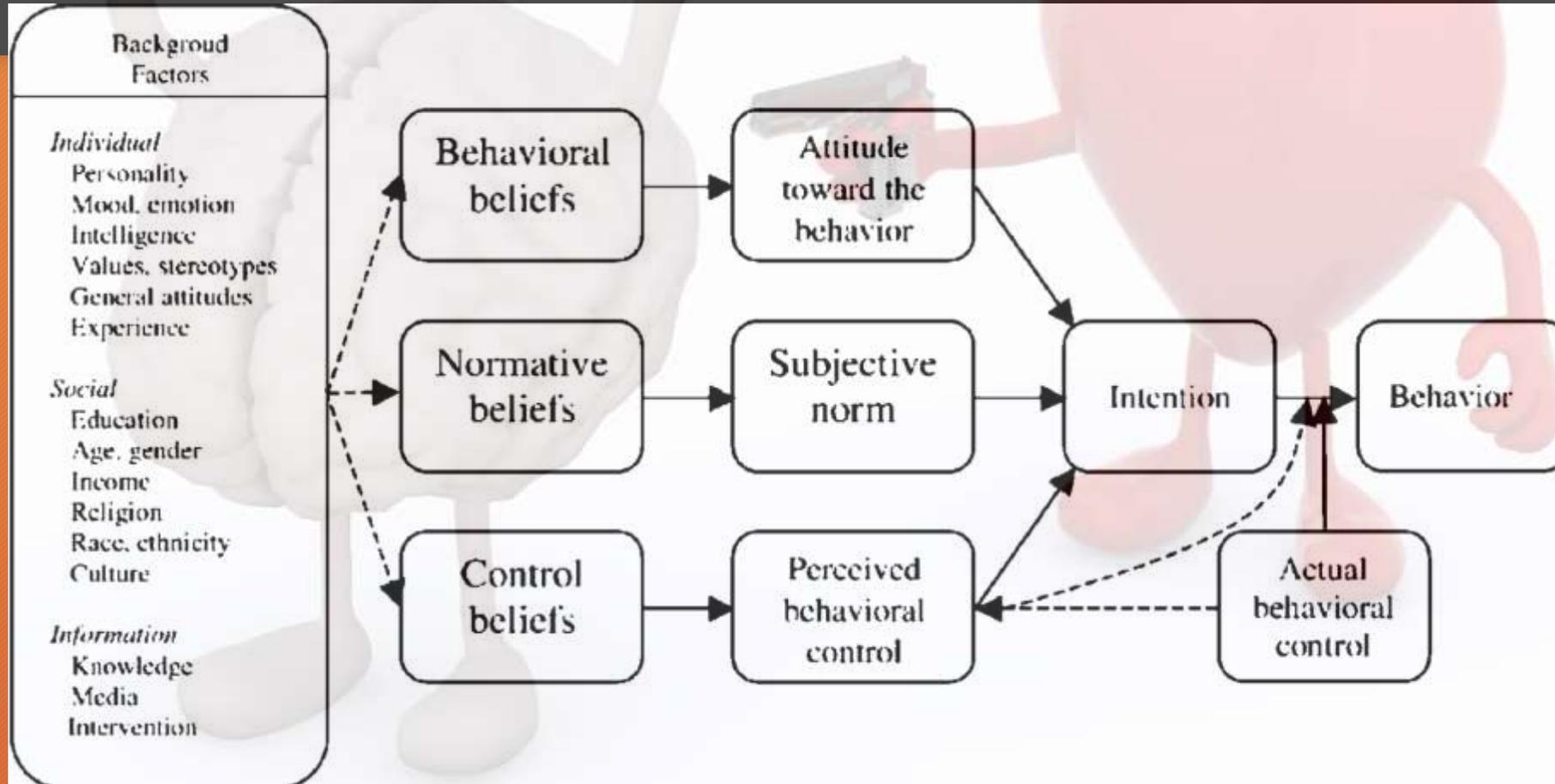
Caitlin always wanted to be a chef, but her parents did not believe this would earn her a living wage or bring honor to the family. Given her excellent writing and logic skills, they pushed her into political science on the road to law school. She is doing well in her classes, but unhappy, unfulfilled, and hungry.

## No Choice

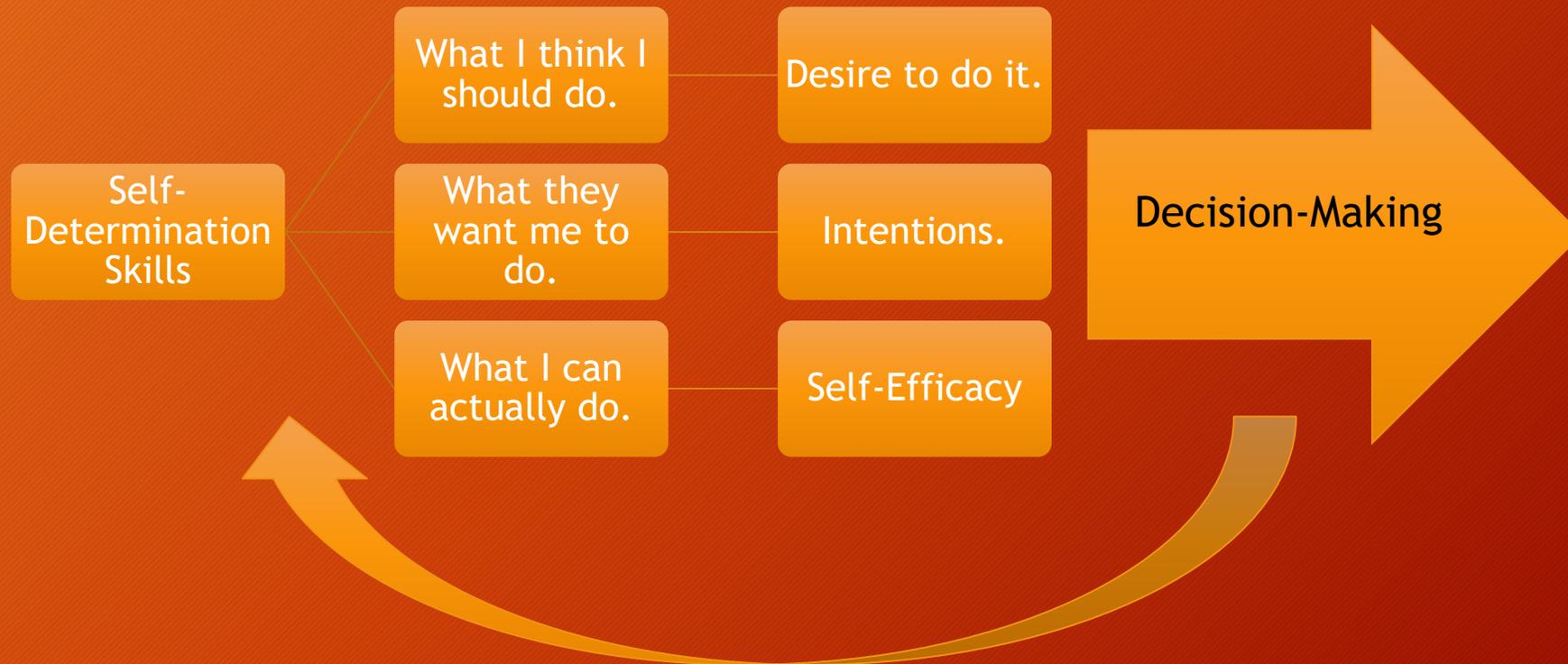
# Dignity to Fail?



# Decision-Making (Azjen & Fishbein)



# Dynamic Determination



# Dynamic Determination

- The process by which people are empowered to appropriately evaluate their own destiny in relation to the opinions and wisdom of their stakeholders, which results in a balance of self-actualization and personal success.

# Dynamic Determination



# Volunteering vs. Professional Internships



# Campus Policy vs. Department of Labor

The following six criteria must be applied when making this determination:

- 1 The internship, even though it includes actual operation of the facilities of the employer, is similar to training which would be given in an educational environment;
- 2 The internship experience is for the benefit of the intern;
- 3 The intern does not displace regular employees, but works under close supervision of existing staff;
- 4 The employer that provides the training derives no immediate advantage from the activities of the intern; and on occasion its operations may actually be impeded;
- 5 The intern is not necessarily entitled to a job at the conclusion of the internship; and
- 6 The employer and the intern understand that the intern is not entitled to wages for the time spent in the internship.

# Campus Policy vs. Department of Labor



# Discrimination vs. Entitlement



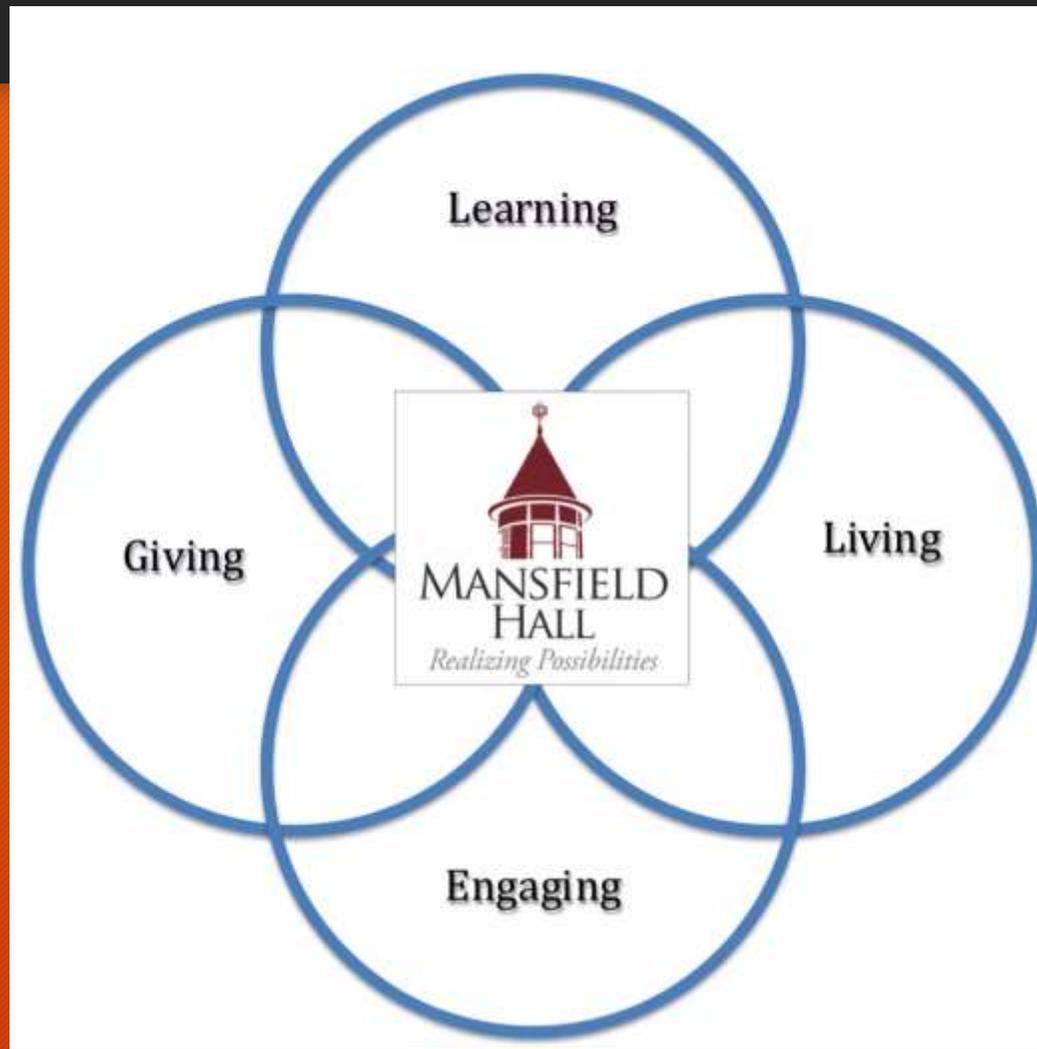
Disability

Entitlement

# Altruism vs. Productivity

# Support to Succeed vs. Dignity to Fail

# Mansfield Hall





# Mansfield Hall Internship

- Students must complete Volunteer hours and Seminar to be eligible
- Students must apply for the program and designate career interest areas
- Staff cultivates internship sites based on student interest areas
- Student must interview at internship site
- Students participate in three credit internship course at Community College of Vermont or Madison College
- Students receiving ongoing coaching, on site if necessary
- Exit interviews and requests for recommendation letters

Let's talk...