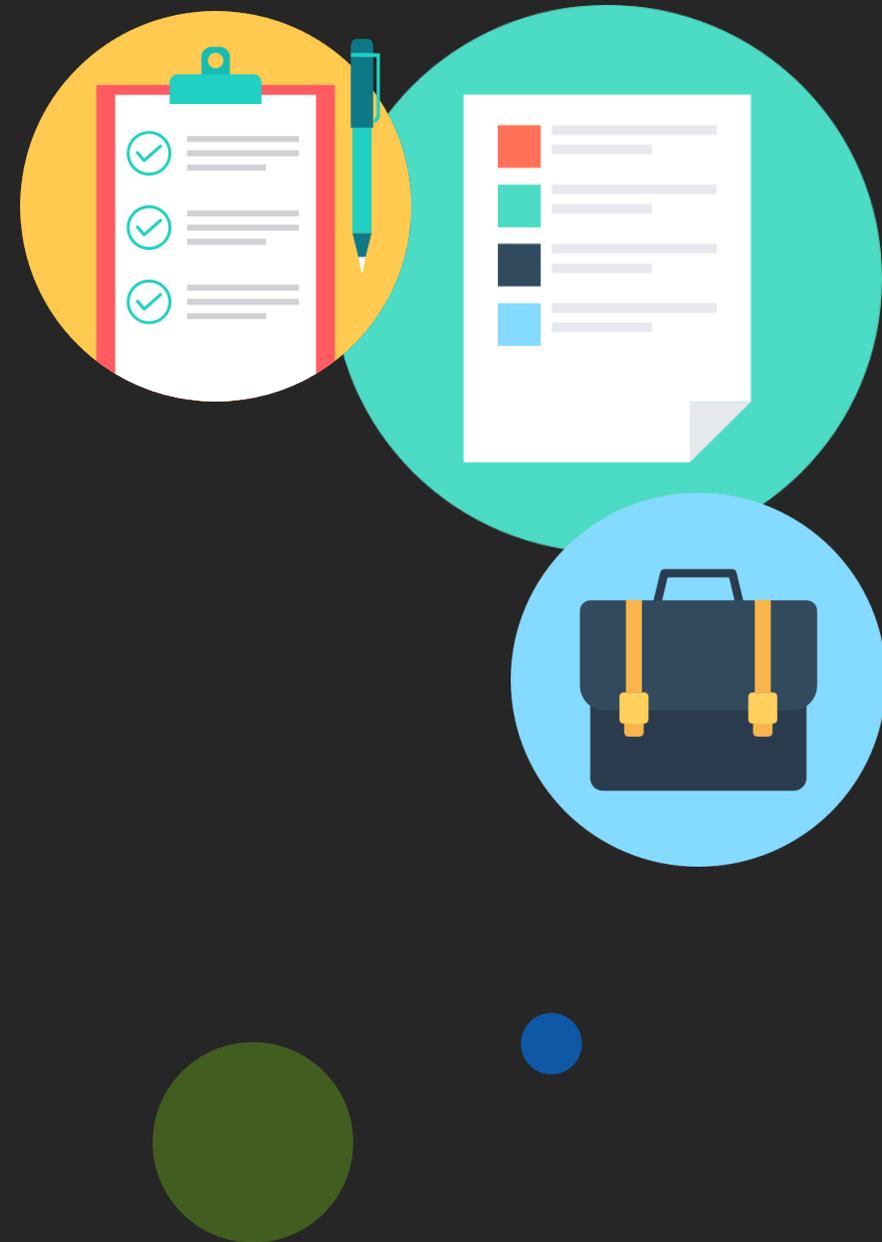


Life after school: where am I going and how do I get there?

Dr Alison Doyle
Caerus Education

April 2021



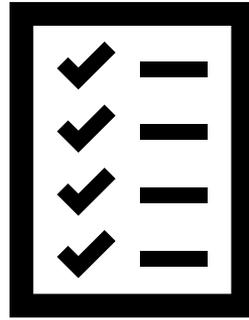
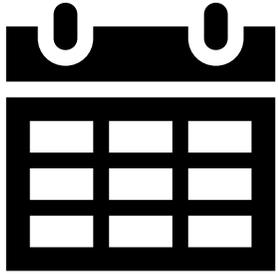
Contents

```
graph TD; A[Contents] --> B[Preparation and planning for transition]; B --> C[Essential Skills for FE / training / employment]; C --> D[Into the Future: choices and opportunities];
```

Preparation and planning
for transition

Essential Skills for FE /
training / employment

Into the Future: choices
and opportunities



When do I need to begin planning for the transition from school to life after school?

At least two years before leaving school

Contents

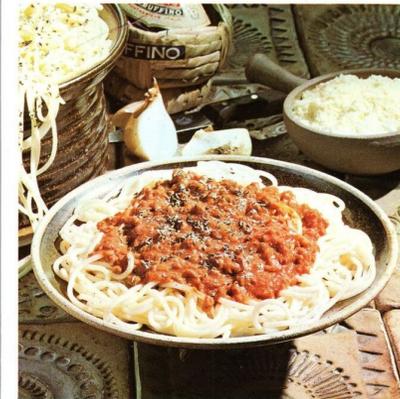
Preparation and Planning
for transition

Essential Skills for FE / HE /
Employment

Into the Future: choices
and opportunities

SPHAGHETTI BOLOGNESE

Italian Spaghetti with Meat Sauce ROUND THE WORLD CARD 13



Photograph by courtesy of Libby's

SPHAGHETTI BOLOGNESE

Italian Spaghetti with Meat Sauce ROUND THE WORLD CARD 13

Cooking time: sauce:
1 hour; spaghetti: 15 mins.
Preparation time: 30 mins.
Main cooking utensils: two
saucepans

For 4-8 *people you need:

For the sauce:
1 oz. butter
1 tablespoon olive oil
2 oz. mushrooms
1 onion
1 carrot
6-8 oz. minced raw beef
1 small can concentrated
tomato purée OR tomatoes
seasoning
 $\frac{1}{2}$ pint good stock if using
canned tomatoes, slightly
more for tomato purée
 $\frac{1}{2}$ pint red wine
8 oz. spaghetti
Parmesan cheese

- 1 Cook sauce first as it takes longer than the spaghetti. Heat butter and oil in a pan and fry finely chopped mushrooms, shredded onion and shredded carrot.
- 2 Stir in the meat, simmer gently, then add rest of ingredients.
- 3 Continue to cook until thickened and a rich flavour, stirring from time to time.
- 4 Put spaghetti on to cook in boiling salted water.

TO SERVE: Arrange spaghetti on hot dish, top with sauce. Serve with grated Parmesan cheese.

TO VARY: Instead of making the sauce heat together 1 x 2 $\frac{1}{2}$ oz. can tomato purée 1 x 15 oz. can minced steak and $\frac{1}{4}$ teaspoon mixed herbs or oregano.

TO STORE: Meat sauce: may be kept in cold place. Spaghetti: can be pre-cooked very lightly, kept in cold water, re-heated quickly.

*4 for main course; 8 for hors d'oeuvre

Printed in England 3,1272.1C.600769135 © Copyright Paul Hamlyn, Ltd 1967



- Research
- Reflect
- Decide



Planning for Life After School

Guidelines for Students with Special Educational Needs and their Parents/Guardians

NCSE 2016



Leaving School?

Information on some Post-School Options for School Leavers and other Adults with Disabilities

FURTHER EDUCATION AND TRAINING



Leaving School?

Information on some Post-School Options for School Leavers and other Adults with Disabilities

HIGHER EDUCATION



Leaving School?

Information on some Post-School Options for Rehabilitative Training and Adult Day Services



Some of the individual supports provided

Support for:

- ▶ making choices and plans
- ▶ making transitions and progression
- ▶ inclusion in the local community
- ▶ accessing education and formal learning
- ▶ maximising independence
- ▶ personal and social development
- ▶ health and wellbeing
- ▶ accessing bridging programmes to vocational training
- ▶ accessing vocational training and work opportunities
- ▶ personal expression and creativity
- ▶ having meaningful social roles
- ▶ influencing service policy and practice.

Each centre provides its own programme and the type of support may differ from centre to centre. You should contact your local HSE Disability Office or service provider to get specific information on the programmes they run and to see if you are eligible to attend.

| Agency/Service Name | Full Web address |
|--|--|
| Citizens Information Board | www.citizensinformation.ie |
| Inclusion Ireland National Association for People with an Intellectual Disability | www.inclusionireland.ie |
| INTREO Department of Employment Affairs and Social Protection local service, which offers guidance on pathways to work and training | www.welfare.ie/en/Pages/Intreo_home.aspx |
| HSE Disability Services | www.hse.ie/eng/services/list/4/disability/ |
| National Council for Special Education | www.ncse.ie |
| National Federation of Voluntary Bodies Umbrella body of voluntary sector organisations providing services for people with intellectual disability | www.fedvol.ie |
| Not for Profit Business Organisation Umbrella body of service providers for people with physical, sensory or neurological disabilities | www.notforprofit.ie |

Step 1 - The dream

What is your personal vision for the future. How would you like life to be different, how would you like to live day-to-day.

Step 2 - Sensing the goal

Imagine that a year has passed and we are in this same room recollecting what has happened. How does it feel to live in a better future, what events have taken place and what have you done to make the dream more of a reality. All goals recorded have to be both positive and possible.

Step 3 - Now

Where are you now and where do you want to be in a year's time.

Step 4 - Who's on board?

None of the goals are achievable on your own. Who needs to help. Who could stand in the way of the goals.

Step 5 - How are we going to build strengths and skills?

What do you need to do in order to stay strong and keep on track to your goal.

Step 6 - Three/six month goals

Pick a date and set some interim goals.

research



What do other people think I would be good at?



Looking around me, what jobs do other people do?



What goes on in my local area?

Who do I know that can help / provide me with an opportunity?



What activities am I / should I be involved in?

Get out into the community, gather information.



Explore career videos

Search by

Featured

Job type

Subject

Employers

Life events

What next?

Featured videos



Head of Patient Liaison Addenbrookes Hospital

Head of Patient Liaison at Addenbrookes Lee B, says of his role "I think it is very...



Senior Biomedical Scientist Addenbrookes Hospital

Lucy K is a Senior Biomedical Scientist, "I was flicking through a Sunday paper...



Physiotherapist Wolverhampton City Primary Care

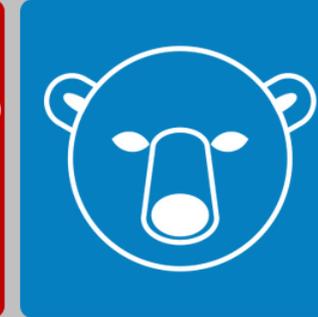
During her childhood in India, Physiotherapist Deepa B was inspired by visits to...

Inspire me

Take the Buzz Quiz

Find out which animal you are

Take the Buzz Quiz



In under five minutes, discover:

- your strengths and what makes you tick
- what you're like as a boyfriend or girlfriend
- which celebrities share your personality type

There are 16 possible results, each connected to an animal.

Which animal are you?

O*NET Interest Profiler



o-net® Interest Profiler

[User Agreement](#)
[Proper Use](#)

Taken the Interest Profiler before?

Enter scores

Welcome to the O*NET Interest Profiler!

The **O*NET Interest Profiler** can help you find out what your interests are and how they relate to the world of work. You can find out what you like to do.

The **O*NET Interest Profiler** helps you decide what kinds of careers you might want to explore.

On each screen, click the **Next** button at the bottom to continue. You can use the **Back** button at the bottom to re-read the instructions or change your answers.

Start

Interests

Results

Job Zones

Careers

Next



<https://www.mynextmove.org/explore/ip>

research



Is there such a thing as training or a course for the type of job I want to do?

Where is it? Is it geographically possible?

How much does it cost?

How long does it take?

Do I lose any social welfare payments?

Can I earn as I learn?

Who do I need to talk to?

When are the open days?



Level 8 Honours degree (undergraduate 3-4 years) BA, BSc (Honours)

Level 7 Ordinary degree (undergraduate 3 years) BA, BSc

Level 6 QQI (higher certificate, advanced certificate 1 year)

**Level 5 QQI (PLC, 1 – 2 years)
Level 5 Leaving Certificate / Leaving Cert Applied**

Level 4/5 QQI (1 – 2 year Certificates / Leaving Cert Vocational Programme)

Level 2 / 3 Junior Certificate School Programme / Junior certificate



▶ [Students](#)

▶ [Career Events](#)

▶ [Choosing a Career](#)

▶ [Course Finder](#)

[All Courses](#)

[Choosing the right course](#)

[Courses leading to NFQ awards](#)

[Courses outside Ireland](#)

[Disability resourced](#)

[Help on searching courses](#)

[Higher Education CAO](#)

[Mature student](#)

[PLC Post Leaving Cert](#)

[Postgraduate](#)

▶ [DARE and HEAR](#)

▶ [Frequently Asked Questions](#)

▶ [How to use Qualifax](#)

▶ [Support and Advice](#)

▶ [Useful Tools](#)

▶ [Podcasts](#)

Showing 1 to 7 of 7 results

for

Award Name: **Level 3 Certificate (Level 3 NFQ)**, County: **Offaly**

[New Search](#)

[Refine Search](#)

| Compare | Tag All | Code | Course | Course Provider | NFQ Level | NFQ Classification |
|--------------------------|-------------------------|--------|---|---|--------------------------|--------------------|
| <input type="checkbox"/> | ★ Tag | 97119 | Art & Design | Tullamore Further Education Centre and Laois & Offaly ETB | Level 2 NFQ, Level 3 NFQ | Major |
| <input type="checkbox"/> | ★ Tag | 3M0935 | Employability Skills - Fresh Start | National Learning Network Offaly | Level 3 NFQ | Major |
| <input type="checkbox"/> | ★ Tag | 3M0935 | Employability Skills - Transition | National Learning Network Offaly | Level 3 NFQ | Major |
| <input type="checkbox"/> | ★ Tag | 3M0874 | General Learning - Level 3 | Clara Youthreach and Laois & Offaly ETB | Level 3 NFQ | Major |
| <input type="checkbox"/> | ★ Tag | 3M0874 | General Learning - Level 3 | Edenderry Youthreach and Laois & Offaly ETB | Level 3 NFQ | Major |
| <input type="checkbox"/> | ★ Tag | 3M0864 | Health & Well Being - Introduction to | National Learning Network Offaly | Level 3 NFQ | Major |
| <input type="checkbox"/> | ★ Tag | 4M4966 | Sports & Recreation | National Learning Network Offaly | Level 3 NFQ, Level 4 NFQ | Major |

23 courses found

F = Fulltime P = Parttime O = Online E = Evening

Results Map Favourites Near Me

| REF | COURSE TITLE | PROVIDER | LOCATION | STARTS | CATEGORY | TYPE |
|--------|---|----------------------|-----------|------------|--|------|
| 246607 | Pathway To Employment (General Learning) CTC | Training Offaly | Tullamore | 02/03/2020 | Generic programmes and qualifications | F |
| 284670 | Hotel & Restaurant Skills QQI 5M2083 | Tullamore FET Centre | Tullamore | 02/09/2020 | Services | F |
| 246990 | Employability Skills Level 3, CTC Tullamore. | Training Offaly | Tullamore | 02/03/2020 | Generic programmes and qualifications | F |
| 247024 | Office Skills 4M2070 (STP, previously Business Admin), NLN, Tullamore | Training Offaly | Tullamore | 02/03/2020 | Business and administration and law | F |
| 246972 | Early Childhood Education & Care Support, CTC, Tullamore | Training Offaly | Tullamore | 02/03/2020 | Education | F |
| 285962 | Engineering Technology QQI 5M2061 | Tullamore FET Centre | Tullamore | 02/09/2020 | Engineering, manufacturing and construction | F |
| 285957 | Nursing Studies QQI 5M4349 | Tullamore FET Centre | Tullamore | 02/09/2020 | Health and welfare | F |
| 275213 | Hospitality Traineeship | Training Offaly | Tullamore | 02/03/2020 | Services | F |
| 273766 | Remote Working Traineeship | Training Offaly | Tullamore | 10/03/2020 | Business and administration and law | F |
| 285968 | Applied Science/Laboratory Techniques QQI 5M3807 | Tullamore FET Centre | Tullamore | 02/09/2020 | Natural sciences, mathematics and statistics | F |

<< < 1 2 3 > >>

10 25 50

www.fetchcourses.ie



etbi

Education and Training
Boards Ireland
*Boird Oideachais agus
Oiliúna Éireann*

Website

Schools

ETBs

Training Centres

Search ETBI.ie...



[Cavan & Monaghan Education & Training Board](#)

Monaghan Office - 047 30888
Cavan Office - 049 4331044
HQ: Monaghan (sub-office in Cavan Town)

[City of Dublin Education & Training Board](#)

Ph: 01 668 0614
HQ: Ballsbridge, Dublin 4

[Dublin & Dun Laoghaire Education & Training Board](#)

Dublin Office - 01 452 9600
HQ: Tallaght, Dublin 24

[Kerry Education & Training Board](#)

Ph: 066 712 1488
HQ: Tralee
[YouTube Channel](#)

[Kilkenny & Carlow Education & Training Board](#)

Kilkenny Office - 056 777 0966
Carlow Office - 059 913 8560
HQ: Carlow Town

[Limerick & Clare Education & Training Board](#)

Limerick Office - 061 442 100
Clare Office - 065 682 8107
HQ: Limerick (greater city area)

[Louth & Meath Education & Training Board](#)

Louth Office - 042 933 4047
Meath Office - 046 906 8200
HQ: Navan

[Tipperary Education & Training Board](#)

Tipperary North Riding Office - 067 31250
Tipperary South Riding Office - 052 612 1067
HQ: Nenagh (sub-office in Clonmel)

[Cork Education & Training Board](#)

Cork Office - 021 4907 100
HQ: Cork (greater city area)

[Donegal Education & Training Board](#)

Ph: 074 916 1600
HQ: Letterkenny

[Galway & Roscommon Education & Training Board](#)

City of Galway Office - 091 549 400
County Galway Office - 091 874 500
Roscommon Office - 090 662 6151
HQ: Athenry (sub-office in Roscommon Town)

[Kildare & Wicklow Education & Training Board](#)

Kildare Office - 045 988 000
Wicklow Office - 0404 60 500
HQ: Naas (sub-office in Wicklow)

[Laois & Offaly Education & Training Board](#)

Laois Office - 057 862 1352
Offaly Office - 057 934 9400
HQ: Portlaoise

[Longford & Westmeath Education & Training Board](#)

Longford Office - 043 333 4000 / 043 334 6493
Westmeath Office - 044 934 8389
HQ: Mullingar

[Mayo, Sligo & Leitrim Education & Training Board](#)

Mayo Office - 094 902 4188
Sligo Office - 071 914 5025
Leitrim Office - 071 962 0024
HQ: Castlebar (sub-offices in Sligo & Carrick-on-Shannon)

[Waterford & Wexford Education & Training Board](#)

City of Waterford Office - 051 874 007
County Waterford Office - 058 41780
Wexford Office - 053 912 3799
HQ: Wexford (sub-offices in Waterford City & Dungarvan)

naeilge

Leaving Certificate Vocational Programme (LCVP) Students:

Leaving Certificate Vocational Programme (LCVP) apply in the normal way through the CAO system. Points are awarded on the same basis. The LCVP subject will be considered as a passing subject provided the student achieves at least a pass grade. This will apply to entry for honours degree (NFQ Level 8), and Ordinary Degree (NFQ Level 7). The following points scoring system will be used.

| Grade | Points |
|-------------|--------|
| Pass | 28 |
| Merit | 46 |
| Distinction | 66 |

Leaving Certificate Applied (LCA) Students:

Subjects do not meet the minimum entry requirements for admission to academic courses and are not considered as passing subjects.

Holders of the LCAP can undertake a QQI / FET course in order to gain eligibility for entry to third-level courses.

Undergraduate

Courses

How to Apply

> CAO Applicants

✓ **Alternative Entry Pathways**

> HEAR Scheme

> DARE Scheme

> QQI Access TU Dublin

> Access TU Dublin

> Access Foundation Programme

> Scholarships

✓ **QQI Level 5/6 Award Holders**

QQI Level 5/6 Applicants

Technological University Dublin welcomes applications from students presenting QQI (formerly known as FET/FETAC) Level 5/6 awards.

Around 500 first-year places are available on Higher Certificate, Ordinary Degree and most Honours Degree programmes reserved for such applicants.

How to apply

- You must apply through the CAO system. You can do this online at www.cao.ie.
- In order to apply, you must have obtained a full major award. *A Component Certificate (minor award) is not sufficient.*
- The best 8 modules of your award are used for ranking purposes.
- If you've accumulated your major award over more than one academic year, you'll need to apply to the QQI for a major award.
- If you present full QQI Level 5/6 awards, you won't be required to meet minimum entry requirements based on Leaving Certificate results. The QQI Level 5/6 award is accepted in its own right.

Entry Requirements For Our Programmes

Jump to a section using the letters below



About KARE



Our Supports



Getting Involved



News and Events

Getting Involved

Home > Getting Involved > Training and Work Experience



- Job Opportunities
- Volunteering
- Training/Work Experience
- Fundraising

Training and Work Experience

We think it is important to support our local community. We do this by giving people a chance to gain experience and develop skills.

School / College Work Experience Placement

You can apply to us for a work experience placement by emailing anne.crowe@kare.ie or phoning 045-480200

DSP Programmes

KARE Adult Supports Community Employment Programme

The Adult Supports Community Employment Programme is run in conjunction with the DSP in the Kildare and Wicklow regions. Participants on the scheme gain experience by playing an active role in the organisation either by working directly in services for adults or in our support/administration services. Participants are also facilitated to achieve QQI qualifications in their chosen vocational areas for example a QQI Level 5 Major Award in Intellectual Disability Practice for those working frontline. Prospective participants must meet the DSP criteria for Community Employment, for more information please see www.welfare.ie

For further information email veronica.roche@kare.ie or phone 045-448700

WALKways Tallaght University Hospital



Transition programme

WALKways Tallaght University Hospital Programme offers a one-year structured learning programme run in partnership between Tallaght University Hospital, Dublin and Dun Laoghaire Education and Training Board (DDLETB) and WALK, a community organisation involved in the education and training of young people with intellectual disabilities, across Leinster.

[Learn more about this exciting, unique and innovative programme here.](#)

WALK PEER Programme



Providing Equal Employment Routes

For a young person with a disability the expectations and opportunities to take the first steps into paid employment are significantly lower than for their non-disabled peers. Consequently, young people with disabilities fall behind in this vital area of life development. Without the awareness, expectation and opportunity of work, people with a disabilities often miss out on normal life transitions.

WALK PEER Programme is aimed at supporting young people who are in education to successfully transition into the world of work by taking steps into further education and training and paid employment. "WALK PEER" is designed to support students with a disability, aged between 16 and 24 years old, to avail of same opportunities as their non-disabled peers.

While participating in the **WALK PEER programme**, students are supported to recognise where their interests, skills and talents lie, to realise where they might best fit the labour market and to learn the skills associated with successfully finding and keeping a job. Participants grow in self-confidence and have greater expectations, awareness and prospects for future employment.

To read some stories from participants of the **WALK PEER programme** click [here](#)

[See here for a short video about WALK PEER Mentors](#)



EMAIL

Des Henry
info@walk.ie



Auctioneering

[Auctioneering and Property Services](#)

Construction

[Brick and Stonelaying](#)

[Carpentry and Joinery](#)

[Geo Driller](#)

[Painting and Decorating *](#)

[Plastering](#)

[Plumbing *](#)

[Stonecutting and Stonemasonry](#)

[Wood Manufacturing and Finishing](#)

Biopharmachem

[Laboratory Technician](#)

[Laboratory Analyst](#)

Electrical

[Aircraft Mechanics *](#)

[Electrical *](#)

[Electrical Instrumentation *](#)

[Electronic Security Systems](#)

[Industrial Electrical Engineer](#)

[Instrumentation *](#)

[Refrigeration and Air Condit](#)

Hospitality and Food

[Butcher](#)

[Chef De Partie](#)

[Commis Chef](#)

[Sous-Chef](#)

Motor

[Agricultural Mechanics *](#)

[Construction Plant Fitting*](#)

[Heavy Vehicle Mechanics*](#)

[Motor Mechanics *](#)

[Vehicle Body Repairs *](#)

Sales

[Retail Supervision](#)

[Sales](#)

ICT

[CGI Technical Artist](#)

[Cybersecurity](#)

[Network Engineer Associate](#)

[Software Developer Associate](#)

Logistics

[Lean Sigma Manager](#)

[Logistics Associate](#)

[Supply Chain Manager](#)

[Supply Chain Specialist](#)

Hair

[Hair](#)



**GENERATION
APPRENTICESHIP**

[Home](#) [About](#) [Apprenticeships](#) [Employers](#) [Apprentices](#) [Moodle](#) [Contact](#) [News](#) [Jobs](#) [Training Allowances](#)



Inclusive National Higher Education Forum

Supporting the sustainability and development of existing and future inclusive education initiatives for students with intellectual disabilities within Irish Higher Education Providers.

<http://inhef.ie/>



DCU
Ability Programme



IT Tralee
Skills for Life (Skills4Life)



Limerick Institute of Technology
Advocacy Leadership & Independent Living



Limerick Institute of Technology
Campaigning for Human Rights and Equality



Mary Immaculate College
General Learning and Personal Development



Trinity College Dublin
Arts, Science and Inclusive Applied Practice (ASIAP)



TU Dublin, Blanchardstown
Integrated Education Programme



TU Dublin, Tallaght
Inclusive Education for Persons with Intellectual Disabilities in Higher Education



University College Cork
Contemporary Living Skills



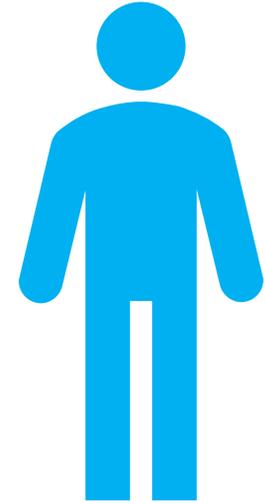
Dundalk IT
Skills for Independent Living

Contents

Preparation and Planning
for transition

Essential Skills for FE / HE /
Employment

Into the Future: choices
and opportunities





Building personal skills



Developing learning skills



Using technologies and supports



Learning to be independent



Managing the transition bridge

Building Personal Skills



Self-awareness

Self-determination

Self-advocacy

confidence

- seek help if needed
- be motivated
- develop skills
- manage health and well being
- be responsible
- follow college / work rules
- proficient IT skills
- turn up on time
- ask questions
- manage time

Planning Transitions for Young People with Special Needs and Disabilities

A Workbook for Parents and Students



MyUniPlan

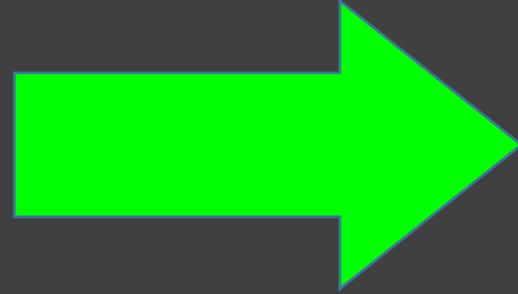
Unit 1: Building Personal Skills Planning Worksheet

Developing Self-awareness

| Goals | YES | N/A | NO | DK |
|--|-----|-----|----|----|
| Knows which subjects and activities he / she is good at in school. | | | | |
| Describes and talks about these things to other people using appropriate language. | | | | |
| Knows how he/she learns best (listening, seeing, reading, doing). | | | | |
| Uses these strategies at school. | | | | |
| Uses these strategies at home. | | | | |
| Has achieved things that he/she is proud of. | | | | |
| Talks about these things to other people. | | | | |
| Aware of specific events or situations that create stress in school or the wider environment. | | | | |
| Aware of specific events or situations that create stress at home. | | | | |
| Knows how to manage stress at school. | | | | |
| Knows how to manage stress at home or the wider environment. | | | | |
| Aware of the difference between wanting and needing something. | | | | |
| Makes choices or decisions based on likes, dislikes, wants or needs. | | | | |
| Is aware of sensory factors that affect focus, attention and concentration (e.g. noise, visual stimuli). | | | | |

© Alison Doyle. MyUniPlan may be reproduced for use in class solely within the purchaser's school / college

Developing Learning Skills



Further study / vocational training / apprenticeship / traineeship / workplace:

- work independently.
- decide what to study.
- how much time to spend on this.
- where to find information.

- discover how they learn best (reading, listening, seeing, doing)

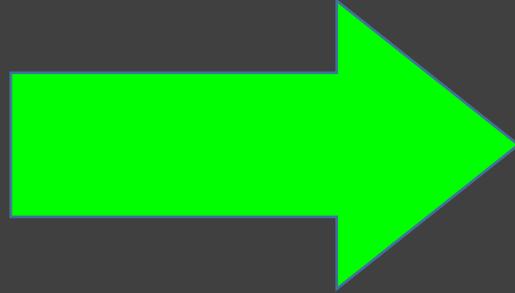
- read and study documents, take notes, write reports, letters, emails.
- organise materials.

Learning how to learn

Organising the study environment

Managing time

Using Human & Technological Supports

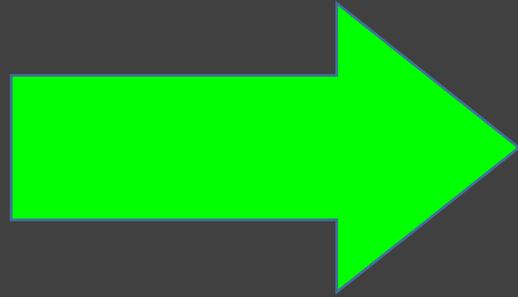


Using human supports and resources

Using technologies to support learning

- what supports do I have in school?
- how do they help?
- will they be useful at college or in the workplace?
- do they need to be changed?
- how can technology help?
- who is going to provide it?
- what is my skill level?

Learning to be Independent



- simple activities: eating properly and managing laundry.
- traveling to college or work.
- establishing a good routine.
- social skills in unfamiliar environments.

Daily life tasks

Money and housing

Health and social relationships

SOCIAL SURVIVAL

A MANUAL FOR THOSE WITH AUTISM AND OTHER LOGICAL THINKERS

AMY ELEFThERIADES



A Speechmark Book



Social Thinking: www.socialthinking.com

Michelle Garcia Winner workshops, books, and products around cognitive, social, and emotional development.

Social Skill Builder: <http://www.socialskillbuilder.com/>

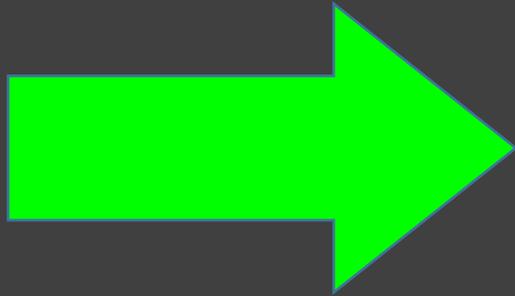
Series of innovative software programs use interactive videos to teach key social thinking, language and behaviour that are critical to everyday living.

Model Me Kids—Videos for Modeling Social Skills:

<http://www.modelmekids.com/>

Demonstrates social skills by modelling peer behaviour at school, on a playdate, at a birthday party, on the playground, at a library, at the dentist, restaurant, and more. Real children model and narrate each skill. DVDs for ages 2-17.

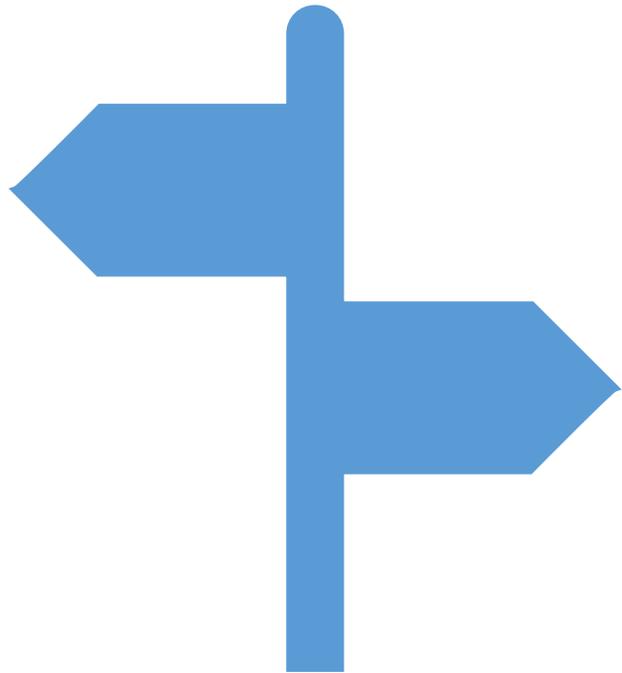
Managing the Transition Bridge



Preparing for further study / workplace

Monitoring the first few weeks

- identify differences
- prepare for change
- be aware of entitlements
- what support do you need
- 'finding out' activities
- organise supports
- monitor the first few weeks



Contents

Preparation and Planning
for transition

Essential Skills for FE / HE /
Employment

Into the Future: choices
and opportunities

day services

apprenticeship

volunteering

work experience

training

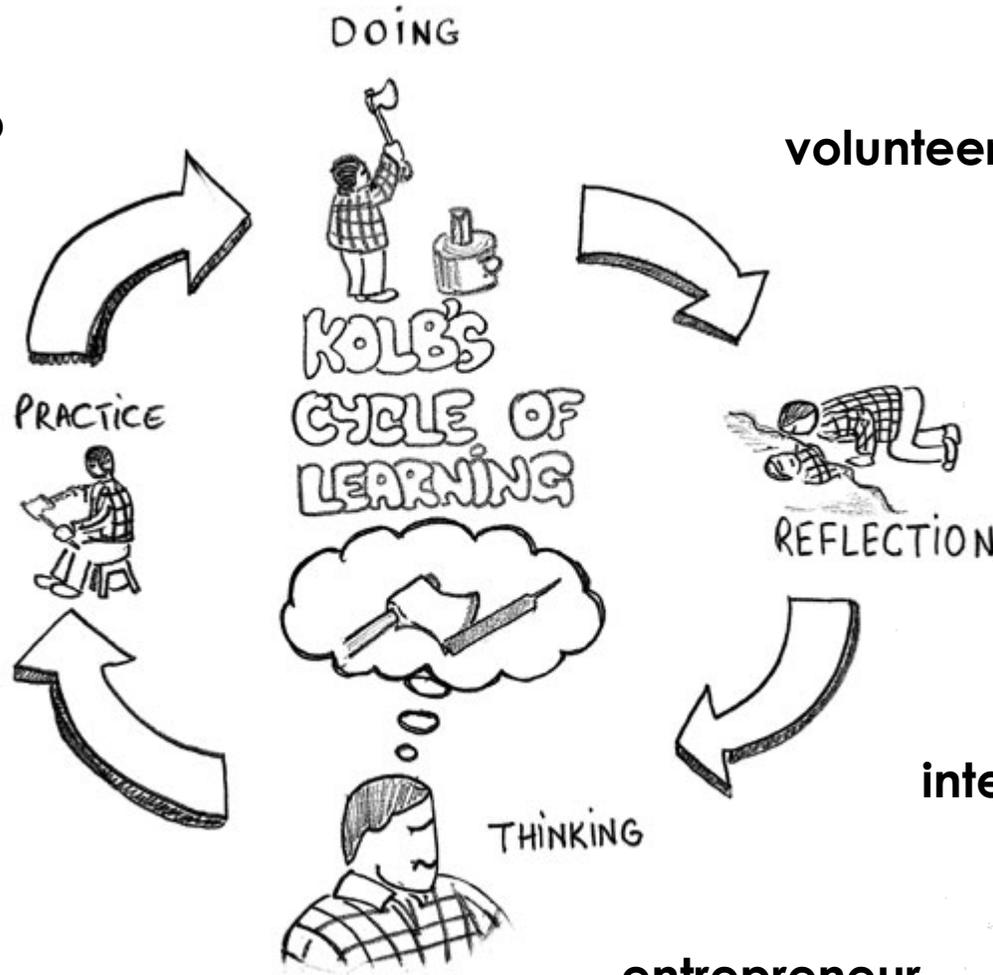
further education

internship

community service

entrepreneur

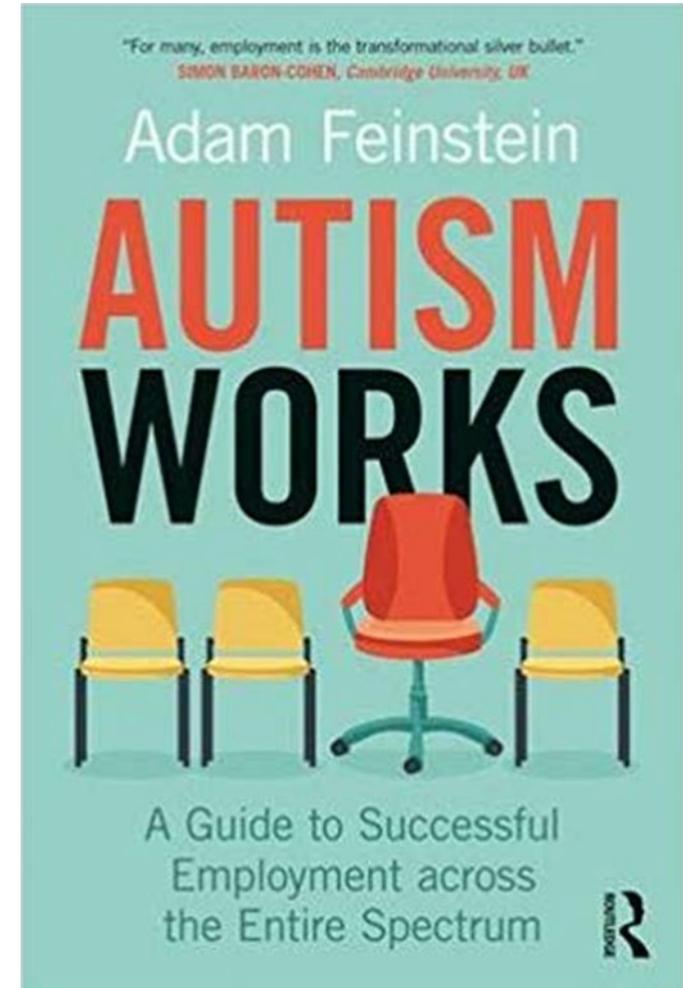
social enterprise





Whose
ambitions?

Whose
dreams?





Finding work

A job searching and employment preparation
workbook for autistic people



Until everyone understands

Contents

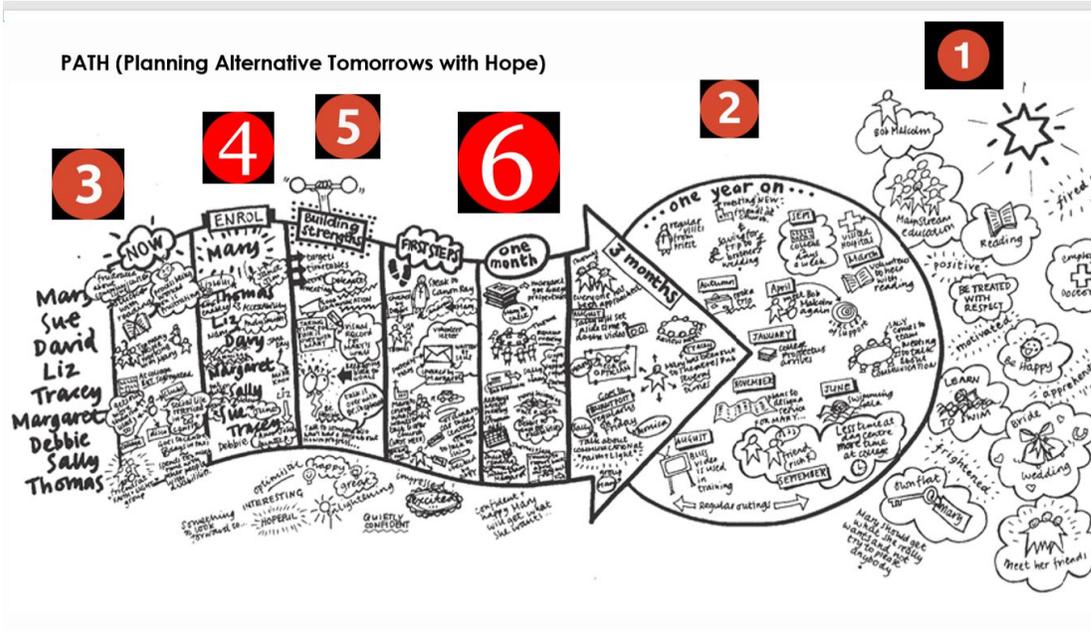
| | |
|------------------------------------|-----|
| 1. Introduction | 4 |
| 2. Understanding autism | 6 |
| 3. Choosing a suitable role | 43 |
| 4. Applying for roles | 68 |
| 5. Interviews | 101 |
| 6. Finding work experience | 126 |
| 7. Communication and social skills | 156 |
| 8. Managing anxiety | 187 |
| 9. Preparing for the workplace | 205 |
| 10. Case study: David | 229 |
| 11. Further information | 233 |

<https://www.autism.org.uk/findingwork>

- Skilled professional e.g. plumbing, painting and decorating.
- Hairdresser.
- Bookkeeper.
- Photographer.
- IT and computer repairs.
- Actor.
- Web design.
- Jewellery designer.
- Musician.
- Cartoonist.
- Graphic design.
- Tour guide.
- Dog grooming.

<https://www.brothersofcharityclare.ie/wp-content/uploads/2019/06/Good-Practice-Reviewfinal-Lets-Get-Started.pdf>





Go back to all of the ideas that you researched.



Review the information you gathered.



Make a list of what is possible and what your options are.



Talk it through with someone you trust.



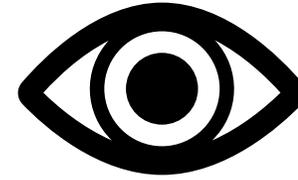
Have a plan B.

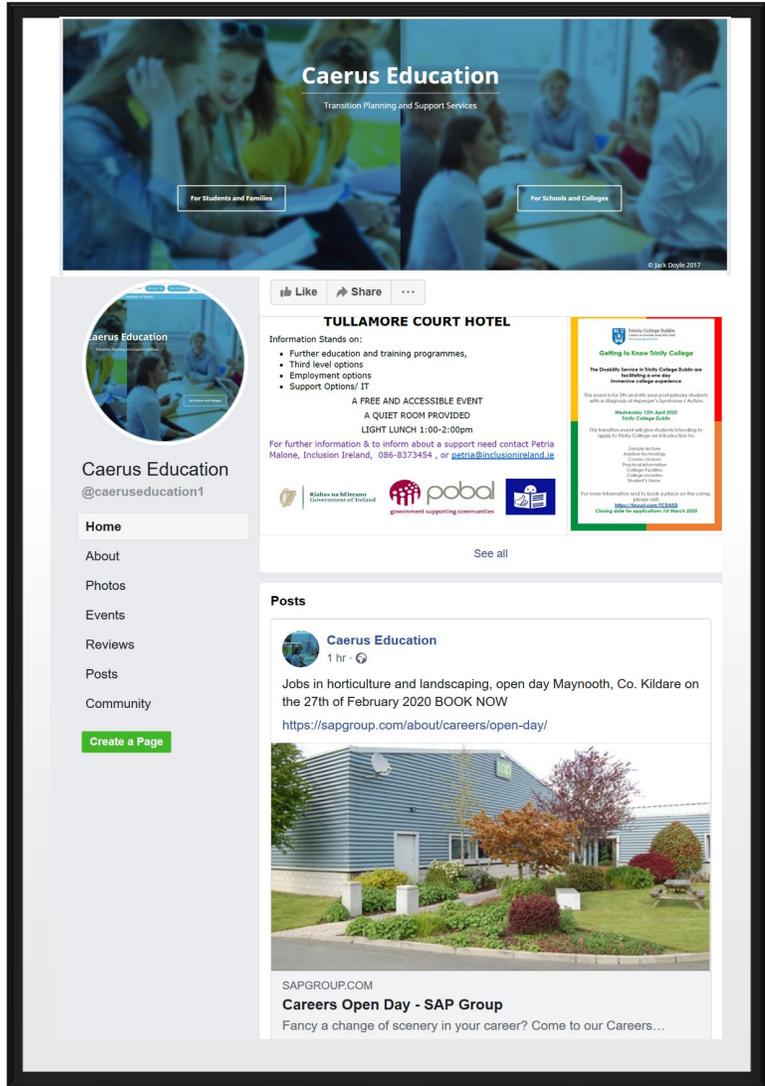
✓ Do your research ...

✓ Start early ...

✓ Ask for help.

✓ Go to as many events as possible.





Caerus Education
Transition Planning and Support Services

For Students and Families | For Schools and Colleges

Like | Share

TULLAMORE COURT HOTEL

Information Stands on:

- Further education and training programmes,
- Third level options
- Employment options
- Support Options/ IT

A FREE AND ACCESSIBLE EVENT
A QUIET ROOM PROVIDED
LIGHT LUNCH 1:00-2:00pm

For further information & to inform about a support need contact Petria Malone, Inclusion Ireland, 086-8373454 , or petria@inclusionireland.ie

Caerus Education
@caeruseducation1

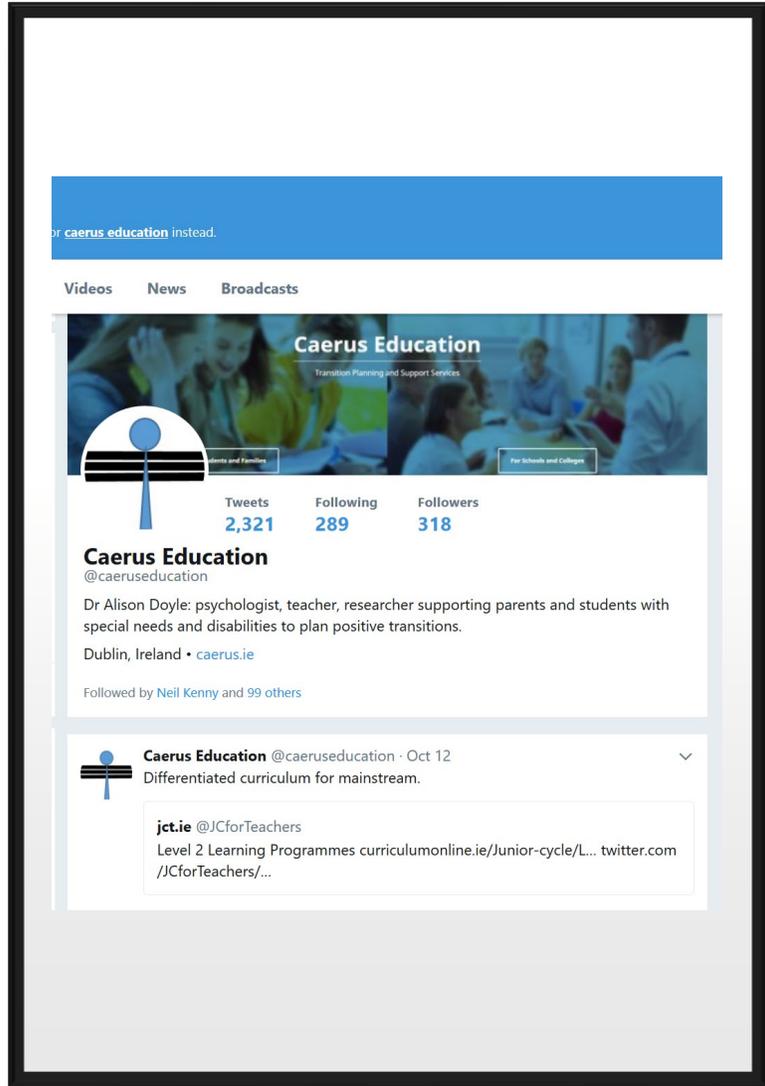
Home
About
Photos
Events
Reviews
Posts
Community
Create a Page

Caerus Education
1 hr

Jobs in horticulture and landscaping, open day Maynooth, Co. Kildare on the 27th of February 2020 BOOK NOW
<https://sapgroup.com/about/careers/open-day/>



SAPGROUP.COM
Careers Open Day - SAP Group
Fancy a change of scenery in your career? Come to our Careers...



or [caerus education](#) instead.

Videos | News | Broadcasts

Caerus Education
Transition Planning and Support Services

For Students and Families | For Schools and Colleges

Tweets 2,321 | Following 289 | Followers 318

Caerus Education
@caeruseducation

Dr Alison Doyle: psychologist, teacher, researcher supporting parents and students with special needs and disabilities to plan positive transitions.
Dublin, Ireland • caerus.ie

Followed by Neil Kenny and 99 others

Caerus Education @caeruseducation · Oct 12
Differentiated curriculum for mainstream.

jct.ie @JCforTeachers
Level 2 Learning Programmes curriculumonline.ie/Junior-cycle/L... [twitter.com/JCforTeachers/...](https://twitter.com/JCforTeachers/)

Thank you! 😊

0877426260

www.caerus.ie

Any
Questions??

