



**QUALITY  
LinCS**  
LINKING INDUSTRY  
COMMUNITY & STUDENTS



Inner South District

**Urrbrae Skill Centre**  
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## **Quality LinCS/DECS Inner South Targeted Intervention Action Team**

**Thursday August 14th**

**4.15pm till 5.30pm**

**Minda Incorporated**

**King George Avenue, Brighton**

**SA Learning Centre**

*(Park and sign in at the Main Building. The SA Learning Centre is to the immediate left of the Main Building – single storey, long thin building next to the large grassed area.)*

## **Minutes**

### **1. WELCOME**

**Present:** Suzette Cater (Minda), Dorothy O'Brien (Minda), Olivia Sorre (MJP), Glenda Samuel, Jane Mills, Lori Hocking, Sue Herbert, Peter Leolkes and Greg Brown.

**1.1 Apologies** – Gabi Hirsch-Brown, Dian Naraniecki, Jill Nichols, Ruth Evans, Liz Burbrook, Frank Russo and Vas Dolman.

**1.2 Accept the minutes from the previous meeting as a true and accurate record.**

**Moved:** *Sue Herbert*

**Seconded:** *Jenny Boisvert*

### **2. GENERAL BUSINESS**

#### **2.1 MJP Update**

*Olivia Sorre (Manager – MJP Employment Services)*

Olivia spoke to the group about the role of MJP (Making Jobs Possible or Minda Job Placement). MJP is a Disability Employment Network (DEN) provider currently funded by the Commonwealth Government. Their focus is primarily on open employment and for people with intellectual disabilities. Olivia walked the group through a job capacity assessment and provided some tips for families and students when undergoing an interview including:

#### Tip 1

Seeking the most appropriate Disability Employment Network (DEN) provider. Take time to obtain information on DEN providers by attending parent nights, expos and other opportunities. Meet with as many providers which match your students requirements. All DEN providers offer a quality service. A generalist provider assists all disability types and specialist providers focus on a particular disability type, for example intellectual or vision impaired. Parents and teachers know the student's strengths and barriers which will then determine the most appropriate DEN provider.

#### Tip 2

Be realistic. DEN providers programs offer up to 2 years to find and keep work for a job seeker. Once placed into work, ongoing support is discussed and arranged. Some students obtain a job more quickly than others. This can lead to expectations or perceptions which vary between parents, teachers and students. Determine what is an acceptable first start into paid work. Most people who enter the workforce may need to try out different industries and work out what would be a "best fit". This aspect requires dialogue and clear understanding on the expectations of all parties concerned. When discussing career options with a DEN provider be guided by their recommendations. We are all here working together to help the student transition into work as smoothly as possible.

#### Tip 3

Remember the journey. Often it is the journey of discovery and growth that enables the student to realise their career goals or first job. Letting go means encouraging the young adult to become independent as they are able to. Continue to give your young adult choice, responsibilities and permission to make mistakes.

#### Final Tip

Legal status. Parents need to start thinking about the legal status before he or she turns 18. Many parents should consider the rights that will transfer to the student upon reaching the age of majority (becoming the legal adult in this

state). These rights include being responsible for planning and agreeing or disagreeing with the disability employment services. If a young person is not able to make informed decisions the family will need to take a longer view and learn as much as possible what this means for them and their role in planning.

**ACTION: Olivia to email Lori a copy of a newsletter article she is currently writing for Daws Road Centre for inclusion in the Quality LinCS Newsletter.**

### **2.1 School Holiday Program with Minda (Priority 2)**

*Lori Hocking*

Lori presented the group with a flyer and summary of the program to run in Week 1 of Term 3 holidays. A few changes were needed from what was originally proposed and hence these changes include: the program will only run for 4 days, parents are invited to be involved in certain activities, the young person must be in receipt of a Disability Support Pension (DSP) and be looking to transition from school at the end of 2008. We are hoping for a good response as we would like the program to be ongoing (Minda still seeking financial support given the level of resourcing required). Those in attendance indicated that they may have some interested students.

**ACTION: Lori to email out ASAP the final flyer and information.**

### **3. ANY OTHER BUSINESS**

#### **3.1 Community Development Grant / Post School (end of school year) social event for students and parents. (Priority 4)**

*Working Group*

A date was set for the Working Group to meet and unfortunately the meeting did not happen. Group to reconvene and send invite out by the end of Term 3. A reminder the date is Wednesday October 29<sup>th</sup> and the venue will be the Skills Centre.

#### **3.2 Survey Drafting (Priority 1)**

*Lori Hocking*

Yet to progress and given no timeframe, is deferred at this point.

#### **3.3 Resources**

- **Parents as Career Partners Flyer**
- **Disability Expo 2008**

**Next Meeting: Term 4, Week 4, Thursday November 6<sup>th</sup>, 2008**