STRENGTHS-BASED

Approach to Employment Outcomes

Understanding the strengths and abilities of students with disabilities is an essential component of planning for students transition to competitive integrated employment. A strengths-based approach to transition planning is a collaborative process that encourages students, families, educators, and others to consistently draw upon and share their knowledge of student strengths, skills, and capabilities. Focusing on existing strengths can lead to increased academic, social emotional, and ultimately positive post school employment success.

Strengths-Based Versus Deficit-Based

STRENGTHS-BASED APPROACH	DEFICIT-BASED APPROACH
Focus is on identifying skills and capacity within the home, school, and community	Focus is on disability, needs, and perceived weaknesses
Supports high expectations	Communicates helplessness and low expectations
Opportunity focused	Problems focused
Proactive planning and building upon strengths	Reactive planning and identifying what is missing
Long-term impact	Short-term impact

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TEXAS WORKFORCE SOLUTIONS
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How to Implement a
STRENGTHS-BASED APPROACH

1 **Recognize**
Recognize every student has strengths, abilities, and skills.

2 **Collaborate**
Enhance collaboration and gather information on students' abilities and interests within the school, home, and community.

3 **Build**
Build relationships with families. This will support families to identify strengths and achievements.

4 **Assist**
Assist students to become well informed of their strengths and interests.

5 **Develop**
Develop goals to build upon students' strengths and resources.

6 **Link**
Link goals to action and develop experiences to uncover additional strengths, interests, and skills.

7 **Gather**
Gather data from goals and activities to build upon students' strength profile.