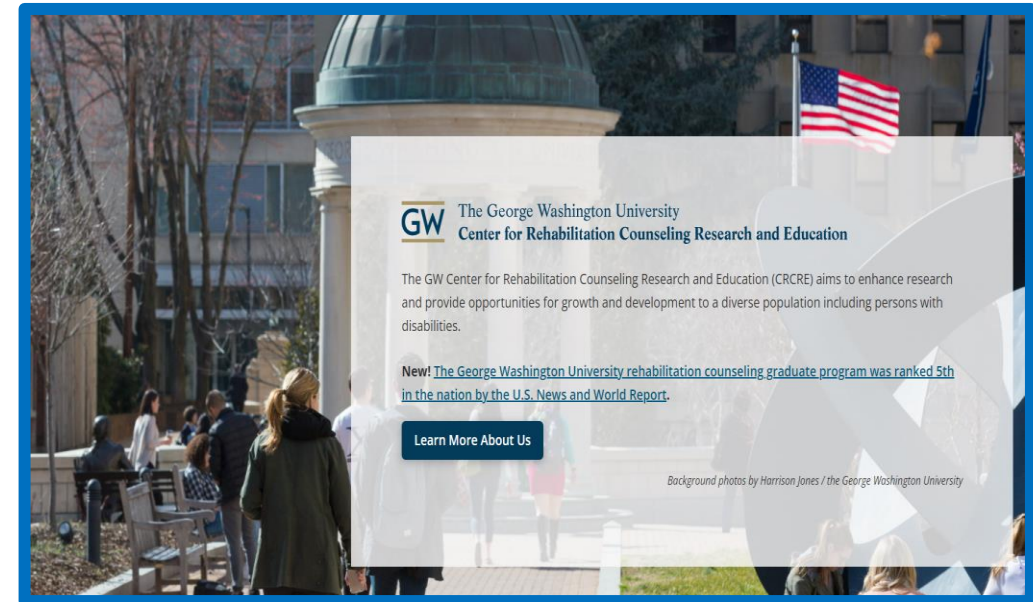# Facilitator

Melissa Diehl, M.A. ED., CRC- GWU, CRCRE

Sr. Technical Assistance and Research Analyst

National Technical Assistance Center on Transition: The Collaborative (NTACT:C)

The George Washington University, Center for Rehabilitation Counseling Research and Education (CRCRE)

Contact me: mpdiehl@email.gwu.edu

For Discussion

- ❑ **VR Continuum of Services**
- ❑ **Pre-ETS Five Required Activities, Curriculum, and Guiding Questions**
- ❑ **Pre-ETS Tracking & Reporting**

- ❑ **Predictors of Post School Outcomes**
- ❑ **Outcome Expectations**

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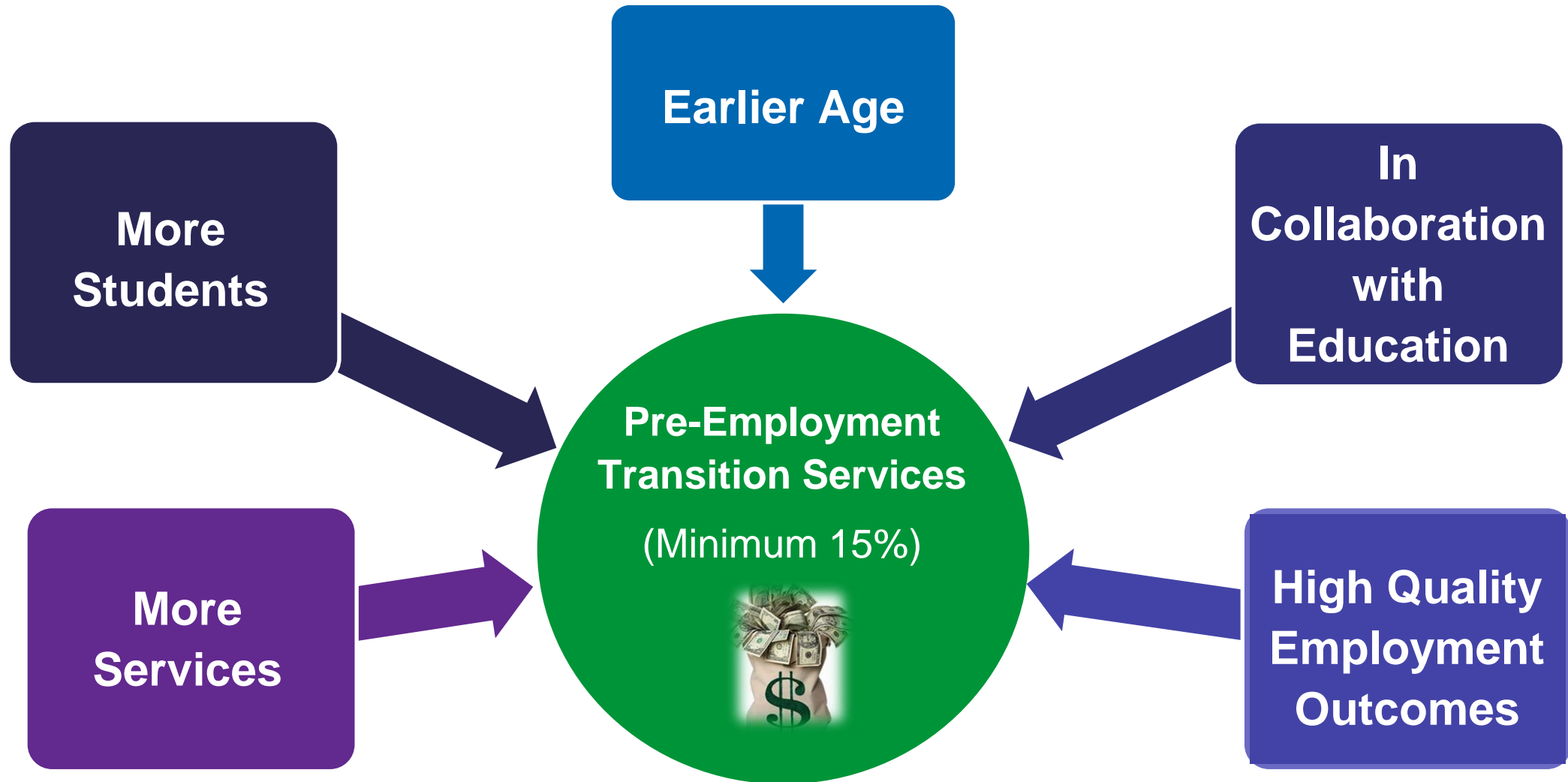
Predictors of Post-School Success

A **_predictor_** is defined as an experience, typically a program (e.g., a work-based learning experience) correlated with improved post-school outcomes.

Pre-Employment Transition Services (361.48 (a))

→ Represent the earliest set of services available for **students with disabilities** who are **eligible or potentially eligible** for VR services,

→ Are **short-term in nature**, and

→ Designed to help students **identify career interests**, which may be further explored through additional vocational rehabilitation (VR) services, such as transition services and other individualized VR services.

★ **May begin once a student requests or is recommended for one or more pre-employment transition services; and**

★ **Must be provided or arranged in collaboration with local educational agencies (LEAs)**

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Pre-ETS Intent – Birds Eye View

More Students

Earlier Age

In Collaboration with Education

More Services

Pre-Employment Transition Services

(Minimum 15%)

High Quality Employment Outcomes

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The 5 Required Pre-ETS Activities
The "Appetizer"

Job Exploration Counseling
Gain information about career pathways and uncover personal career interests

Work-Based Learning
Practice & improve workplace skills in competitive, integrated work settings

Counseling on opportunities for post-secondary training at IHE
Learn about educational programs at colleges and universities

Workplace Readiness Training
Understand what it takes to get and keep a job

Instruction in Self-Advocacy
Learn how disability may impact employment and how to self advocate in the workplace

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Pre-ETS Compendium

❑ This guide highlights Pre-Employment Transition Services (Pre-ETS) within the Continuum of VR Services.

❑ The Pre-ETS Compendium is like the highlight reel of Pre-ETS services. We tried to pull apart some of the most important aspects of Pre-ETS, and shine a spotlight on them.

❑ This information will provide you with a roadmap to help guide the provision of high-quality Pre-ETS services for students with disabilities.

Potentially Eligible (PE) Students with Disabilities

May Receive:

✓ **Five required pre-employment transition services**

1. Job exploration counseling

2. Work-based learning experiences

3. Counseling on opportunities for enrolment in higher ed

4. Workplace readiness training

5. Self-advocacy

✓ **Auxiliary aids and services**

o Auxiliary aids and services needed by a **student with a sensory or communicative disability** in order to access pre-employment transition services.

Eligible VR Students with Disabilities, with an Approved IPE

May Receive:

✓ **Five required pre-employment transition services**

1. Job exploration counseling
2. Work-based learning experiences
3. Counseling on opportunities for enrolment in higher ed
4. Workplace readiness training
5. Self-advocacy

✓ **Auxiliary aids and services**

o Auxiliary aids and services needed by a **student with a sensory or communicative disability** in order to access pre-employment transition services.

✓ **Additional VR services in order to benefit from pre-employment transition services**

o Additional VR services must fall within the nature, scope and purpose of pre-employment transition services for an eligible student, in accordance with an approved IPE.

Pre-ETS Five Required Activities, Curriculum, and Guiding Questions

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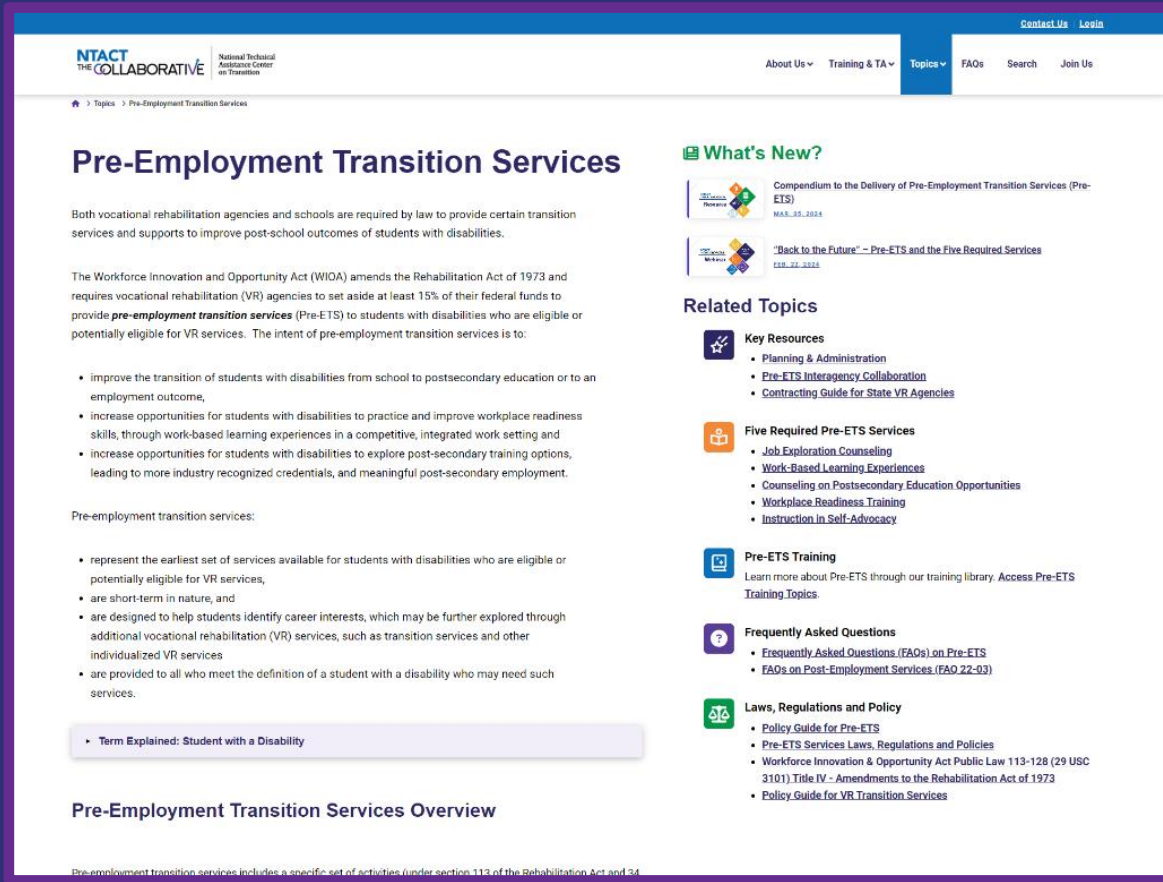
Curriculum – Top 5 Considerations

1. Does the curricula include activities that specifically address the purpose and required content for each of the five required Pre-ETS?

2. Does the curricula include activities that provide opportunities for the student to self-reflect and actively engaged?

3. Does the curricula enhance or supplement the transition services the student is already receiving as part of IDEA transition services?

4. Does the curricula for each of the five required Pre-ETS include learning objectives and/or outcome indicators to help track, report, and measure student participation and progress?

5. Does the curricula include opportunities for flexibility in identifying sequential activities that can build upon one another, rather than repeating the same set of activities for year after year?

NTACT:C Resource – Five Pre-ETS Required Activities

Key Features of the Pre-ETS 5 Required Activities

5 Required Activities

- Definition
- Guiding Questions
- Examples of Activities
- Key Considerations
- Student Progress and Outcome Indicators
- Curriculum Options and Additional Resources

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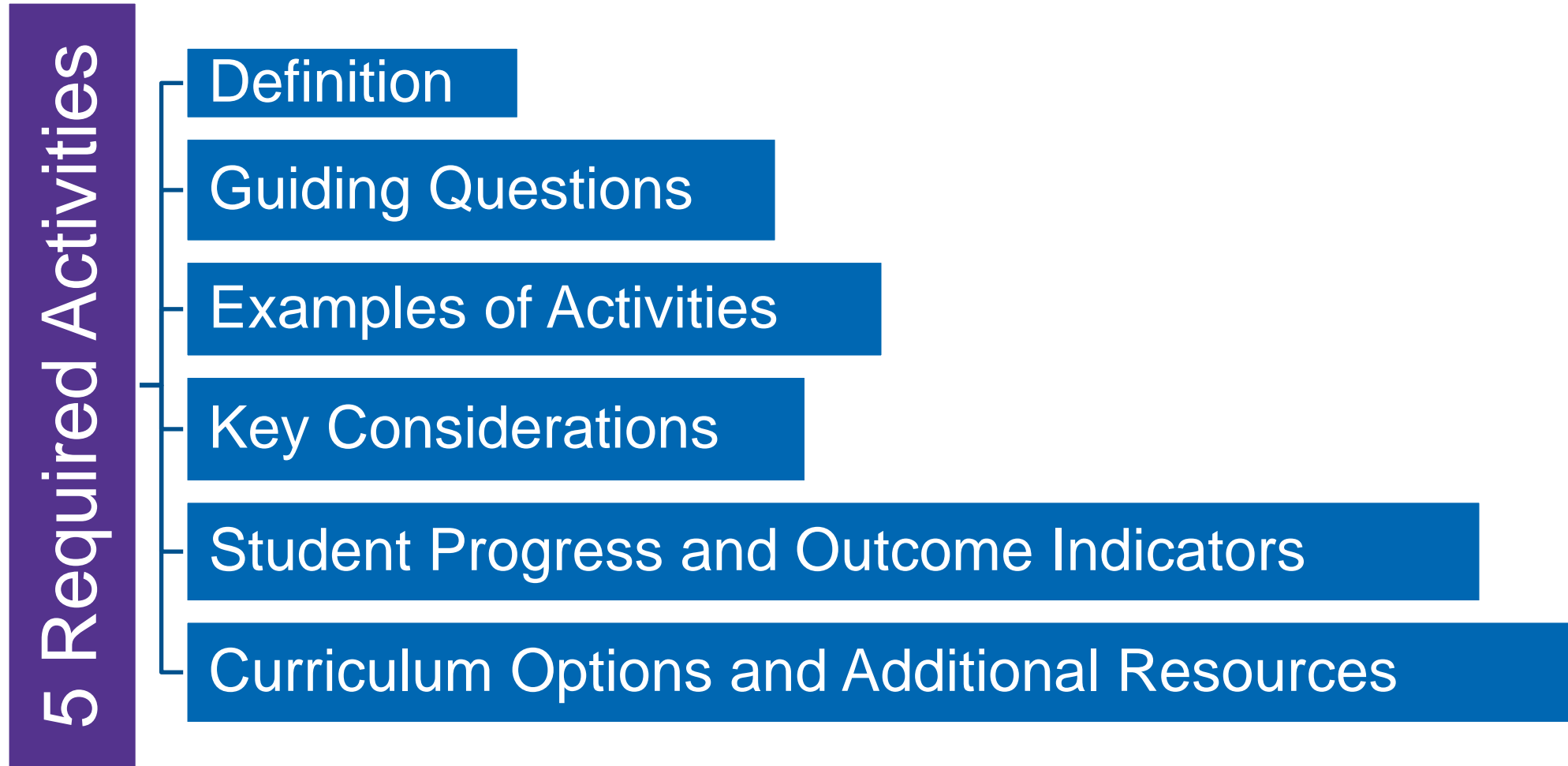
Example: Job Exploration Counseling

→ Define each of the five required activities.

→ Highlight major content areas that should be included in each activity.

♦ **Job Exploration Counseling is one of the five required pre-employment transition services designed to:**

o Coach the student through the job exploration process to help them learn more about themselves and the world of work in order to make career, educational, and life decisions, and

o Enhance the student's opportunities for meaningful interaction, engagement, and self-reflection as they participate in activities leading to a greater awareness of various career and employment opportunities.

Content Areas
- *Vocational/career interest inventories/self-assessments*
- *The labor markets*
- *In-demand industries and occupations*
- *Non-traditional employment options*
- *Career pathways of interest to the student*

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Guiding Questions - Example: Job Exploration Counseling

- ➤ Each of the five required has guiding questions specific to that service.

- ➤ Helps determine the student's need for those services.

- ➤ Identifies lessons, and/or activities that might be most beneficial for each student.

1. **Awareness: Does the student have a general awareness of careers, various occupations, and career pathways?**
   - Students connect the present (career clusters and pathways of interest now) to the future (jobs/careers/post-secondary education after HS).
   - Students see how their current skills and academic knowledge relate to future opportunities in postsecondary educational settings and employment.

2. **Exploration: Has the student been able to explore occupations and career pathways in their area of interest?**
   - Students learn to combine career interests with career opportunities.
   - Students identify the requirements and demands of the job (academic, training, physical, environmental, etc.), and explore any possible assistive technology, accommodations or supports.

3. **Planning and Preparation: Is the student prepared to express their vocational interests, and identify the career pathway they want to pursue?**
   - Students recognize the importance of focusing on their career journey, rather than a specific job.
   - Students understand the value of available resources and supports in the job exploration process, including family, friends, mentors, and peers.

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Job Exploration Counseling: Activity Examples

1. Have the student complete a career interest inventory/survey, and identify friends, family and/or famous people that work in related jobs within their top two career pathways.

2. Coordinate opportunities for visitors/speakers, role models and mentors to meet with students either in-person or virtually to describe their work, postsecondary education and training, early interests in careers, and personal information that informed their career decisions.

3. Explore military career pathways using clips of various movies and ask students to identify all of the different jobs they could find within that clip (e.g. Top Gun, etc.)

4. Instruct students on how to use both local and national labor market information (e.g. Career Index Plus, O*Net, etc.) to explore in-demand occupations, and help inform/support career goals.

5. Create a career profile scavenger hunt for students featuring jobs in the various career pathways, and explore multiple on-off ramps, and industry recognized credentials/certifications.

6. Assist the student in learning about skills, academic/training requirements, and any physical or environmental demands required for employment in various career fields.

7. Explore how assistive technology, and other types of accommodations can be utilized in various employment settings or career fields.

8. Access websites and print information offering self-assessments, career information, employment, and training information.

JEC: Examples of Learning Objectives/Outcome Indicators

Job Exploration Counseling

1. Identifies reasons to go work
2. Identifies personal interests, values, personality traits, and current skills
3. Identifies at least three career choices related to personal interests, values, personality traits
4. Describes the jobs of various family members
5. Accesses information about jobs in the community, state, and country that are available
6. Describes tasks, work environment, training and salary involved in various jobs (at least two)
7. Evaluates job requirements and benefits for at least two career options
8. Researches Local/State labor market information that matches stated career interest
9. Identifies what is important to them in any job related to pay, benefits, or chance for advancement
10. Identifies what is important to them in a work environment, work setting, and/or work culture
11. Identifies any needed supports or accommodations that might be needed in a work setting
12. Identifies required skills, certifications, and/or post-secondary training requirements for jobs

WBLE: Guiding Questions

Awareness: Does the student have a general awareness of employment or what it means to have a job?

→ Important for students to become aware of the concept of work through in-school work experiences, on-site or on-line workplace tours, informational interviews, and volunteering.

→ Raise expectations of students, especially those with the most significant disabilities, and their families, to imagine what the world of work might look like for them.

→ Students that have worked or had related experiences, understand why they had trouble keeping that position, and/or why they experienced any specific challenges/issues in the environment.

WBLE: Guiding Questions

Exploration: Has the student had opportunities to practice and improve workplace skills?

➢ Students gain hands-on experience exploring careers in various work settings/work environments through opportunities like job shadowing, service learning, and paid work experiences.

➢ Students may need multiple work-based learning experiences to help them identify an employment goal, depending on their individual support needs.

➢ Students that have worked before, may need to understand why they had trouble keeping that job, or experienced any specific challenges/issues with the employer or the work environment.

WBLE: Guiding Questions

Planning and Preparation: **Is the student prepared to use the workplace to gain the knowledge and skills that will help them connect school experiences to real-life work activities and future career opportunities?**

➤ Important for students to gain work experience in diverse career pathways, leading to more meaningful post-secondary employment and training goals in the IEP/IPE.

➤ Some students may have already obtained part-time paid employment, but they have never had an opportunity for an internship in a job within their career pathway.

➤ Essential to determine if students will need on-site supports and/or assistive technology at the work-site.

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Work-Based Learning Experiences: Activity Examples (1)

→ Build a network of local community – based work experiences.

→ Facilitate job shadowing/ tours at local businesses.

→ Identify individuals with disabilities to share career paths and experiences.

→ Collaborate with other agency partners and community members who can develop work experiences.

→ Partner with AJC on WBLEs, and access to summer youth employment programs.

Job shadowing

Practicum

Service learning

Career mentorship

Informational interviews

Workplace tours/field trips

Volunteering

Student-led enterprises

Internships (paid and unpaid)

Paid and non-paid work experiences

Work-Based Learning Experiences: Activity Examples

→ Design virtual industry tours with businesses from diverse career pathways to learn about the business, meet employees, ask questions and observe work in progress.

→ Recruit business mentors and/or VR business specialists to help students conduct informational interviews with self-employed entrepreneurs via a "Shark Tank" style approach, and then flip it, so the students can pitch their self-employment idea to VR business specialists or business mentors.

→ Coordinate "groundhog job shadowing" events/opportunities at local businesses in February.

→ Create opportunities for multiple work experiences, paid and unpaid, within the local community, rotation among positions, with exposure to multiple supervisors.

→ Provide opportunities for students to practice job tasks using on-site supports and/or general assistive technology in a competitive, integrated work settings.

Work-Based Learning Experiences: Activity Examples

→ Identify jobs/careers where students could work from home and discuss key work skills necessary to succeed in this type of work environment. Engage the parents/family in this discussion/activity.

→ Recruit individuals, including former students who have disabilities, that can offer first-hand accounts regarding their work experiences, lessons learned and benefits of work. Invite the parents/family.

→ Coordinate local workplace tours/field trips throughout the year in association with a nationally recognized day or event, such as "Arbor Day", or "Taco Tuesday", and visit related businesses.

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Paid Work-Based Learning Experiences: Does the student/family understand the impact of participation in paid work-based learning experiences?

→ If the student is participating in a paid work-based learning experience, student wages are to be paid at no less than minimum wage.

→ Determine what entity will be paying the student's wages and acting as the employer of record. Form I-9 is used to verify the identity and authorization for employment of individuals who are hired in the United States. Therefore, whoever is acting as the employer of record needs to complete and sign the employer section of the I-9 before employment commences for the student.

VR, the LEA, and other agency partners should be familiar with federal and state labor laws, to include Department of Labor (DOL) guidelines, to ensure work-based learning experiences are being developed in accordance with all applicable labor laws.

→ VR, the LEA, and other agency partners should consider the effects of wages on students' Social Security (SSA) benefits (if applicable) and provide information, as appropriate, to increase student understanding of and compliance with SSA reporting requirements. A general discussion to address and parent/family concerns regarding how their child's participation in paid work experiences may affect SSI benefits is an important consideration, as well as referral for benefits planning if needed.

WBLE: Examples of Learning Objectives/Outcome Indicators

Work-based Learning Experiences

Conducts informational interviews with individuals to obtain information about employment

Participates in job shadowing experience(s)/job site visit(s)

Familiar with employers' safety concerns/emergency procedures and addresses them appropriately

Understands how to ask for assistance from co-workers and/or supervisors

Demonstrates an understanding of how the number of hours worked correlates to the employer's pay period, and wages earned

Understands employer and industry expectations for work performance

Learns job skills related to the expectations set for a position

Receives guidance from people practicing in an industry

WBLE: Examples of Learning Objectives/Outcome Indicators

Work-based Learning Experiences

Develops networking relationships with business mentors/employers

Obtains a reference or letter of recommendation from at least one business mentor/employer

Understands and uses on-site supports, auxiliary aids and services, and/or assistive technology to participate in a work-based learning experience

Performs job tasks at a competitive level with or without on-site supports and/or general assistive technology in a competitive, integrated work settings

Identifies the benefits of work in a competitive, integrated employment setting

Understands SSA reporting requirements, and how their participation in paid work experiences may affect SSI benefits

Reflects upon past work experiences and understands the successes and/or challenges experienced in the work environment

Counseling on Opportunities for Enrollment in Comprehensive Transition or Post-Secondary Educational Programs at Institutions of Higher Education (IHE)

→ Advise students and parents or representatives on IHE course offerings and career options; academic curricula; the college application and admissions process; how to complete the Free Application for Federal Student Aid (FAFSA); and

→ Provide resources that may be used to support individual student success in education and training (i.e., disability support services); and counsel students on the types of academic and occupational training needed to succeed in the workplace, and post-secondary opportunities associated with career fields or pathways.

→ Available at institutions of higher education

Counseling on Enrollment in CTP/PSE at IHE: Guiding Questions

Awareness: **Is the student aware of the different types of academic courses required for degrees or training certificates available at institutions of higher education, and how post-secondary education and training can support jobs within their chosen career cluster or career pathway?**

→ Students are aware of the required post-secondary education, occupational training, skills, and/or certifications needed in order to apply for jobs in their chosen career field.

→ Students understand the difference between high school and college, in terms of coursework expectations, accommodations/modifications, and supports provided in a post-secondary program.

Counseling on Enrollment in CTP/PSE at IHE: Guiding Questions

Exploration: Has the student explored course offerings, and the types of academic/occupational training that is available through IHE?

➢ Students and their family members are provided information and guidance as early as possible, because it may affect the type of classes taken while in high school.

➢ Students need opportunities to explore available degrees, and credentials offered through various programs at IHEs, as well as how to identify disability support services that may be available at IHE.

➢ An on-site "college tour" is a great first step toward exploring whether a particular college, CTP, or other IHE program is a good fit for the student, and it should include a visit to the office that oversees provision of disability services and supports, where available.

Counseling on Enrollment in CTP/PSE at IHE: Guiding Questions

Planning and Preparation: is the student prepared to recognize the steps needed to start planning for post-secondary education and training?

➢ Advise students and families on how to begin planning for the cost of post-secondary education and training (e.g.tuition fees, housing, books supplies, etc.).

➢ Students need to identify and prepare for options in terms of attendance or acceptance into PSEs.

➢ Students need to learn the importance of finding, requesting and securing supports and accommodations in a PSE setting.

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Counseling on Opportunities for Enrollment in CTP or PSE at IHEs: Activity Examples

➢ Plan and arrange visits to local post-secondary education campuses.

➢ Coordinate opportunities for students to participate in events at local college campuses.

➢ Review/discuss:
  ➢ examples of college applications
  ➢ scholarship and grant applications
  ➢ accommodations for college entrance testing, SAT/ACT, and resources available at college disability services offices

➢ Offer lessons on financial planning and budgeting for college.

➢ Research financial aid opportunities such as Pell grants, ABLE (Achieving a Better Life Experience) accounts, and PASS (Plan to Achieve Self-Support) plans.

➢ Educate students on differences between high school and college/post-secondary training programs.

➢ Invite recent HS graduates to talk about their experiences transitioning to college.

➢ Counsel students regarding the importance of networks of support, independent living options and community participation in relation to participating in post-secondary education opportunities.

Counseling on Opportunities for Enrollment in CTP or PSE at IHEs

Describes the differences between high school and college/post-secondary training programs.

Identifies the academic/occupational training requirements needed to succeed in their career area of interest.

Describes available post-secondary training options, and how to set up an on-site visit.

Describes the application and admissions process for post-secondary education and training.

Describes how to access and apply for financial aid.

Identifies various supports, assistive technology/accommodations available at college disability service offices.

Identifies networks of support, independent living options and community participation in relation to participating in post-secondary education opportunities.

Counseling on Opportunities for Enrollment in CTP or PSE at IHEs : Examples of Learning Objectives/Outcome Indicators

Counseling on Opportunities for Enrollment in CTP or PSE at IHEs

Describes the differences between high school and college/post-secondary training programs.

Identifies the academic/occupational training requirements needed to succeed in their career area of interest.

Describes available post-secondary training options, and how to set up an on-site visit.

Describes the application and admissions process for post-secondary education and training.

Describes how to access and apply for financial aid.

Identifies various supports, assistive technology/accommodations available at college disability service offices.

Identifies networks of support, independent living options and community participation in relation to participating in post-secondary education opportunities.

Describes the differences between high school and college/post-secondary training programs.

Workplace Readiness Training: Content Areas with Specific Guiding Questions (1)

➢ **Communication Skills** - Is the student able to communicate with others in a clear and concise manner verbally, using a communication device; in written form via text message; non-verbally using positive body language or facial expressions; visually, using pictures and other visual aids; and through active listening?

➢ **Teamwork** - Even though the student may prefer to work alone, or the job may not require a lot of official teamwork, is the student able to collaborate with others in performing a job task?

➢ **Problem-solving skills** - Does the student understand how to address an issue related to calling in to work if they are going to be late or absent that day? Does the student know how to find answers to solve problems in the workplace such as not understanding how to complete a task, not getting along with a co-worker or the boss, etc.?

➢ **Interpersonal skills** – Can they build and maintain effective relationships with others? Can they handle constructive criticism?

➢ **Work-ethic** – Are they dependable? Does the student understand the importance of arriving to work on time, returning from breaks on time, meeting deadlines, and basically doing the job they have been hired to do?

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Workplace Readiness Training: Content Areas with Specific Guiding Questions (2)

➤ **Flexibility/adaptability** – Can they handle change? Is the student able to handle changing schedules, differing job tasks, and a willingness to take on job tasks that might fall outside of what they were hired to do?

➤ **Technology Use** – Can they use a smart phone to call, text, email or participate on a platform like zoom or google meet? Can they use a computer or smart phone app to clock in to work, request a day off, etc.?

➤ **Orientation and mobility skills/travel training** – Does the student need help in preparing to learn how to travel independently in their home, community, college, or work-based learning experience(s), etc.?

➤ **Financial literacy skills** – Does the student understand the difference between credit and debt? Can they define income, expenses or a budget? Do they know how to actively manage their money? Does the student know about a savings account or an ABLE account if they receive SSI?

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Workplace Readiness Training: Content Areas with Specific Guiding Questions

Awareness: Is the student aware of the social/interpersonal skills necessary to be successful in getting and keeping a job in a competitive integrated setting?

Awareness: Is the student aware of the basic skills necessary to live independently?

Exploration and Demonstration: Has the student been able to practice in the classroom and/or community, the social/interpersonal skills necessary for success in competitive integrated employment?

Exploration and Demonstration: Has the student been able to practice in the classroom and/or community, independent living skills necessary for success in competitive integrated employment?

Workplace Readiness Training: Examples of Activities (1)

→ Help students understand impact of their social profile and the job search process.

→ Provide opportunities for students to practice problem-solving skills, conflict resolution, and adaptability/flexibility through various workplace scenarios.

→ Coordinate opportunities for students to learn how to communicate effectively on the job (e.g. verbal, written, other communication devices), understand the importance of body language, act professionally and interact appropriately with supervisors and co-workers through the use of role playing, watching videos, etc.

→ Provide opportunities for students to work as a team or in small groups to develop a product or create a new video game that they want to sell, and build in opportunities for students to showcase teamwork, cooperation, and active listening.

→ Engage students who have had past volunteer and/or work experiences to reflect back on any specific challenges/issues they experienced, and role play how they might handle that situation differently.

Workplace Readiness Training: Examples of Activities (2)

→ Assist students in creating their resume/portfolio, practice filling out on-line job applications, understanding disclaimers, use of an identified signature, and upload documents such as resumes, cover letters, transcripts, etc.

→ Conduct mock interviews with real employers to practice interviewing skills.

→ Provide opportunities for students to learn and practice personal care (dressing, grooming, and hygiene), by incorporating activities such as "dress for success".

→ Coordinate opportunities for students to learn and practice independent living skills including food preparation, clothing management, household maintenance, etc.

→ Facilitate discussions with students regarding the importance of reviewing job descriptions, taxes, benefits/compensation, workplace expectations, and evaluation/performance appraisals.

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Workplace Readiness Training: Examples of Activities (3)

→ Identify resources and set up opportunities in the community to teach students money management, general financial literacy, and benefits planning, to include information about work incentives provided through the Social Security Administration (SSA).

→ Develop targeted activities to promote work ethic, time management, and self-monitoring production and performance.

→ Conduct travel training and/or orientation and mobility skills training, including opportunities to safely navigate the public transit system, use ride share apps, follow google maps, etc.

→ Students practice using a smart phone or tablet to download apps that help facilitate workplace readiness and independent living skills.

→ Students establish an appropriate email address and are able to send/receive emails.

→ Students participate in group meetings via the computer, smart phone, or other secure platforms and apps.

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Workplace Readiness Training : Examples of Learning Objectives/Outcome Indicators

Workplace Readiness Training

Understands how to address an issue/problem, and how to find answers to solve problems in the workplace.

Demonstrates the ability to handle changing work schedules and differing job tasks

Demonstrates initiative and requests assistance when needed.

Demonstrates knowledge of a positive work ethic and employability skills necessary to succeed in the workplace

Demonstrates effective time management techniques (e.g. maintains good attendance, is punctual returning from breaks on time)

Understands the importance of meeting deadlines and/or performing job tasks in a timely manner; and can effectively use a computer or smart phone to manage workplace meetings or clock in, etc.

Demonstrates appropriate social skills in the workplace, and interacts appropriately with co-workers and supervisors

Demonstrates understanding of workplace policies and procedures (i.e. work-related benefits, pay periods, social security deductions, emergency procedures, etc.)

Workplace Readiness Training : Examples of Learning Objectives/Outcome Indicators

Workplace Readiness Training

Understands the roles and responsibilities of a productive team

Employs effective organization skills

Knows where to look for work and how to conduct a job search

Able to write resume tailored to their job search

Can complete job applications or other required forms

Participates in mock or real job interviews including disability disclosure, and understands the importance of following up with an employer after a job interview

Maintains good health, personal hygiene, and grooming

Understands and can demonstrate safe food handling techniques

Demonstrates the ability to travel independently in their home, community, school, or workplace

Knows how much money they need to earn in order to live independently

Identifies appropriate cash currency, understands how to use an ATM, the difference between credit and debt, can define income, expenses, or a budget, and knows how to actively manage their money.

Knows about a savings account or an ABLE account if they receive SSI.

Instruction in Self Advocacy

- Help students learn about their rights and responsibilities; how to communicate their thoughts, concerns, and needs; speak up for themselves; make decisions about their own life; and

- Assist students in learning how to access information so they can gain a better understanding of things that are of interest to them; how to express information about their disability and how it impacts them; and how to request accommodations, services, supports, and assistive technology that may be needed in the workplace or a post-secondary educational training program.

- These services may include instruction in person-centered planning, and peer mentoring, including peer mentoring from individuals with disabilities working in competitive integrated employment.

Instruction in Self Advocacy

→ **_Knowing Yourself_**: Is the student able to express an understanding of their strengths, abilities, disabilities, challenges, and career interests, utilizing their preferred method of communication?

→ **_Knowing Your Needs_**: Does the student have a working knowledge of the type of supports, services and accommodations they need to be successful at work, in a training program, in the community, and living independently?

→ **_Knowing How to Get What You Need_**: Is the student able to set goals/develop a plan for achieving those goals; advocate for their rights and responsibilities at work, in a training program or socially; and know where to go for assistance?

Instruction in Self Advocacy: Example Activities

→ Have the student establish relevant personal self-advocacy goals for the year (for example, keeping a calendar, making medical appointments, ordering books in alternate formats).

→ Provide opportunities for students to practice discussing their strengths, challenges and how their disability may impact work performance.

→ Connect students with peer mentors to talk about their experiences with self-advocacy in employment and/or post-secondary training.

→ Offer lessons on disability disclosure, how to advocate for their rights and responsibilities, and use role playing activities to allow students to practice. Engage peer mentors to share their own experiences.

→ Encourage and support students to lead their own IEP meeting. Identify existing resources to teach students how to prepare for (e.g. ppt presentations, video clips, etc.), and lead the meeting.

Instruction in Self Advocacy: Example Activities

→ Offer lessons on decision-making (including supported decision-making), and opportunities for students to learn goal-setting and attainment, and practice problem-solving.

→ Instruct students on how to identify support needs, explore websites such as the Job Accommodation Network (JAN), and request and utilize accommodations and/or modifications in a variety of settings.

→ Provide opportunities for students to participate in youth leadership groups and/or activities in educational or community settings to help them learn and demonstrate independence, leadership skills, assertiveness, listen to other's opinions, and evaluate options.

→ Assist students in finding opportunities to learn about selective service, voting, and other civic duties and privileges.

Instruction in Self Advocacy : Examples of Learning Objectives/Outcome Indicators

Instruction in Self Advocacy

Identifies goals, hopes and dreams, and can problem-solve ways to access available supports and resources to help them achieve their goals.

Communicates strengths and challenges in relation to their disability

Identifies necessary assistive technology, accommodations, and needed supports

Access the needed assistive technology, appropriate accommodations, modifications or supports

Identifies how to request and accept help in the workplace or post-secondary educational programs

Describes what is important to them in a work environment, work setting, and/or work culture.

Identifies employment goal on IPE, and post-secondary transition goals in the area of employment and independent living on IEP if applicable

Is able to actively participate and/or lead their own IEP meeting

Demonstrates an understanding of their legal rights and responsibilities in a workplace setting, post-secondary educational programs, and community.

Participates in youth leadership groups and/or activities in educational or community settings to learn independence, leadership skills, assertiveness, listen to others opinions, and evaluate options.

Curriculum – Student Progress & Outcome Indicators

- Identify how student participation, progress, and outcomes for each of the five required activities will be tracked, reported, measured, and shared.

- Consider the following:
  - ❑ Identify learning objectives and/or outcome indicators in order to:
    - ✓ evaluate and document student progress
    - ✓ determine if more or different guided career exploration opportunities are needed
    - ✓ identify and/or solidify career interests within a specific career pathway
    - ✓ determine if no further job exploration counseling services are needed at this time
  - ❑ Conduct Pre-Post Surveys.
  - ❑ Identify curricula/activities that are interactive and keep students engaged.
  - ❑ Implement activities/events that incorporate student voice and decision-making.
  - ❑ Incorporate opportunities after each activity for student self-reflection.
  - ❑ Share student progress and outcomes with the student, IEP team, school contacts, internal VR team members, and parent/family, as appropriate.

Explore Work

❑ A series of five web-based modules to help students with disabilities explore their future.

❑ One resource state VR agencies and their partners can use to deliver the five required Pre-ETS.

❑ Students may navigate through these modules using one of the following options:
1. Guided learning – student creates a profile using name and email address which enables progress tracking, activity results access, printable certificates/transcripts
2. Self-Guided Learning – self-paced where the student can access and complete activities without creating a profile

❑ Includes facilitated instruction, and a trainers guide to help instructors working with students in planning lessons and helping students navigate this online training.

❑ Offers an option to set up teacher accounts for a subscription fee based on the number of students you would like to track. Teacher accounts enable you to monitor and track the progress of a group of students you may be working with to complete Explore-Work training activities.

Transition Tennessee: Pre-ETS Sequencing Guide

❑ The Pre-Employment Transition Services Sequencing Guide is an instructional tool intended to be used by Pre-ETS providers or other instructors.

❑ The guide provides a recommended framework and sequence to deliver Pre-ETS.

❑ It supports providers and instructors in identifying a student's current progress, tracking activities, and individualizing services categorized under each of the five required Pre-ETS.

❑ Using this guide will help to ensure that students are developing the skills and knowledge that are relevant and necessary to help them explore careers, prepare for, and achieve postsecondary goals to include competitive, integrated employment outcomes.

5 Minute Overview of the
Pre-ETS Sequencing Guide

Pre-Employment Transition Services
Sequencing Guide

Transition TENNESSEE | TN Department of Human Services

One Example

NTACT
THE COLLABORATIVE

Additional Pre-Employment Transition Services Resources

- **Overview of Pre-Employment Transition Services Webinar**

- **Pre-Employment Transition Services Flexibility Based on Notice of Interpretation Webinar**

- **Policy Guide for Pre-Employment Transition Services for Students with Disabilities**

- **Side By Side View: Transition Services**

- **Frequently Asked Questions (FAQs) on Pre-Employment Transition Services**

- **Types of Vocational Rehabilitation Transition Services**

- **Pre-Employment Transition Services: A Guide for Collaboration Among State Vocational Rehabilitation Agencies and Education Partners**

- **Community Rehabilitation Providers Pre-ETS Guidebook**

- **Pre-ETS Strategic Planning Guide**

- **Pre-Employment Transition Services: Beyond Implementation**

- **Re-Imagining Student and Youth Engagement: Awareness to Action**

References

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- Raise Parent Center (2022). Youth Engagement Toolkit Series

- Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2016). Multicultural and social justice counseling competencies: Guidelines for the counseling profession. *Journal of Multicultural Counseling and Development*, *44*(1), 28-48.

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Thank You

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