PATHWAYS to the FUTURE

*Presented By*

WEST VIRGINIA DIVISION OF REHABILITATION SERVICES

Pre-Employment Transition Services

# Sample Lessons

## For Life After High School For Students With Disabilities

**Goal 1: Job Exploration / Career Counseling**

**Goal 2: Work-Based Learning Experiences**

**Goal 3: Counseling on Post-Secondary Education**

**Goal 4: Workplace Readiness Training to Develop Social Skills and Independent Living Skills**

**Goal 5: Instruction in Self-Advocacy**

PathwaysWV.org

# Introduction

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The individual nature of designing rich career development opportunities for youth with disabilities presents a unique challenge for providers. The West Virginia Division of Rehabilitation Services Pathways to the Future grant project has developed this manual to facilitate purposeful implementation of secondary transition requirements as prompted by recent legislation and subsequent regulations of the Workforce Innovation and Opportunity Act and amendments to Section 504 of the Rehabilitation Act. It serves as a first step to formalizing guidance for West Virginia Division of Rehabilitation Services and Education professionals charged with youth transition, specifically the five primary Pre-Employment Transition Services goals for Rehabilitation.

Federal guidance emphasizes cooperation among entities without duplication of services but with blending of roles and services into a seamless pathway for youth to find their way purposefully to adulthood, and this manual provides that opportunity. Pre-Employment Transition Services target these shared areas where Rehabilitation and Education can partner to develop powerful supports for youth experiencing extraordinary challenges to attaining adult success. Students and their parents are also partners in this journey to adulthood. Parents will be guided to play an even greater role for meaningful involvement and guidance of their adolescent during high school through these lessons at a time when parental involvement typically declines. Providers also learn how to provide guidance for youth to take center stage through informed choice as they mature into the adult world of living, learning, and work.

This manual demonstrates the “how to” for shared services, particularly for students in grades 9 and 10, through lessons designed for groups or individuals that are co-taught by Rehabilitation and Education staff or independently. They have been matched to West Virginia Department of Education College and Career Readiness Standards for English Language Arts and Health Education. The initial unit format utilizes the backward design process formalized by Wiggins and McTighe. The Understanding by Design Planning Template was utilized to develop a plan for each of the five Pre-Employment Transition Services goal areas: Job Exploration/Career Counseling, Work-Based Learning, Counseling on Post-Secondary Education, Workplace Readiness Training, and Self-Advocacy. Beginning with the “end in mind” guides attention on goal and assessment outcomes which leads to the development of individual lessons to achieve them. Sample lesson topics were selected from a comprehensive ideas list for each goal area that was generated from direct providers. The sample lesson plans are developed within a template familiar to classroom instructors. The intent of this manual is to bring professionals together to share expertise that improves outcomes for youth with challenges.

The thirty-minute sample lessons in this manual are presented in a succinct format and can be easily incorporated into existing Rehabilitation and Education transition activities. The electronic format allows providers to tailor individual sample lessons, maintain reflective notes for future lesson implementation, and provides a template for development of additional ideas, as well as those yet to be identified, and converted into lessons.

The sample lessons are just one tool in the youth transition toolkit. They allow providers to focus on the individual and services, as opposed to capturing valuable time required for development of lessons. The framework provides a starting point for staff to provide the necessary services for transition-age youth and a setting that facilitates this shared goal. Formalizing individual plans, record keeping, assessment for learning, targeting individual transition needs, and a forum for organizing are only a few other reasons for this manual.

Transition resources are available in abundance. The Pathways to the Future grant project intentionally selected materials specifically purchased for providers and incorporated use of various electronic resources into the lessons to demonstrate only a few ways each can be used. Informal assessments are a tremendous and cost-saving resource for providers. This effort will surely generate creative thinking and practice once lessons begin to be implemented.

This manual will continue to evolve as Rehabilitation and Education walk side-by-side to develop skills that acknowledge the power of transition services and informed choice for secondary youth in West Virginia.

## How To Use This Manual

This manual is intended to assist Rehabilitation Services Counselors and Educators during planning and implementation phases of career activities for transition, because they provide much of the formal instruction for students with disabilities during high school. Parents and others will find it useful, too. It is organized by the five Pre-Employment Transition Services Goals for ease of locating specific topics. The Table of Contents specifies these goals and includes the titles for each of the sample lessons. Lessons are detailed enough for any individual to “teach” in either small group or individual settings.

It is recommended that you read each lesson beforehand to get a clear understanding of the content. The lessons should be modified to accommodate for various student needs. Parents and others may be most interested to explore career options with their child using the resources listed in the Resources section of each lesson plan.

A backward design unit plan for each goal area provides a broad view of the lessons in each section. Ideas for additional lessons are included in Section 3 of the unit plan for those interested in developing their own lessons.

Pre-Employment Transition Services

# Sample Lessons

**For Life After High School**
**For Students with Disabilities**

PATHWAYS to the FUTURE

Presented By

WEST VIRGINIA DIVISION OF REHABILITATION SERVICES


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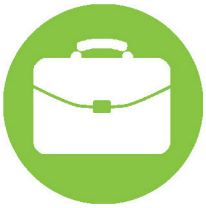
# Goal 1: Job Exploration / Career Counseling



**Lesson 1**
Why Do I Need To Develop A Career Plan Now?

**Lesson 2**
I Know What Job I Want, So Why Do I Need To Explore Career Clusters?

**Lesson 3**
How Does My Aptitude For A Specific Career Match My Job Interest?

**Lesson 4**
Help Me To Understand The Range Of Jobs And Required Training/Education Options For Each

# Goal 1: Job Exploration / Career Counseling

## Introduction

The lessons in this section target job exploration/career counseling topics. The following backward design unit plan details the comprehensive goals in Stage 1, evaluation considerations in Stage 2, and both developed and future lessons ideas in Stage 3.

<table>
<tr><th colspan="2">STAGE 1 – DESIRED RESULTS</th></tr>
<tr><td colspan="2">Unit Title: Goal 1 - What Exactly is Job Exploration or Career Counseling/Guidance as it relates to Pre-ETS?<br><br>Established Goals:<br><br>• Understand components of job exploration counseling for Pre-ETS<br>• Understand how assessments before, during and after job exploration counseling contribute to development of IPE, IEP, Summary of Performance and the individual transition services plan for school and post school services<br>• Understand and develop a plan for job exploration counseling for post school settings of living, learning and work</td></tr>
<tr><td>Understandings: Students will understand that…<br><br>• Assessments are a process and occur before, during and after participation in job exploration activities and career counseling/guidance<br>• Develop a plan for job exploration counseling is a process where career-related challenges are considered while exploring career options for adulthood<br>• Job exploration counseling activities support informed choice making for careers</td><td>Essential Questions:<br><br>• How will my disability impact my life during adulthood for living, learning and work?<br>• What information and experiences do I need to make informed choices now and for adulthood?</td></tr>
<tr><td>Students will know:<br><br>• How job exploration counseling assists in goal setting for adulthood<br>• How job exploration counseling contributes to decisions for living, learning and work</td><td>Students will be able to:<br><br>• Set goals for participation in job exploration and career counseling/guidance activities<br>• Present information about individual formal and informal assessments, goals and supports for future needs at individualized meetings held by schools and Vocational Rehabilitation about themselves<br>• Present information about job exploration activities and/or career counseling/guidance as part of the annual transition services plan</td></tr>
</table>

Source: Understanding by Design, Unit Design Planning Template (Wiggins/McTighe 2005)

## STAGE 2 – ASSESSMENT EVIDENCE

**Performance Tasks:**

- Participate in at least 3 job exploration counseling activities annually
- Compile results of job exploration counseling activities and personal reflections
- Document experiences and goals for job exploration counseling section of the Transition Planning document

**Other Evidence:**

- IEP and all IPE documents bearing student signature
- Assessment results bearing student signature indicating review of job exploration counseling activities
- Transition Planning document, job exploration counseling section (this is possibly the student portfolio or a timeline and assessment determination document to keep all activities in one place and updated annually)

**Key Criteria:**

- 100% participation in learning activities
- 100% participation in individual formal IEP and IPE meetings (from date of completion of introductory/overview activities)

## STAGE 3 – LEARNING PLAN

**Summary of Learning Activities:**

- Complete overview lesson for Career Awareness to survey career opportunities
- Complete 3 career awareness inventories
- Participate in at least 2 workplace simulations and/or tours in areas of interest
- Interview at least two individuals in career area(s) of choice
- Participate in 2 job shadow experiences
- Participate in at least one volunteer experience
- Discuss potential careers/occupations of interest and specific job interests with Pre-ETS Counselor, TRC and/or school staff
- Identify potential challenges and training/education needs for career interests
- Discuss, reflect (journal) and record (transition planning document) pertinent information from job exploration counseling activities and the impact on living, learning and work settings

**Sample Lessons:**

- Lesson 1 Why Do I Need To Develop A Career Plan Now?
- Lesson 2 I Know What Job I Want, So Why Do I Need To Explore Career Clusters?
- Lesson 3 How Does My Aptitude For A Specific Career Match My Job Interest?
- Lesson 4 Help Me To Understand The Range Of Jobs And Required Training/Education Options For Each

Additional ideas that you may use to develop into lessons of your own:

- What Are My Job and Career Interests AND How/When Do I Narrow These?
- What Are Options for Exploring Jobs?
- Do the Labor Market (Local and Other)/Job Opportunities Where I Want To Live and Work Match My Career Goals?
- How Do Training Programs Compare for My Career Goals?
- Where Are Training Programs Available for My Career Goals?
- How Might My Disability Impact My Career of Choice?
- What Supports Might Be Needed for at Least 3 Of My Job/Career Interests?
- Updating My “Portfolio in Development”
- Reflecting On My Job Exploration and Career Counseling/Guidance Experiences

Source: Understanding by Design, Unit Design Planning Template (Wiggins/McTighe 2005)

# Lesson 1

**Pre-ETS Lesson Plan: Goal 1-Job Exploration or Career Counseling/Guidance**

Lesson # 1: Why Do I Need To Develop A Career Plan Now?
*To be utilized with Goal 1 UbD Unit Design 2016-October*

Creator: Karen Ruddle (2016December; rev. 2022June)

Duration: 30 minutes

| | |
|---|---|
| WVDE CCR Standard(s) and/or Dispositions for CCR | ELA.9.4/ELA.10.4, ELA.9.5/ELA.10.5, ELA.9.10/ELA.10.10, ELA.9.19/ELA.10.19, ELA.9.21/ELA.10.21, ELA.9.30/ELA.10.30, ELA.9.39/ELA.10.39, ELA.9.41/ELA.10.41, HE.HS.4.03, HE.HS.8 Self-Awareness, Clear and Effective Communication, Social and Personal Responsibility, Self-Efficacy, Agility and Adaptability, Self-Control, Time and Goal Management, Accessing and Analyzing Information, Initiative and Entrepreneurialism, Working Independently and in Teams |
| Activity Type | Small group and/or individual |
| Resources-Materials-Websites | • Transition Guide for Students with Disabilities and their Parents, Planning for Your Future, pages 4-5 at https://www.pathwayswv.org/docs/Pathways-Student-Transition-Guide_2019-FINAL.pdf<br>• Planning for Your Future: Getting Started (attached)<br>• Note to Instructor: Involve DRS Employment Specialist to discuss Job Club and Job Club Handbook use and participation timeline for individuals as they develop skills for transition.<br>• Picture of My Future handout (attached)<br>• Small poster or 8.5/11 card stock for student follow-up activity. |
| **Work to be completed outside class (before or after)** | Optional:<br>**After (30 minutes or more)**<br>• Using either a poster or 8.5/11 card stock, students will develop a visual (either drawn, a collage of pictures pasted, graphic art, key words, etc.) of their future 1-3 years after high school.<br>• At the end of grade 9 or 10, have students bring their "picture" to discuss at a session.<br>• Students should keep this "picture" in their journal or posted at their workspace at home to keep this vision up front for motivational purposes. |
| Method of assessment/Rubric(s) | Completion of Planning for Your Future - Getting Started handout. |
| Accommodations and Modifications- | • Present items to students aloud. |

# Lesson 1

| | |
|---|---|
| Universal Design for Learning (UDL) and Differentiated Instruction (DI) | • Assist students to complete responses when they are unsure by providing additional explanation and examples.<br>• Record student responses and transcribe after the session. |
| **Activating Prior Knowledge** | (8 minutes)<br>• Provide student(s) with attached handout, Picture of My Future.<br>• Dialogue: Students in high school are in a "protected environment" where adults typically are the individuals guiding activities. Once you graduate, things will begin changing. There is much to learn about, and you need to be prepared to take action. Exploring and discovering information about yourself while you are in school allows you to plan ahead. That way you are better prepared to tackle life rather than have life tackle you! You will be faced with many decisions, so if you don't get started now, others may still be directing your life once you graduate. Training for and finding the job best suited for you takes time and effort. Let's get started on your plan.<br>• Using these words to start your thinking, make a picture of what your future will look like if you are in charge. You may draw pictures or just list words or statements to describe each section. You have only five minutes for this start up. The activities you complete in the future will add to your "picture" as you move through high school. |
| **Vocabulary Development** | (1 minutes)<br>Terms: **Transition Planning**<br>• Present the term to the student(s).<br>• Have them discuss what they know about the word-Transition, assisting them if needed.<br>• Write a simple definition of transition planning as a group for class purposes.<br>• Add this to a word bank for Pre-ETS/Transition activities (consider keeping a notebook, poster/chalk board or note cards with vocabulary and definitions). |
| **Skill Lesson/Active Learning** | (19 minutes)<br>• Provide each student with Planning for Your Future - Getting Started handout (attached). Have students record their name and current date.<br>• Access and display pages 4-5 of the Transition Guide for Students with Disabilities and their Parents. Guide students to read and discuss the two pages aloud, engaging each to consider all questions. Allow sufficient time to discuss. |

| | |
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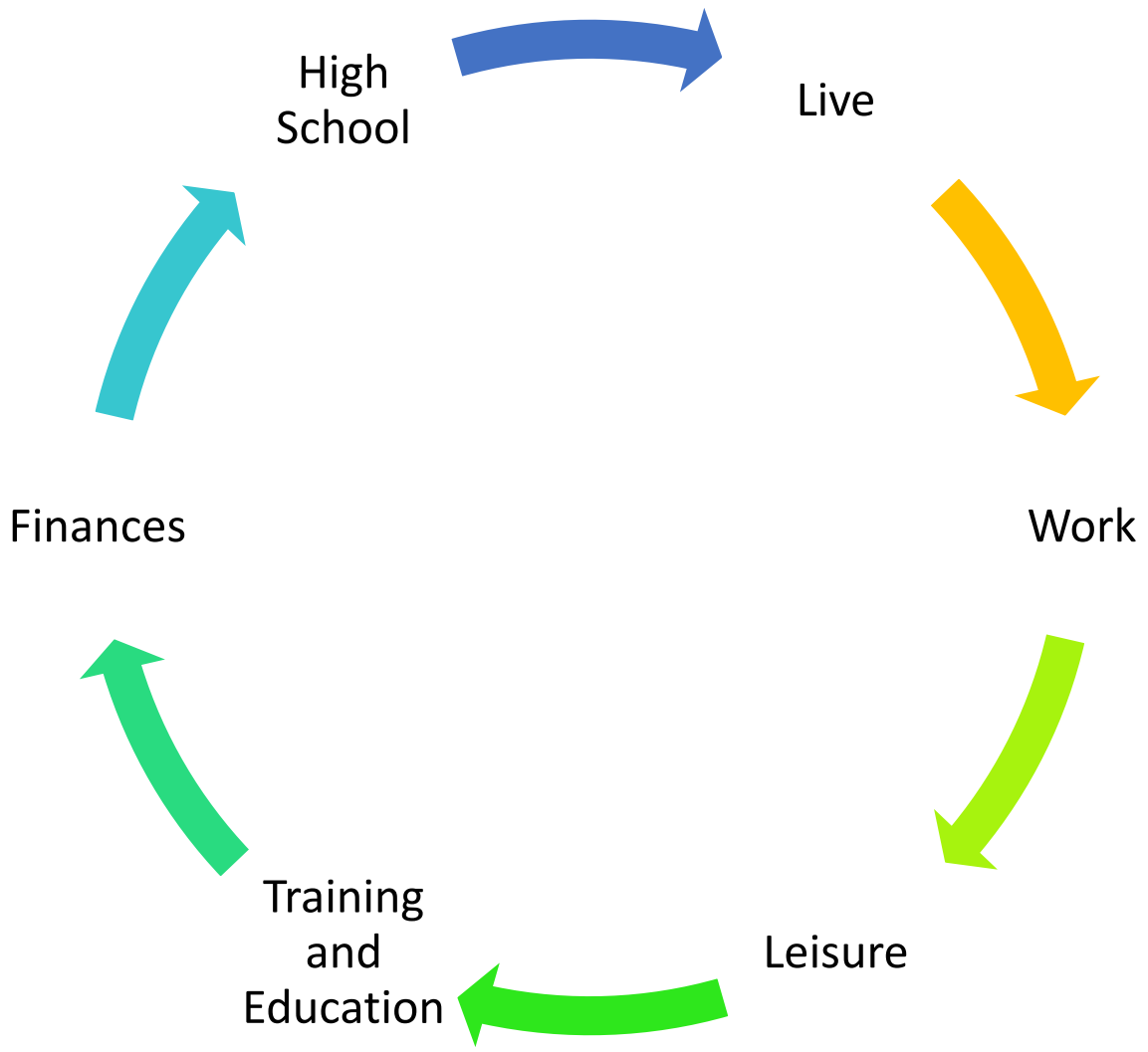
| | • Present each item on the handout individually, allowing time for each to write their thoughts and details as completely as possible. Use additional paper to record more information, if necessary.<br>• If there is time, allow individuals to share some of their thoughts with the group.<br>• Maintain a copy in a file or digital format to assist in future planning and to revisit at a future time once all Pre-ETS areas have been explored completely. |
| **Reflection** | (2 minutes)<br>• Provide students with a copy of the Picture of My Future handout (or electronic).<br>• Guide students to take 2 minutes to visualize themselves in 5 years using the information they recorded on the handout.<br>• Explain to students that projecting 5 years is sometimes a challenge, so they may consider where they will be at the end of each year of high school, then one year after graduation and 3 to 4 years later when in the workforce. |
| Post Instruction Notes/Reflections from Staff: | |

*Note: Shaded/Bold sections in column 1 require student action.*

# Picture of My Future



**Planning for Your Future - Getting Started**

Instructions: Using the Transition Guide for Students with Disabilities and their Parents, Planning for Your Future, pages 4-5, record your current ideas for your future below. Your ideas may change, so be sure to date this activity now. You should consider revisiting your responses at a later time and after you have completed activities for career exploration, education or training, independent living, and self-determination.

My Dreams: _____

_____

_____

_____

My Plans: _____

_____

_____

_____

Ideas About Careers: _____

_____

_____

_____

Experiences I Might Need: _____

_____

_____

_____

Training or Education Options: _____

Lifestyle Ideas and Preferences: _____

Future Financial Needs: _____

Health Concerns or Needs for My Future: _____

Responsibility-Personal Decisions and Support Needs for My Future: _____

# Lesson 2

**Pre-ETS Lesson Plan: Goal 1-Job Exploration or Career Counseling/Guidance**

Lesson # 2: I Know What Job I Want, So Why Do I Need To Explore Career Clusters?
*To be utilized with Goal 1 UbD Unit Design 2016-October*

Creator: Karen Ruddle (2016December)

Duration: 30 minutes

| | |
|---|---|
| WVDE CCR Standard(s) and/or Dispositions for CCR | ELA.9.4/ELA.10.4, ELA.9.5/ELA.10.5, ELA.9.10/ELA.10.10, ELA.9.19/ELA.10.19, ELA.9.21/ELA.10.21, ELA.9.30/ELA.10.30, ELA.9.39/ELA.10.39, ELA.9.41/ELA.10.41, HE.HS.4.03, HE.HS.8 Self-Awareness, Clear and Effective Communication, Social and Personal Responsibility, Self-Efficacy, Agility and Adaptability, Self-Control, Time and Goal Management, Accessing and Analyzing Information, Initiative and Entrepreneurialism, Working Independently and in Teams |
| Activity Type | Small group and/or individual |
| Resources-Materials-Websites | • Internet access<br>• Interest inventory on PathwaysWV website at https://pathwayswv.traitify.com/<br>• Personality Traits and Career Matches handout (attached) |
| **Work to be completed outside class (before or after)** | None |
| Method of assessment/Rubric(s) | • Completion of handout<br>• Responding to Reflection questions |
| Accommodations and Modifications-Universal Design for Learning (UDL) and Differentiated Instruction (DI) | • Use a projector to display and demonstrate website information to the whole group.<br>• Use a computer lab setting so all students have the opportunity to complete the interest profile within the time allotted.<br>• Assist students directly when they do not understand instructions.<br>• Read information aloud for students with reading challenges. |
| **Activating Prior Knowledge** | (4 minutes)<br>Instructions to students:<br>• Identify the job you want to have as an adult and record it on the handout beside My personal job interest.<br>• Explain what information you have considered when selecting this job.<br>• Discuss: How do people decide what job they want as an adult? |
| **Vocabulary Development** | (2 minutes)<br>Terms: **Personality trait** |

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| | • Present the term to the student(s).<br>• Have students discuss what they know about the words or word parts, assisting them to arrive at a meaning.<br>• Write a simple definition as a group for class purposes.<br>• Add these to a word bank for Pre-ETS/Transition activities (consider keeping a notebook, poster/chalk board or note cards with vocabulary and definitions). |
| **Skill Lesson/Active Learning** | (18 minutes)<br>Instructions to students:<br>• You will need an email address and password (provide the instructor with your email and password for future use) to complete this activity. Complete the Personality Test/Interest inventory at the PathwaysWV website at this link: https://pathwayswv.traitify.com/<br>• Once you have finished answering all the items and discover your personality traits, share them with the instructor and others in your group. Print this information and record the date on it.<br>• Select the View Your Career Matches tab. Find at least 3 careers with the best match that you may be interested in exploring.<br>• Find more matches by selecting the level of education that is most like you by un-checking all the boxes except the one you select. Allow the computer time to reset the jobs based on the education level you chose. Fine at least 3 careers from this list.<br>• Remember to record the email address and the password you used so you can return to this later. You can even complete this activity again.<br>• Instructor: Briefly show students the Career Planning section of the PathwaysWV site at http://www.pathwayswv.org/job-activities.php and explain that we can learn about ourselves and find a whole group of possible careers that we might consider based on many factors. We can take self-assessments and other formal kinds of tests to find our interests, preferences and aptitudes. Choosing just those jobs we know about from family and friends may limit our thinking. We need to discover all the options we can while we are still in school and have time to plan. Who knows, you may find not only your career interest but your real passion in life! |
| **Reflection** | (6 minutes)<br>Instructor:<br>Allow students to respond orally or to record in the student transition journal. Guide the discussion to broaden student thinking about possible career options. |

| | |
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| | • What kinds of information were used to identify possible jobs in the activity?<br>• How is this the same or different than how you identified your job interest? |
| Post Instruction Notes/Reflections from Staff: | |

*Note: Shaded/Bold sections in column 1 require student action.*

# Personality Traits and Career Matches

My personal job interest:

Personality type(s):

More traits:

Best Career Matches:

1.

2.

3.

Best Education Level Career Matches:

1.

2.

3.

Name: _____ Date: _____

Email address: _____ Password: _____

# Lesson 3

**Pre-ETS Lesson Plan: Goal 1-Job Exploration or Career Counseling/Guidance**

Lesson #3: How Does My Aptitude for a Specific Career Match My Job Interest?
*To be utilized with Goal 1 UbD Unit Design 2016-October*

Creator: Karen Ruddle (2016December)

Duration: 30 minutes

| | |
|---|---|
| WVDE CCR Standard(s) and/or Dispositions for CCR | ELA.9.4/ELA.10.4, ELA.9.5/ELA.10.5, ELA.9.10/ELA.10.10, ELA.9.19/ELA.10.19, ELA.9.21/ELA.10.21, ELA.9.30/ELA.10.30, ELA.9.39/ELA.10.39, ELA.9.41/ELA.10.41, HE.HS.4.03, HE.HS.8 Self-Awareness, Clear and Effective Communication, Social and Personal Responsibility, Self-Efficacy, Agility and Adaptability, Self-Control, Time and Goal Management, Accessing and Analyzing Information, Initiative and Entrepreneurialism, Working Independently and in Teams |
| Activity Type | Small group and/or individual |
| Resources-Materials-Websites | • Bureau of Labor Statistics site at https://www.careeronestop.org<br>• Computer access for student(s)<br>• Projector for display if more than 2 students |
| **Work to be completed outside class (before or after)** | **After** (30 minutes-*This lesson requires the student to access a website and may require adult assistance; therefore, it is recommended that the instructor continue this activity at the next transition meeting session unless student(s) are able to complete this activity outside of the class.*)<br>*Instructions to the student:*<br>• Access the CareerOneStop site at the link listed in the Resources section of this lesson.<br>• Browse the sections you identified for potential exploration.<br>• Report back to the instructor at your next meeting. |
| Method of assessment/Rubric(s) | Instructor observation of active student engagement and identification of 3 sections of the website with a brief presentation to others or the instructor. |
| Accommodations and Modifications-Universal Design for Learning (UDL) and Differentiated Instruction (DI) | • Use a projector to display the CareerOneStop site.<br>• Demonstrate the different tabs for students as directed in the lesson, then allow them to explore briefly depending on their ability with using websites.<br>• Determine if students need to work with an adult or partners for the initial exploration activities. Later, plan lessons that are completed individually, with an adult and with others in cooperative work settings. |

# Lesson 3

| | |
|---|---|
| **Activating Prior Knowledge** | (4 minutes)<br>• Students will identify a career they have considered for adulthood.<br>• Each student is to write three skills they either possess or think they can learn that would allow them to be successful at this selected career.<br>• Present to the instructor or group the career and three skills.<br>• The instructor then explains that many of us find interesting careers, but do not always begin to think about the "match" with the skills we have or skills we have the potential to develop, much less the time it takes and details about how to develop those skills. This activity will help the student(s) begin to "match" these two areas by introducing students to a website where they can experience a variety of activities to generate ideas about careers and personal aptitudes. Emphasize this is just a starting point in this exploration process. |
| **Vocabulary Development** | (2 minutes)<br>Terms: **Career Aptitude**<br>• Present the term to the student(s).<br>• Have them discuss what they know about the term, assisting them to arrive at a meaning. Prompt students to think about how they gain skills through practice.<br>• Write a simple definition of each as a group for class purposes.<br>• Add this to a word bank for Pre-ETS/Transition activities (consider keeping a notebook, poster/chalk board or note cards with vocabulary and definitions). |
| **Skill Lesson/Active Learning** | (20 minutes)<br>• Present the CareerOneStop website using a projector.<br>• Explain to students that this activity will teach them about a website where they can learn about various careers by reading and watching videos, take assessments that will help them explore careers and make career decisions, and to explore details about careers and learn where the jobs might be found.<br>• Demonstrate the main tabs for students showing them various links to areas of possible interest for students.<br>• Access the Young Adults tab under Resources for… and guide students to explore the GetMyFuture section of the website.<br>• Additionally, access the Entry Level Worker and Workers With Disabilities section of this site showing students additional links at each of these sections.<br>• Lastly, show students where to access the videos of jobs under the Explore Careers tab of the CareerOneStop website at the link, Videos on the opening page. |

| | |
|---|---|
| | • While students are exploring they may identify sections where the site introduces types of training programs, including career technical education. Tell students they will explore the programs offered in WV schools career technical programs in future lessons. This is a viable and valuable training option for many who are not interested in 2 to 4 year college training with very positive outcomes.<br>• Group students or work individually with the student to help them explore the site areas they are most interested in reviewing.<br>• Allow at least 10 minutes for students to go to the site sections of interest to them for exploring. |
| **Reflection** | (5 minutes)<br>• Identify 3 sections of the CareerOneStop site that you explored and present these quickly to the instructor or group. If there is a group, allow each to present one location per turn, noting which areas of the site have been selected by students for follow up at a later time. Instructor should return to the home page prior to each student group presenting their "find."<br>• Students will record the 3 sections they accessed in the student transition journal so they can return at a later time (or the next session) to explore further. |
| Post Instruction Notes/Reflections from Staff: | |

*Note: Shaded/Bold sections in column 1 require student action.*

# Lesson 4

**Pre-ETS Lesson Plan: Goal 1-Job Exploration or Career Counseling/Guidance**

Lesson #4: Help Me to Understand the Range of Jobs and Required Training/Education Options for Each

*To be utilized with Goal 1 UbD Unit Design 2016-October*

Creator: Karen Ruddle (2017February)

Duration: 30 minutes

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| WVDE CCR Standard(s) and/or Dispositions for CCR | ELA.9.4/ELA.10.4, ELA.9.5/ELA.10.5, ELA.9.10/ELA.10.10, ELA.9.19/ELA.10.19, ELA.9.21/ELA.10.21, ELA.9.30/ELA.10.30, ELA.9.39/ELA.10.39, ELA.9.41/ELA.10.41, HE.HS.4.03, HE.HS.8 Self-Awareness, Clear and Effective Communication, Social and Personal Responsibility, Self-Efficacy, Agility and Adaptability, Self-Control, Time and Goal Management, Accessing and Analyzing Information, Initiative and Entrepreneurialism, Working Independently and in Teams |
| Activity Type | Small group and/or individual |
| Resources-Materials-Websites | • Access the instructional lesson, Choosing A Career, and questions at https://www.bls.gov/k12/teachers/activities/choosing-a-career-activity.htm<br>• Access the Occupational Outlook Handbook internet site at https://www.bls.gov/ooh/<br>• Handout Exploring the Occupational Outlook Handbook (OOH) (attached). |
| **Work to be completed outside class (before or after)** | **After** (10-15 minutes)<br>*Instructions to the student:*<br>• Find two (2) additional occupations of interest and explore the answers to the same questions from the activity today.<br>• Report back to the instructor at the next meeting. |
| Method of assessment/Rubric(s) | Completion of Exploring the OOH student handout. |
| Accommodations and Modifications-Universal Design for Learning (UDL) and Differentiated Instruction (DI) | • Review the handout with the student(s) so they have in mind the information they are looking for when they access the OOH.<br>• Help student(s) find the home page for the site where they will be exploring occupations.<br>• Show students a quick example (using projector if a group) of how to explore the occupation they choose.<br>• Provide as much assistance only as needed for students to complete this activity with maximum independence. This will also |

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| | help the instructor determine the amount of assistance needed when exploring websites in the future.<br>• An alternate website to use is MyNextMove using the Job Prep tab to explore specific jobs. Elect various Job Zones to identify careers of interest. The purpose is to identify jobs of interest that coordinate with the amount of training/education the student currently feels they are interested in pursuing. |
| **Activating Prior Knowledge** | (3 minutes)<br>• Ask students to identify an occupation they may be interested in pursuing but have not yet explored. If they are unsure, they can just browse the list of occupations on the site.<br>• Students should use the Exploring… handout to record their responses to the questions while they are reading about the occupation they choose<br>• Explain that they should select an occupation that is different from others they have explored in the past, but one they have a definite interest in learning about. |
| **Vocabulary Development** | (4 minutes)<br>Terms: **Career Cluster, Career, Occupation**<br>• Present the words to the student(s).<br>• Have them discuss what they know about each of these words, assisting them to arrive at a meaning.<br>• Write a simple definition of each as a group for class purposes.<br>• Add these to a word bank for Pre-ETS/Transition activities (consider keeping a notebook, poster/chalk board or note cards with vocabulary and definitions). |
| **Skill Lesson/Active Learning** | (16 minutes)<br>• Provide each student with the Exploring… handout and explain that the goal is to find the answers to the questions about a specific occupation as quickly and efficiently as possible using the OOH site.<br>• After the demonstration, allow students the remainder of the time to find their answers. Monitor their progress and prompt or assist each as needed. |
| **Reflection** | (7 minutes)<br>• Students will present their chosen occupation and responses to the question (approximately 2 minutes) if a small group. If this is completed individually, allow the remainder of the allotted time. |
| Post Instruction Notes/Reflections from Staff: | |

*Note: Shaded/Bold sections in column 1 require student action.*

# Exploring Careers Using the Occupational Outlook Handbook

Instructions (adapted from the BLS OOH site):
Select one occupation. Use the following questions to help you gather information about your selected occupation. Prepare a short presentation to discuss what you have learned about this occupation.

1. How does the occupation fit your skills and interests?
2. What will you be doing in the occupation?
3. What is the necessary education and/or training? What are related occupations that require less training? Which might you also consider?
4. How many jobs are there in the occupation currently and where are these jobs?
5. Is the occupation projected to grow, decline or remain unchanged? Why? If it is expected to decline, what adjustments or extra work will be needed on your part to secure a job in this field?
6. How much does this occupation pay? What do the top 10% earn? What do the bottom 10% earn?
7. Do you know someone in the occupation you are interested in pursuing? If so, name this person and develop a plan for meeting him or her for an interview. If not, develop a possible plan to learn more about this occupation. Record your notes and plan here. The goal is to identify the kind of work the person does, what the person likes/dislikes about the job, and what advice the person would give to someone interested in a career in this field. Be creative with your plan. It does not always have to take the form of a face-to-face interview.

Name: _____ Date: _____

# Choosing a career: activity

## Introduction

This activity is designed to encourage you to begin thinking about your future. You will research careers from among the more than 300 occupations listed in the Occupational Outlook Handbook (OOH).

## Objectives

After completing this activity, you will have a better understanding of the pay, job outlook, types of skills needed, and much more for various careers. Additionally, you will become more familiar with the Occupational Outlook Handbook so that you may use it as a career resource in the future.

## Activity

You may select one or more occupations and prepare a report and/or presentation addressing the following questions:

- How does the occupation fit your skills and interests?
- What will you be doing in the occupation?
- What is the necessary education and/or training?
- How many jobs are there in the occupation currently?
- Is the occupation projected to grow, decline, or remain unchanged? Why?
- How much does this occupation pay? What do the top 10 percent earn? The bottom 10 percent?
- Find someone with a job in the occupation you are interested in, and interview him or her. You should find out:
  - what kind of work the person does
  - what the person likes and dislikes about the job
  - what advice the person would give to someone interested in a career in this field.

Prepare a report using the information collected above to assess whether you would pursue a career in the selected occupation.

## Additional resources

You can use the National Center for Education Statistics' College Navigator to find out almost anything you want to know about the nation's colleges—all in one place. You can search for institutions by using broad criteria such as school name, geographic location, and programs and majors.

The Department of Labor's Career One Stop webpage is an excellent source of career information and includes career assessment tools to help jobseekers identify jobs that match their skills and interests.

Career Outlook articles on the BLS website provide data and information on a variety of topics including occupations and industries, pay and benefits, and more. These articles are helpful for students, career counselors, jobseekers, and others planning careers.

The Education Pays chart helps you to understand the value of an education.

# Goal 2: Work-Based Learning Experiences

**Lesson 1**
Why Is It Important To Participate In Work-Based Learning Experiences In The Community?

**Lesson 2**
What Are Options For Work-Based Learning Experiences?

**Lesson 3**
How And What Is Written In The IEP/IPE About Work-Based Learning Experiences?

**Lesson 4**
My Plan For Work-Based Learning Experiences

**Lesson 5**
How Do I Include My Work-Based Learning Experiences And Skills On My Resume?

# Goal 2: Work-Based Learning Experiences

## Introduction

The lessons in this section target work-based learning experiences topics. The following backward design unit plan details the comprehensive goals in Stage 1, evaluation considerations in Stage 2, and both developed and future lessons ideas in Stage 3.

<table>
<tr><th colspan="2">STAGE 1 – DESIRED RESULTS</th></tr>
<tr><td colspan="2">Unit Title: Goal 2 - What Exactly Are Work-Based Learning Experiences as they relate to Pre-ETS?<br><br>Established Goals:<br><br>• Understand components of work-based learning experiences for Pre-ETS<br>• Understand how assessments before, during and after work-based learning experiences contribute to development of IPE, IEP, Summary of Performance and the individual transition services plan for school and post school services<br>• Understand and develop a plan for work-based learning experiences to assist with decision making for post school settings of living, learning and work</td></tr>
<tr><td>Understandings: Students will understand that…<br><br>• Assessments are a process and occur before, during and after participation in work-based learning experiences<br>• Developing a plan for work-based learning experiences is a process where career-related challenges are considered while exploring career options for adulthood<br>• Work-based learning activities support informed choice making for careers</td><td>Essential Questions:<br><br>• How will my disability impact my life during adulthood for living, learning and work?<br>• What information and experiences do I need to make informed choices now and for adulthood?</td></tr>
<tr><td>Students will know:<br><br>• How work-based learning experiences assist in goal setting for adulthood<br>• How work-based learning experiences contribute to comprehensive decisions for living, learning and work</td><td>Students will be able to:<br><br>• Set goals for participation in work-based learning experience activities<br>• Present information about individual formal and informal assessments, goals and supports for future needs at individualized meetings held by schools and Vocational Rehabilitation about themselves<br>• Present information about work-based learning experiences as part of the annual transition services plan</td></tr>
</table>

Source: Understanding by Design, Unit Design Planning Template (Wiggins/McTighe 2005)

## STAGE 2 – ASSESSMENT EVIDENCE

**Performance Tasks:**

- Participate in at least 3 work-based learning experience activities annually
- Compile results of work-based learning activities and personal reflections
- Document experiences and goals for work-based learning experiences section of the Transition Planning document

**Other Evidence:**

- IEP and all IPE documents bearing student signature
- Assessment results bearing student signature indicating review of work-based learning experience activities
- Transition Planning document, work-based learning experiences section (this is possibly the student portfolio or a timeline and assessment determination document to keep all activities in one place and updated annually)

**Key Criteria:**

- 100% participation in learning activities
- 100% participation in individual formal IEP and IPE meetings (from date of completion of introductory/overview activities)

## STAGE 3 – LEARNING PLAN

**Summary of Learning Activities:**

- Complete overview lesson for Work-based learning experiences to survey options and opportunities
- Explore opportunities/options for starting my own business and responsibilities
- Develop a work-based learning experiences plan with at least 3 opportunities and discuss/finalize with the Pre-ETS counselor, TRC and/or school staff.
- Discuss, reflect (journal) and record (transition planning document) pertinent information from work-based learning experiences activities and the impact on living, learning and work settings

**Sample Lessons**

- Lesson 1 Why Is It Important To Participate In Work-Based Learning Experiences In The Community?
- Lesson 2 What Are Options For Work-Based Learning Experiences?
- Lesson 3 How And What Is Written In The IEP/IPE About Work-Based Learning Experiences?
- Lesson 4 My Plan For Work-Based Learning Experiences
- Lesson 5 How Do I Include My Work-Based Learning Experiences And Skills On My Resume?

Additional ideas that you may use to develop into lessons of your own:

- How Do The Classes I Am Taking In High School Connect to Real World Work Experiences?
- What Kinds of Assessments Will Help Determine Work-Based Learning Experiences for Me?
- Updating My “Portfolio in Development”
- What If I Am Considering Owning My Own Business? (Do I Get Experience First or Just Start From Scratch? Who Can I Connect With To Help Me See Both Options?)
- Which Skills Might I Be Able To Develop Through Work-Based Learning Experiences?
- Reflecting On My Work-Based Learning Experiences

Source: Understanding by Design, Unit Design Planning Template (Wiggins/McTighe 2005)

# Lesson 1

**Pre-ETS Lesson Plan: Goal 2-Work-Based Learning Experiences**

Lesson # 1: Why Is It Important to Participate in Work-Based Learning Experiences in the Community?
*To be utilized with Goal 2 UbD Unit Design 2016-October*

Creator: Karen Ruddle (2016December; rev 2022June)

Duration: 30 minutes

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| WVDE CCR Standard(s) and/or Dispositions for CCR | ELA.9.4/ELA.10.4, ELA.9.5/ELA.10.5, ELA.9.10/ELA.10.10, ELA.9.19/ELA.10.19, ELA.9.21/ELA.10.21, ELA.9.30/ELA.10.30, ELA.9.39/ELA.10.39, ELA.9.41/ELA.10.41, HE.HS.4.03, HE.HS.8 Self-Awareness, Clear and Effective Communication, Social and Personal Responsibility, Self-Efficacy, Agility and Adaptability, Self-Control, Time and Goal Management, Accessing and Analyzing Information, Initiative and Entrepreneurialism, Working Independently and in Teams |
| Activity Type | Small group and/or individual |
| Resources-Materials-Websites | • O*NET OnLine at https://www.onetonline.org<br>• O*NET Work Activities at https://www.onetonline.org/find/descriptor/browse/4.A<br>• O*NET Work Styles at https://www.onetonline.org/find/descriptor/browse/1.C<br>• O*NET Work Values at https://www.onetonline.org/find/descriptor/browse/1.B.2<br>• Work Activities/Work Styles/Work Values handout (attached) |
| **Work to be completed outside class (before or after)** | To the instructor: This should be a 3-part lesson for 30 minutes each session, each repeating the activity but in a different search area. Review the Work Activities, Work Styles, and Work Values search sections on O*NET and decide which you will have your class do first, second, third. Follow the lesson plan in the same manner each time. |
| Method of assessment/Rubric(s) | Completion of the attached handout and portfolio reflection. |
| Accommodations and Modifications-Universal Design for Learning (UDL) and Differentiated Instruction (DI) | • Lesson is presented verbally<br>• Teacher may need to facilitate the entire discussion and vary word choices to understanding level of specific students to clarify specific items, especially unfamiliar terms.<br>• Utilize other recommendations from the instructions page for each inventory. |

# Lesson 1

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| **Activating Prior Knowledge** | (5 minutes)<br>• Guide the group through a brief discussion about the various ways individuals learn (reading instructions, practicing, having someone show them, etc.). Ask them to complete the sentence, "I learn best _____."<br>• Tell the group they will be exploring jobs by selecting different details about work styles, work values, and work activities. This will begin to help them identify characteristics about jobs that might interest them most and to identify jobs for work experiences. |
| **Vocabulary Development** | (5 minutes)<br>Terms: **Work Styles, Work Values, Work Activities**<br>• Present the words to the student(s).<br>• Have them discuss what they know about each of these words and to write a simple definition for each.<br>• Add these to a word bank for Pre-ETS/Transition activities (consider keeping a notebook, poster/chalk board or note cards with vocabulary and definitions). |
| **Skill Lesson/Active Learning** | (15 minutes)<br>• Provide a brief introduction about considering various characteristics that each might use to select jobs that would be of interest to them. Clearly state that these activities contribute to making decisions about careers and jobs of interest.<br>• Using the attached handout access the O*NET OnLine website and show them how they might browse to find jobs of interest based on a variety of characteristics. These characteristics include, work styles, work values, and work activities. Select one area and demonstrate the detailed information within each category. Explain that each of them willbe choosing a characteristic from the detailed list, and that will further help them discover jobs that match this category (in part).<br>• Show them that once they make a selection that a list of jobs appears. This might seem overwhelming, so select Job Zone 1 (if you click on 1 you get a description that the jobs in this list will require little or no additional training). Tell them they will then be choosing at least 2 jobs from this list.<br>• If time, allow individuals to share some of the jobs they identified.<br>• To the instructor: These three steps can be followed for each of the 3 areas for exploration, but will require 30 minutes each. |
| **Reflection** | (5 minutes)<br>• Each individual will reflect on the categories and jobs that were reflected in each of the sections for Work styles, Work values, Work activities. Remind them that these are just a few of the factors for making decisions about jobs and careers they may ultimately |

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| | choose. Many of the items may not make or break the decision about a job, but will likely factor into long term satisfaction, as well as consideration for even trying some jobs. Have them think about and record in the portfolio journal which of these jobs they may like to "try out" as part of their Work-Based Learning Experiences. Of the items they have explored in these activities, have them record the characteristics that are most important to them for a job or career. |
| Post Instruction Notes/Reflections from Staff: | |

*Note: Shaded/Bold sections in column 1 require student action.*

## Work Activities / Work Styles / Work Values

Instructions: Use the O*NET OnLine website at https://www.onetonline.org to explore a list of characteristics and select a Work Activity, Work Style, or Work Value that matches with your interests. Look at the detailed descriptions to help you select one area for each then record in the specific sections below. Click the description you choose and find a list of jobs you might want to consider. At Select Job Zones, click on 1 to show jobs that require little or no training. Browse the listing and find 2 jobs you might want to explore in greater detail. Write those job titles on this page below the description. You will be going through these steps 3 times. *Note: If you like this activity, you may choose other areas for exploration. The possibilities are endless.*

**Work Activities**

Category and Level of Information: _____

_____

Jobs (list at least 2): _____

_____

**Work Styles**

Category and Level of Information: _____

_____

Jobs (list at least 2): _____

_____

**Work Values**

Category of Work Value: _____

_____

Jobs (list at least 2): _____

_____

# Lesson 2

**Pre-ETS Lesson Plan: Goal 2-Work-Based Learning Experiences**

Lesson # 2: What Are Options for Work-Based Learning Experiences?
*To be utilized with Goal 2 UbD Unit Design 2016-October*

Creator: Karen Ruddle (2016October)

Duration: 30 minutes

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| WVDE CCR Standard(s) and/or Dispositions for CCR | ELA.9.4/ELA.10.4, ELA.9.5/ELA.10.5, ELA.9.10/ELA.10.10, ELA.9.19/ELA.10.19, ELA.9.21/ELA.10.21, ELA.9.30/ELA.10.30, ELA.9.39/ELA.10.39, ELA.9.41/ELA.10.41, HE.HS.4.03, HE.HS.8 Self-Awareness, Clear and Effective Communication, Social and Personal Responsibility, Self-Efficacy, Agility and Adaptability, Self-Control, Time and Goal Management, Accessing and Analyzing Information, Initiative and Entrepreneurialism, Working Independently and in Teams |
| Activity Type | Small group and/or individual |
| Resources-Materials-Websites | • WINTAC site section about Goal area 2: Work-based learning experiences at http://www.wintac.org/topic-areas/pre-employment-transition-services/overview/work-based-learning-experiences (attached handout)<br>• Work Experience (attached handout)<br>• Work-Based Learning Experiences Matching Activity and cut out descriptions adapted from the WINTAC site (attached) |
| **Work to be completed outside class (before or after)** | None |
| Method of assessment/Rubric(s) | Reflection regarding ideas for work-based learning experiences they would like to have during high school. |
| Accommodations and Modifications-Universal Design for Learning (UDL) and Differentiated Instruction (DI) | • Lesson is presented verbally<br>• Supplemental visual material is recommended<br>• Teacher may need to facilitate the entire discussion and vary word choices to understanding level of specific students to clarify specific items, especially unfamiliar terms. |
| **Activating Prior Knowledge** | (4 minutes)<br>• Guide students through a brief brainstorming activity.<br>• Display the "Work Experience" handout or in the center of the board or on a poster.<br>• Ask students to think about how youth and adults get experiences for the workplace. |

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| | • Ask each to present one of their ideas at a time, giving each a turn at responding.<br>• Record or have students record their responses on the board, poster, post-it notes, etc. |
| **Vocabulary Development** | (8 minutes total time)<br>Terms: **Mentorship, Internship, Service Learning, Practicum, Enterprise**<br>• Present the words to the student(s).<br>• Have them discuss what they know about each of these words but do not write a definition until the end of the session.<br>• Tell students to pay particular attention when these are discussed during the lesson.<br>• At the end of the lesson guide students to write a simple definition of each for class purposes.<br>• Add these to a word bank for Pre-ETS/Transition activities (consider keeping a notebook, poster/chalk board or note cards with vocabulary and definitions).<br>• Instructor-use the WINTAC Work Based Learning Experiences section to assure definitions include key points for each type of experience. (attachment) |
| **Skill Lesson/Active Learning** | (13 minutes)<br>• Provide a brief introduction about the purpose of work-based learning experiences (based on the information from the WINTAC website for WIOA Goal 2 at the WINTAC site noted in the resources section of this lesson. Clearly explain that the purpose of these experiences is to assist in decision making about careers and aptitudes using real world settings.<br>• Using the WINTAC site information about work-based learning experiences, provide students with the list of the kinds of work-based learning experiences to be discussed. Make sure each student can read the terms on the handout. Discuss each of the options for experiences individually giving examples to clarify.<br>• Provide students with the cut out descriptions of each type of work-based learning experience. Make sure they have been shuffled.<br>• Read each description aloud and ask students to re-state the description in their own words.<br>• Allow students to work in a group to identify which type of experience is being described from the list on the handout. Provide prompts if needed to cue students to match correctly. |
| **Reflection** | (5 minutes)<br>• Using the student transition journal have students reflect on the discussion and identify types of work-based learning experiences |

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| | they would like to try and the career cluster/job areas of choice. This will aid in identifying possible work-based learning options during school, after school or during school breaks. This can also be noted on the first handout if the student does not maintain journal.<br>• Additionally, ask students to identify a current occupation or career field of interest and discuss possible local options for gaining experience. Briefly discuss logistics for planning work-based experiences. Make note of the results of this activity to follow through at a later time. |
| Post Instruction Notes/Reflections from Staff: | |

*Note: Shaded/Bold sections in column 1 require student action.*

Work
Experience

# Work-Based Learning Experiences

Matching Activity

| | |
|---|---|
| Apprenticeships | Job Shadowing |
| Career Mentorship | Career Related Competitions |
| Informational Interviews | Paid Internships |
| Non-paid Internships | Practicum |
| Service Learning | Student-led Enterprises |
| Simulated Workplace Experience | Paid Work Experience |
| Non-paid Work Experience | Volunteering |
| Workplace Tours/Field Trips | |

# Lesson 2

**Print cards and cut apart**

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| Where an individual teaches or provides guidance and advice to a less experienced and often younger person. | A group excursion for the purpose of first-hand observation to specific work sites. Students learn about the business, meet employees, ask questions and observe work in progress. |
| A temporary unpaid position with an emphasis on on-the-job training rather than merely employment; an opportunity to develop specific job related skills before you are qualified for an actual job. This can take the form of career exploration (a brief exposure to a variety of work settings and may include work site field trips or job shadowing to view the type of work being performed), career assessment (an extended observation where the student undertakes work assignments for the purpose of assessing his/her interests, aptitudes, and support needs) and work-related training (a period of work experience for the purpose of training job skills and job-related skills). | A temporary paid position with an emphasis on on-the-job training rather than merely employment; an opportunity to develop specific job related skills before you are qualified for an actual job. This can take the form of career exploration (a brief exposure to a variety of work settings and may include work site field trips or job shadowing to view the type of work being performed), career assessment (an extended observation where the student undertakes work assignments for the purpose of assessing his/her interests, aptitudes, and support needs) and work-related training (a period of work experience for the purpose of training job skills and job-related skills). |
| When a person donates his/her time or efforts for a cause or organization without being paid. It may be a one-time only or an on-going commitment. It should directly or indirectly benefit people outside the family or household or else benefit a cause, even though the person volunteering normally benefits as well. Most volunteer sites are non-profit organizations. | An informal conversation with someone working in a career area/job that interests you, who will give you information and advice. It is an effective research tool in addition to reading books, exploring the Internet and examining job descriptions. It is not a job interview, and the objective is not to find job openings. |
| A popular on-the-job learning, career development, and leadership development intervention. Essentially, job shadowing involves working with another employee who might have a different job in hand, might have something to teach, or can help the person shadowing him or her to learn new aspects related to the job, organization, certain behaviors or competencies. | Work-based learning activities that simulate work environments in any field. Examples include automotive or construction programs in which sustained industry involvement allows students to develop and apply their skills in the context of industry standards and expectations. |
| A work-based learning activity that integrates meaningful community service with classroom instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. | School based enterprises that produce goods or services for sale or to be used by people other than the participating student(s). |

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| Work-based learning activities that require students to demonstrate mastery of career-related skills through presentations or competitions that are judged by professionals. Presentations demonstrate culminations of student effort over time, often involving teamwork. Career technical student organizations sponsor such competitions in the fields of agriculture, business, health, hospitality and industrial technology. | Combine classroom and workplace experience to provide opportunities for high school students to try out one or more crafts or trades. They allow students to explore essential workplace skills, strengthen their academic and technical skills, explore careers in the trades, and enter apprenticeship training when they complete high school. |
| A course of study devoted to practical training in the field, where supervision is provided. Usually applies to be specialized field of study. | Non-paid setting that offers students the opportunity to explore careers and understand the nature of work through first-hand exposure to the workplace. Students may or may not be paid.<br>It is exploratory in nature and its intent is to expose an individual to a variety of occupations for the purpose of building basic workplace competence. |
| Paid setting that offers students the opportunity to explore careers and understand the nature of work through first-hand exposure to the workplace. It can be general or vocational, focusing respectively on general workplace skills or career preparation activities within a specific industry or career area. | |

*Adapted from WINTAC.org site. Descriptions may be reworded for students with intellectual disability areas.*

# Work-based learning experiences

http://www.wintac.org/topic-areas/pre-employment-transition-services/overview/work-based-learning-experiences

## Pre-ETS Notice

**Work-Based Learning Experiences (WBLEs)**

(WBLEs may include in-school or after school opportunities, or experience outside the traditional school setting (including internships), that is provided in an integrated environment to the maximum extent possible)

**Work Based Learning**[1] is an educational approach or instructional methodology that uses the workplace or real work to provide students with the knowledge and skills that will help them connect school experiences to real-life work activities and future career opportunities. It is essential that direct employer or community involvement be a component of the WBL to ensure in-depth student engagement. These opportunities are meant to engage, motivate and augment the learning process. These WBL opportunities can be done in conjunction with private, for-profit, public or nonprofit businesses in your community and/or through web-based resources. In addition, work-based learning requires in-depth engagement of youth and an evaluation of acquired work relevant skills.

**Work-based learning experiences, may include:**

- Job Shadowing
- Career Mentorship
- Career Related Competitions
- Informational Interviews
- Paid Internships
- Non-paid Internships
- Practicum
- Service Learning
- Student-led Enterprises
- Simulated Workplace Experience
- Paid Work Experience
- Non-Paid Work Experience
- Volunteering
- Workplace Tours/Field Trips

These WBL opportunities can be done in conjunction with private, for-profit, public or nonprofit businesses in your community and/or through web-based resources. In addition, work-based learning requires in-depth engagement of youth with oversight and evaluation of acquired work relevant skills by identified staff. The work based learning experience must be provided in an integrated setting in the community. Where paid WBL experiences are provided, the wages are to be paid at no less than minimum wage.

**Definitions:**

**Job Shadowing:** Job shadowing is a popular on-the-job learning, career development, and leadership development intervention. Essentially, job shadowing involves working with another employee who might have a different job in hand, might have something to teach, or can help the person shadowing him or her to learn new aspects related to the job, organization, certain behaviors or competencies[2].

**Career Mentorship:** A mentor is one who teaches or provides guidance and advice to a less experienced and often younger person[3].

**Career Related Competitions:** Career-related student competitions are work-based learning activities that require students to demonstrate mastery of career-related skills through presentations or competitions that are judged by professionals. Presentations demonstrate culminations of student effort over time, often involving teamwork. Career technical student organizations sponsor such competitions in the fields of agriculture, business, health, hospitality and industrial technology.

**Informational Interviews:** An **informational interview** is an informal conversation with someone working in a career area/job that interests you, who will give you information and advice. It is an effective research tool in addition to reading books, exploring the Internet and examining job descriptions. It is not a job interview, and the objective is not to find job openings[4].

**Volunteering:** Volunteering is when a person donates his/her time or efforts for a cause or organization without being paid. It may be a one-time only or an on-going commitment. It should directly or indirectly benefit people outside the family or household or else benefit a cause, even though the person volunteering normally benefits as well. Most volunteer sites are non-profit organizations.

**Workplace Tours/ Field Trips:** A group excursion for the purpose of first-hand observation to specific work sites. Students learn about the business, meet employees, ask questions and observe work in progress[5].

**Internships (Paid Or UnPaid):** An internship is a temporary position with an emphasis on on-the-job training rather than merely employment, and it can be paid or unpaid. An internship is an opportunity to develop specific job related skills before you are qualified for an actual job.
The Department of Labor's website offers guidance and information on their "employment laws assistance for workers and small business - elaws section on volunteers. The following link provides helpful information on the Fair Labor Standards Act as it pertains to volunteers: Internships in the “for-profit” private sector will most often be viewed as employment, unless the test described below relating to trainees is met. Interns in the "for-profit" private sector who qualify as employees rather than trainees typically must be paid at least the minimum wage and overtime compensation for hours worked over forty in a workweek.

eLaws - Fair Labor Standards Act Advisor : Volunteers

1. The following six criteria must be applied when making this determination[6]:
2. 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;
3. The internship experience is for the benefit of the intern;
4. The intern does not displace regular employees, but works under close supervision of existing staff;
5. 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;

6. The intern is not necessarily entitled to a job at the conclusion of the internship;
7. The employer and the intern understand that the intern is not entitled to wages for the time spent in the internship.

**DOL's Time Limits on Internships and work exploration activities:**

The Department of Labor has identified the following time limits specific to internships/ work experiences to ensure an employee relationship does not exist:

**Career Exploration** (limited to 5 hours/job) - a brief exposure to a variety of work settings and may include work site field trips or job shadowing to view the type of work being performed.
**Career Assessment** (limited to 90 hours/job) - an extended observation where the student undertakes work assignments for the purpose of assessing his/her interests, aptitudes, and support needs.
**Work-Related Training** (limited to 120 hours/job) - a period of work experience for the purpose of training job skills and job-related skills.

If all of the factors listed above are met, an employment relationship does not exist under the FLSA, and the Act's minimum wage and overtime provisions do not apply to the intern. This exclusion from the definition of employment is necessarily quite narrow because the FLSA's definition of "employ" is very broad.

The following link to the DOL website provides helpful information on the Fair Labor Standards Act as it pertains to the school to work designation which can be helfpul in determining whether or not a work based learning experience falls within this category:

eLaws - Fair Labor Standards Act Advisor : School-to-Work

**The Wage and Hour Division (WHD)[7] Exceptions for Volunteering/Unpaid Internships**
WHD also recognizes an exception for individuals who volunteer their time, freely and without anticipation of compensation for religious, charitable, civic, or humanitarian purposes to non-profit organizations. Unpaid internships in the public sector and for non-profit charitable organizations, where the intern volunteers without expectation of compensation, are generally permissible. WHD is reviewing the need for additional guidance on internships in the public and nonprofit sectors.

Such permissible opportunities may include:

- **Practicum:** a course of study devoted to practical training in the field, where supervision is provided. Usually applies to a specialized field of study.
- **Service learning:** work-based learning activity that integrates meaningful community service with classroom instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities[8].
- **Student Led Enterprises:** school based enterprises that produce goods or services for sale or to be used by people other than the participating student(s).
- **Simulated Workplace Experience:** Simulated workplace experiences are work-based learning activities that simulate work environments in any field. Examples include automotive or construction programs in which sustained industry involvement allows students to develop and apply their skills in the context of industry standards and expectations.
- **Work Experience ( Paid or Non-Paid): w**ork experience offers students the opportunity to explore careers and understand the nature of work through first-hand exposure to the workplace. Students may or may not be paid.

- **Paid Work Experience** can be general or vocational, focusing respectively on general workplace skills or career preparation activities within a specific industry or career area.
- **Non-Paid Work Experience** is exploratory in nature and its intent is to expose an individual to a variety of occupations for the purpose of building basic workplace competence.

**Section 511-Limits Use of Sub-Minimum Wage**

**Note:** Section 511 of WIOA Title IV limits the use of sub-minimum wage. Individuals age 24 or younger may not begin work paying subminimum wage (less than Federal minimum wage) unless the following actions have been completed:

- The individual received pre-employment transition services or transition services under IDEA (and)
- The individual applied for VR services and has been found ineligible for services (or)
- The individual has been determined eligible for VR services but has not been successful /achieved Competitive Integrated Employment and client record of services closed.
- The individual has been provided career counseling and information and referral to other resources designed to assist the person in attaining competitive integrated employment. *For more complete detail on Section 511 of WIOA Title IV, see Laws, Regs, and Policy*

**For some specific resources for this required activity click here.**

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[1]Darche, S., Nayar, N., Reeves-Braco, K., (2009, November), Work-based Learning in California, WestEd., The James Irvine Foundation,

[2]Kidd, J.M., Career Counseling (06/26/2007).

[3]Mentoring. (n.d.). In Merriam-Webster, Incorporated online.

[4]Informational Interview. (n.d.). UC Berkley, Career Center.

[5]Secretary's Commission on Achieving Necessary Skills (SCANS).(n.d.).

[6]elaws - employment laws assistance for workers and small businesses -volunteers

[7]US Department of Labor, Wage and Hour Division, Fact Sheet 71: Internship Programs under the Fair Labor Standards Act.(2010)

[8]Service Learning. (n.d.). National Service Learning Clearinghouse. Retrieved from

# Lesson 3

**Pre-ETS Lesson Plan: Goal 2-Work-Based Learning Experiences**

Lesson # 3: How and What Is Written in the IEP/IPE About Work-Based Learning Experiences?
*To be utilized with Goal 2 UbD Unit Design 2016-October*

Creator: Karen Ruddle (2016December; rev. 2022June)

Duration: 30 minutes

| | |
|---|---|
| WVDE CCR Standard(s) and/or Dispositions for CCR | ELA.9.4/ELA.10.4, ELA.9.5/ELA.10.5, ELA.9.10/ELA.10.10, ELA.9.19/ELA.10.19, ELA.9.21/ELA.10.21, ELA.9.30/ELA.10.30, ELA.9.39/ELA.10.39, ELA.9.41/ELA.10.41, HE.HS.4.03, HE.HS.8 Self-Awareness, Clear and Effective Communication, Social and Personal Responsibility, Self-Efficacy, Agility and Adaptability, Self-Control, Time and Goal Management, Accessing and Analyzing Information, Initiative and Entrepreneurialism, Working Independently and in Teams |
| Activity Type | Small group and/or individual |
| Resources-Materials-Websites | • O*NET OnLine at https://www.onetonline.org<br>• O*NET Browse by Skills (Basic) at https://www.onetonline.org/find/descriptor/browse/2.A/2.A.1/2.A.2<br>• O*NET Browse by Skills (Cross-Functional) at https://www.onetonline.org/find/descriptor/browse/2.A/2.A.1/2.A.2<br>• Skills (Basic) / Skills (Cross-Functional) handout (attached) |
| **Work to be completed outside class (before or after)** | • To the instructor: This should be a 2-part lesson for 30 minutes each session, each repeating the activity but in a different search area. Review the Skills (Basic) / Skills (Cross-Functional) search sections on O*NET and decide which you will have your group do first the53 second. Follow the lesson plan in the same manner each time. |
| Method of assessment/Rubric(s) | Student transition journal reflection about target skills that need to be developed during high school. |
| Accommodations and Modifications-Universal Design for Learning (UDL) and Differentiated Instruction (DI) | • Lesson is presented verbally<br>• Teacher may need to facilitate the entire discussion and vary word choices to understanding level of specific students to clarify specific items, especially unfamiliar terms. |
| **Activating Prior Knowledge** | (5 minutes)<br>• Use the General Job Skills handout to generate student responses about general job skills to assure there is a basic understanding of general skills individuals should display in any job. |

| | |
|---|---|
| | • Guide students through a brief discussion about being the "boss" at a business that needs to hire new staff.<br>• Ask students to brainstorm 7 more desirable job skills that workers should demonstrate in a job. |
| **Vocabulary Development** | Terms: **Technical Skills**<br>• Present the words to the individual.<br>• Have them discuss what they know about the word and to write a basic definition.<br>• Add this to a word bank for Pre-ETS/Transition activities (consider keeping a notebook, poster/chalk board or note cards with vocabulary and definitions). |
| **Skill Lesson/Active Learning** | (17 minutes)<br>• Provide a brief introduction about considering various characteristics that each might use to select jobs that would be of interest to them. Clearly state that these activities contribute to making decisions about careers and jobs of interest.<br>• Using the attached handout access the O*NET OnLine website and show them how they might browse to find jobs of interest based on a variety of characteristics. These characteristics include skills (basic) and skills (cross-functional). Select one area and demonstrate the detailed information within each category. Explain that each of them will be choosing a characteristic from the detailed list, and that will further help them discover jobs that match this category (in part).<br>• Show them that once they make a selection that a list of jobs appears. This might seem overwhelming, so select Job Zone 1 (if you click on 1 you get a description that the jobs in this list will require little or no additional training). Tell them they will then be choosing at least 2 jobs from this list.<br>• If time, allow individuals to share some of the jobs they identified.<br>• To the instructor: These three steps can be followed for each of the 2 areas for exploration, but will require 30 minutes each. |
| **Reflection** | (5 minutes)<br>• Each individual will read the Present levels of Performance section of their IEP, and highlight personal characteristics noted in this section. They will then reflect on the categories and jobs that were noted in each of the sections for Skills (Basic) and Skills (Cross-Functional). The instructor and individual should make notes to add, delete, or keep narrative that reflects personal and desired characteristics for the next IEP meeting. Remind them that these are just a few of the factors for making decisions about jobs and careers they may ultimately choose. Many of the items may not make or break the decision about a job, but will likely factor into long term satisfaction, as well as consideration for even trying some jobs. Have them think about and |

| | |
|---|---|
| | record in the portfolio journal which of these jobs they may like to "try out" as part of their Work-Based Learning Experiences. Of the items they have explored in these activities, have them record the characteristics that are most important to them for a job or career. |
| Post Instruction Notes/Reflections from Staff: | |

*Note: Shaded/Bold sections in column 1 require student action.*

# General Job skills

- Shows up to work on time
- Wears appropriate clothing to work for the specific job
- Completes the assigned work on time
- _____
- _____
- _____
- _____
- _____
- _____
- _____

## Skills: Basic and Cross-Functional

Instructions: Use the O*NET OnLine website at https://www.onetonline.org to explore a list of characteristics and select a Skills (Basic) and Skills (Cross-Functional) that matches with your interests. Look at the detailed descriptions to help you select one area for each then record in the specific sections below. Click the description you choose and find a list of jobs you might want to consider. At Select Job Zones, click on 1 to show jobs that require little or no training. Browse the listing and find 2 jobs you might want to explore in greater detail. Write those job titles on this page below the description. You will be going through these steps 2 times. *Note: If you like this activity, you may choose other areas for exploration. The possibilities are endless.*

**Skills: Basic**

Category and Level of Information: _____

_____

Jobs (list at least 2): _____

_____

**Skills: Cross-Functional**

Category and Level of Information: _____

_____

Jobs (list at least 2): _____

_____

# Lesson 4

**Pre-ETS Lesson Plan: Goal 2-Work-Based Learning Experiences**

Lesson # 4: My Plan for Work-Based Learning Experiences
*To be utilized with Goal 2 UbD Unit Design 2016-October*

Creator: Karen Ruddle (2016December; rev. 2022June)

Duration: 30 minutes

| | |
|---|---|
| WVDE CCR Standard(s) and/or Dispositions for CCR | ELA.9.4/ELA.10.4, ELA.9.5/ELA.10.5, ELA.9.10/ELA.10.10, ELA.9.19/ELA.10.19, ELA.9.21/ELA.10.21, ELA.9.30/ELA.10.30, ELA.9.39/ELA.10.39, ELA.9.41/ELA.10.41, HE.HS.4.03, HE.HS.8 Self-Awareness, Clear and Effective Communication, Social and Personal Responsibility, Self-Efficacy, Agility and Adaptability, Self-Control, Time and Goal Management, Accessing and Analyzing Information, Initiative and Entrepreneurialism, Working Independently and in Teams |
| Activity Type | Small group and/or individual |
| Resources-Materials-Websites | • Matching: My Interests and Skills for the Job handout (attached)<br>• Access the O*Net site at https://www.mynextmove.org<br>• Access the Career One Stop videos at https://www.careeronestop.org/Videos/career-and-cluster-videos.aspx<br>• Teacher Resources: 1) NCWD Practice Brief Issue 3-March 2012, Career Exploration in Action at https://dcpartners.iel.org/wp-content/uploads/2021/09/Career-Exploration-in-Action-NCWD-Innovative-Strategies-Brief.pdf ; 2) Career-Focused Mentoring for Youth: The What, Why, and How at https://www.thinkwork.org/sites/default/files/files/fulltext.pdf ; 3) NCWD: Guideposts for Success at https://iel.org/wp-content/uploads/2021/07/Guideposts-for-Success-English-Print-Quality-1.pdf ; and 4) https://www.apprenticeship.gov/career-seekers<br>• My Plan for Work-Based Learning Experiences handout (attached) |
| **Work to be completed outside class (before or after)** | **After (20 minutes)**<br>• Students will access the My Next Move site from the Resources section of this lesson, select the Bright Outlook symbol and choose a job of interest to them.<br>• Individuals will complete Matching: My Interests and Skills for the Job handout (attached)<br>• This activity might be repeated in another lesson or follow up session if students are motivated by this type of search. |

# Lesson 4

| | |
|---|---|
| Method of assessment/Rubric(s) | Completion of one occupational match activity of their choosing after the demonstration. |
| Accommodations and Modifications- Universal Design for Learning (UDL) and Differentiated Instruction (DI) | • Lesson is presented verbally and with assistance to facilitate quick access to website information. Use of a projection device for this search activity is recommended.<br>• Instructor may need to facilitate the entire discussion and vary word choices to understanding level of specific students to clarify specific items, especially unfamiliar terms.<br>• Utilize the Variations section of the Instructions page for the Matching Your Strengths… activity.<br>• An alternative to this activity is to access the Career One Stop site as noted in the Resources section of this lesson and have students select careers of possible interest, then watch the video for each of those careers. Students would then complete the checklist in the same manner as for the Bright Outlook activity.<br>• This activity can be completed in pairs. |
| **Activating Prior Knowledge** | (2 minutes)<br>• Explain to the student(s) that they (and you) will be taking a different approach today to career exploration by searching for and selecting a career with significant projected job growth and availability.<br>• They will need to watch carefully so they can perform a search independently (or as independently as possible) to find a career they would like to explore.<br>• Ask them to discuss briefly how they typically would choose an occupation of interest to complete an assignment to find details about that job. |
| **Vocabulary Development** | No new terms |
| **Skill Lesson/Active Learning** | (23 minutes)<br>• Provide a brief introduction of the activity they will be completing as a group through use of the internet and access the My Next Move site.<br>• Show individuals where to find the Bright Outlook symbol and click the link.<br>• Review the 3 reasons careers are listed in this Bright Outlook section: grown rapidly, large numbers of openings, are new and emerging careers.<br>• Show individuals the extensive list and select a career to demonstrate the activity. Try to select one that requires 2 years or less preparation to appeal to those interested to get into the workforce quickly. |

| | |
|---|---|
| | • Provide each with a copy of Matching: My Interests and Skills for the Job handout. Guide them to document their selected job titles in the top section of the page and explain how to complete the rest of the page. Ask them to be creative and not to choose typical types of jobs they usually select. Let them know that exposure to other possible jobs of interest my just peak one's interest.<br>• On the selected career page show the group the range of information on the page where they will begin to identify those items/skills that "match" the individuals interest areas.<br>• Complete the final box for each job area by selecting WV or the state where they plan to live to see the outlook for that area and document the information found.<br>• Use the My Plan for Work-Based Learning Experiences handout to refresh understanding of the various options for work-based learning (Goal 2 Lesson 2 uses this same list of options) and have each person select the type of work-based learning for each of the jobs they identified on the Matching: My Interests and Skills for the Job handout. They should write the job to right of the box with their selections. Resources about student organizations in WV can be found at https://wvde.us/technical-education/co-curricular-student-organizationsctso/<br>• Maintain a copy of each activity in a file or digital format in order to set up work-based experiences in the community and to document this type of search. |
| **Reflection** | (5 minutes)<br>• After the student has had an opportunity to perform their own Bright Outlook search and found a job of interest, they should reflect in their student transition journal regarding this method for exploring careers.<br>• Have students set a goal for exploring careers using this method when they have additional time, then follow up with students to help them identify 3-5 careers of interest from the Bright Outlook activities, noting those for possible additional work-based learning experiences. |
| Post Instruction Notes/Reflections from Staff: | |

*Note: Shaded/Bold sections in column 1 require student action.*

# Lesson 4

## Matching: My Interests and Skills for the Job

**Instructions:**

1. Access the O*Net site at https://www.mynextmove.org/ then click on the tab below the main search box Bright Outlook in orange. The jobs listed in this search area are likely to grow rapidly, have many openings, and are new and emerging careers.
2. Select careers from the list that look interesting and explore each of them by clicking on the page. Select “Watch Career Video” to see if this area is something you would like to try out.
3. Choose 3 and list them in the blanks below.
4. Select the “Print” button and print the informational page on each of the 3 careers you choose. Attach them to this page

| **NAME/DATE:** | **Job Title/Career 1:** | **Job Title/Career 2:** | **Job Title/Career 3:** |
|---|---|---|---|
| What they do that I think I would like | | | |
| Job skills that are needed that I already have or can learn | | | |
| Job Outlook for WV in this career field (select the box near the bottom of the page) | | | |

## My Plan for Work-Based Learning Experiences

Instructions: Review the types of work-based learning experiences below and select those you are most interested in pursuing. Select at least 3 types of experiences and use the Matching: My Skills and Interests for the Job handout or more Bright Outlook jobs to write the job title beside of the type of experience you would like to have for each title. Note: You may have to be flexible with thew type of work-based learning experiences you choose.

| Work-Based Learning Experience Options | Jobs or Career Areas of Interest |
|---|---|
| Job Shadowing: Working with someone to learn all or part of a job | |
| Career Mentorship: Learning from a more experienced person | |
| Career Related Competitions: Activities that show skills a person has learned about a career area | |
| Informational Interviews: Discussing a career or job that interests you | |
| Paid Internships: On-the-job training to learn specific job-related skills that is paid | |
| Non-paid Internships: On-the-job training to learn specific job-related skills that is not paid | |
| Practicum: Supervised practical training in a specialized field | |
| Service Learning: Workplace activity that bless community service with classroom instruction | |
| Student-Led Enterprises: Groups of youth produce goods or services in a school business | |
| Simulated Workplace Experience: Getting workplace experiences in a setting much like a real setting | |
| Paid Work Experience: Learning general workplace skills in a paid setting | |
| Non-Paid Work Experience: Learning general workplace skills in an unpaid setting | |
| Volunteering: Donating your time or effort without being paid | |
| Workplace Tours/Field Trips: Observing real work at different work sites | |

Source: https://dcpartners.iel.org/wp-content/uploads/2021/09/Career-Exploration-in-Action-NCWD-Innovative-Strategies-Brief.pdf

National Collaborative on Workforce and Disability
NCWD For Youth
Navigating the Road to Work
Making the Connection between Youth with Disabilities & Employment
PracticeBrief
Innovative Strategies – www.ncwd-youth.info/innovative-strategies ISSUE 3 • MARCH 2012

# Career Exploration in Action

*This Innovative Strategies Practice Brief provides practical examples and resources used by promising and exemplary youth programs to engage youth in career exploration. The youth programs and school systems featured in this brief have been recognized by NCWD/Youth as Innovative Strategies. NCWD/Youth's Innovative Strategies features workforce development programs and practices that serve youth with disabilities, either as a target population or as part of other youth populations.*

In order to make informed career and educational decisions, all young people need opportunities to participate in a range of career exploration activities. Career exploration activities are experiences at school and in the community that help young people to (a) identify how their interests, values, and skills relate to careers of interest; (b) describe the skills and activities associated with those careers; and, (c) identify the post-secondary training, two-year, four-year, or graduate degree programs needed to successfully pursue those careers. Career exploration activities can take many forms including informational interviews with employers, career-related guest speakers, workplace visits and tours, job shadowing, career fairs and career days, career camps, hands-on career projects, and career-focused mentoring.

Research indicates that youth who have participated in career exploration and other transition services in a quality learning environment have higher career search self-efficacy (Solberg, Howard, Gresham, & Carter, in press). Solberg and colleagues define quality learning environments as those that engage youth in developmental activities known to promote successful youth transitions (these developmental activities are outlined in the Guideposts for Success). Their study further indicates that those youth with greater career search self-efficacy are more highly engaged in goal setting, which further predicts both their motivation to attend school and academic self-efficacy.

Career exploration activities are offered by community-based youth programs as well as by schools. A review of all the Innovative Strategies program profiles indicates many programs and schools engage youth in at least two or more types of career exploration. Strategies and tools used by several Innovative Strategies programs to engage youth in the different forms of career exploration are described below.

**Job Shadowing**

Job shadowing is an activity in which youth gain an up-close look at the world of work by accompanying a professional or professionals in the workplace as they do their work. Job shadowing provides an opportunity to see firsthand what tasks a professional does, to learn what skills and knowledge it takes to do the tasks, and to get a feel for what the work environment and routine is like. Job shadowing may be a one-on-one activity, in which one youth is paired with one professional, or it can be a group activity in which a small group of youth accompanies the professional. While a job shadowing experience may be as short as a few hours, a half-day to full-day opportunity is ideal and some job shadowing experiences last for more than one day. A longer job shadowing experience ensures that youth have enough time to get familiar with the work environment, meet various people who work there, and learn about the work that they do. It also provides a chance for the youth to observe the professional who is being shadowed and his/her co-workers completing a range of tasks. The following examples and strategies for job shadowing activities were provided by Bay Cove Academy's Career Development Program, the Center for Independent Living of North Central Florida (CILNCF) High School/High Tech Program, the Iowa Transition Alliance Program (TAP), and North Carolina Department of Public Instruction's Career and Technical Education Division.

*1) Use Youth's Career Interests to Identify and Recruit Employer Partners for Job Shadowing*

Bay Cove Academy's Career Development Program provides both school-wide and individualized job shadowing opportunities. Each year, as

Bay Cove plans its school-wide National Groundhog Job Shadowing Day event, staff poll the students about their career interests and then reach out to employers that match those interests. Some of the businesses and employers that have hosted students for job shadowing in recent years are the zoo, the aquarium, the radio station, and the New England TV sports network. When Bay Cove Academy arranges an individual job shadowing experience for a student, the staff starts by reviewing that student's specific career interests and goals. For example, one student was specifically interested in working at Foot Locker so the staff contacted the store and asked if the youth could spend some time shadowing the employees to learn what the job entails. When it comes time to recruit employer partners, Bay Cove uses outreach materials such as save the date flyers and recruitment letters as well as direct phone calls to previous partners and new contacts.

Matching the opportunity to the youth's specific interest is also the approach that the Iowa Transition Alliance Program (TAP) takes. TAP, a joint program of Iowa Vocational Rehabilitation Services (IVRS) and the Iowa Department of Education, helps high school students or graduates, ages 16 to 25, who are eligible for VR services prepare for and transition to employment, independent living, and postsecondary education. Job shadowing is one of the various strategies that TAP staff use to help youth explore careers. Prior to organizing a job shadowing experience, the TAP Coordinator gets to know each student and his/her career interests by participating in the students' individualized education program (IEP) team meetings. TAP Coordinators also use career assessments to help students identify their interests and skills. Using information from the IEP meetings and career assessments, TAP coordinators help students identify some local employers where they could learn more about a specific career interest. For example, the Waterloo Community Schools TAP coordinator helped one student who was interested in working with cars to obtain a job shadowing experience at a car dealership. During his job shadow, the student had a chance to learn about various jobs at the dealership including changing engine oil, auto detailing, and working with the auto parts department.

With support from the Able Trust, the Center for Independent Living of North Central Florida (CILNCF) High School/High Tech Program engages youth in a combination of job shadowing and mentoring as part of the National Disability Mentoring Day each year in October. National Disability Mentoring Day (DMD) is a national event organized by the American Association of People with Disabilities that provides opportunities for youth and other job seekers with disabilities to explore careers and connect to employers. CILNCF and other youth programs throughout Florida use the Disability Mentoring Day Interest Form provided by Able Trust to find out what careers youth are most interested in before the DMD event. The Interest Form asks youth to select their first, second, and third choice among 10 career clusters. To ensure youth understand what type of jobs are a part of each career cluster, the form provides questions about the youth's interest in the types of jobs, tasks, and skills that are typical to that career field. For example, the Business and Marketing career cluster includes the following questions: "Are you organized, accurate and self-motivated? Are you a leader? Do you enjoy organizing people and planning events? Do you like computers and business machines? Do you like creating reports? Do you like marketing things? Do you enjoy working with numbers?" CILNCF uses the information youth provide on this form as well as other knowledge of the youth they serve to match youth with a workplace mentor and job shadowing experience that best fits the youth's interests.

*2) Provide Employers with Guidance on Hosting Job Shadowing*

Guidance and support for employers is a key component of the Students@Work job shadowing initiative, a collaborative effort between the North Carolina Department of Public Instruction, First Gentleman Robert Eaves, and the North Carolina Business Committee for Education (NCBCE). Students@Work was launched as a statewide initiative for middle school students in 2011. In its first year, Students@Work provided job shadowing opportunities for 17,000 middle school students by partnering with small and large employers including the State Employees' Credit Union (SECU), North Carolina Highway Patrol, Cisco, IBM, and EMC[2].

The Students@Work initiative has developed a toolkit for employers to help them prepare to host a job shadowing day at their workplace. The toolkit includes an action plan for job shadowing that outlines steps for employers to take. The steps include: 1) Get senior management on board and make a commitment to participate; 2) Contact the local job shadowing coordinator (contact information for

local coordinators is provided on the Students@Work website); 3) Set the agenda for the event (a sample schedule is provided in the toolkit); 4) Develop a message for students that employees will communicate during their interaction with students (suggested topics include workplace expectations, employability skills, importance of education to employment success, how academic skills are applied on the job); and 5) Provide feedback to the initiative after the event. The toolkit provides more detailed instructions and suggestions for each action step including what responsibilities the employer can expect the school to handle and tips from past employer participants. A video produced by one of the employer partners, EMC[2], is also available to give other employers a picture of what a job shadowing day may entail. While employers design their own agenda, the suggested schedule consists of a large group welcome and overview of the employer's business, two to four hours of one-on-one job shadowing in which each student is matched with an employee, a lunch presentation and discussion with a business leader, and a tour of the workplace.

CILNCF and other youth programs participating in Disability Mentoring Day in Florida also provide guidance to employers on hosting job shadowing. The Disability Mentoring Day Mentor Instructions outline various steps to being a good job shadowing host. Employers are asked to start by introducing themselves and explaining the work that their company does followed by a discussion with the youth about their own interests and what they would like to do and learn during the job shadow. Employers are asked to provide a workplace tour, introduce the youth to co-workers, and explain the job duties of employees. Employers are also asked to explain and demonstrate their own work tasks and provide opportunities, when appropriate, for the youth to complete work tasks under supervision. Youth should be encouraged and given time to ask any questions they have about the workplace and the work that employees do. CILNCF also uses the Top Ten Tips for Mentors with dos and don'ts for employers and the One-on-One Mentoring Tips, which includes questions and topics to discuss with youth throughout the day and suggests some office skills to demonstrate and explain to youth during the job shadow.

*3) Provide Youth with Structured Assignments to Maximize Learning*

During job shadowing, students can benefit from assignments that encourage them to gather information from what they see, hear, and do during the activity and think critically about how the experience connects to their career interests and goals. To provide structure to the job shadowing experience, Bay Cove Academy has students complete a career scavenger hunt activity. This assignment is used primarily for group shadowing experiences and requires students to work as a team to answer the scavenger hunt questions. This provides an opportunity for students to develop team work skills, one of the many soft skills that employers look for in new employees. Students receive a prize for achieving the goal of answering all the questions. When a student participates in an individual job shadowing activity, Bay Cove Academy asks him/her to complete a student evaluation form with questions about what she/he learned and how he/she will apply the new information to career planning. Another structured assignment that Bay Cove Academy uses for job shadowing is an interviewing worksheet.

The Iowa Transition Alliance Program (TAP) asks youth to complete a job shadowing evaluation form with various reflection questions. The form includes a place for youth to record what they learned about the job they shadowed including basic duties, work hours, and the type of education and training needed for the job. They are also asked what they liked and didn't like about the job and whether they would consider pursuing it as a career. Finally, they are asked what other ideas for careers may have arisen as a result of the job shadowing experience. The form also requests that youth provide suggestions for improving the experience. After the job shadowing experience, the TAP coordinator discusses these questions and others with students and helps the youth decide what next steps to take to further explore their interests or pursue their career and education goals.

*4) Ask Employers for Feedback, Testimonials, and Continued Partnership*

Programs collect and use employer feedback to continuously improve the job shadowing experience for both employers and youth. For example, Bay Cove Academy also asks both employers (see form) and teachers (see form) to complete Job Shadow Day evaluations. The evaluation includes questions about how prepared the employer felt, how they benefited, suggestions for improving the experience, what support they would like, and whether they would be willing to participate again. The Students@Work initiative also requests employer feedback by encouraging

employers to email their comments on the experience to First Gentleman Robert Eaves.

Some employers may be willing to provide testimonials about the experience that can be used for outreach to new employer partners. The Students@Work initiative uses employer testimonials on their Employer Recruitment Flyer and in promotional videos.

The conclusion of a job shadowing experience is a great time to ask the employer about their interest in partnering in other ways. Bay Cove Academy has found that job shadowing experiences often lead to internship opportunities at the employer's workplace. Once employers meet students and get familiar with the program, they are willing to offer internships or volunteer in other ways such as serving as a guest speaker or providing a workplace tour for a group of youth. CILNCF has also found that some job shadowing experiences lead to summer internship opportunities and other types of support from the employer.

**Workplace Visits and Tours**

Workplace visits and tours are activities in which an employer provides youth with an inside look at what the business does, how it operates, and the types of jobs its employees do. Workplace tours and visits are typically group activities although they could also be arranged for an individual youth. The following examples and strategies for workplace visits and tours were provided by the CILNCF High School/High Tech Program, the Madison County High School/High Tech Program, the Transitional Age Youth (TAY) Program, and the University of Washington DO-IT Scholars Program.

*1) Identify Various Jobs that People Do in One Workplace*

Tours and visits are a great way to show youth a range of occupations and career options that may exist within one business or workplace. For example, youth in the Transitional Age Youth (TAY) Program learned about 27 different jobs when they visited the local airport. The Madison County High School/High Tech Program regularly takes youth on trips to visit different businesses where they can see and learn about multiple jobs. During their visit to the Wild Adventures Theme Park in Georgia, the youth received a behind the scenes tour which included learning about jobs in gardening, animal care, operating the rides, and enforcing the park's rules. On another trip, youth visited the Kennedy Space Center in Orlando, FL. In addition to having lunch with an astronaut, the youth had a chance to learn about the wide range of jobs people do at the Space Center from the jobs involved in designing and building space shuttles to jobs people do when a space shuttle is launched.

*2) Ask the Employer to Provide Some Hands-On Learning Opportunities*

Workplace tours and visits are most engaging when the employer is willing to provide hands-on opportunities for youth to experience some aspects of one or more jobs. The DO-IT Scholars Program at the University of Washington intentionally looks for employer partners in the high tech field that can provide hands-on activities for youth as a part of workplace tours. When youth in the program visited the Seattle Biomedical Research Institute, they participated in simulated research experiments in the company's learning laboratory. Youth even got to dress the part, wearing researcher lab coats as a part of the activity. Microsoft Corporation is another employer partner that provides workplace tours for DO-IT Scholars. As a part of their visit, youth get to try out different accessible and assistive technology products in Microsoft's Inclusive Innovation Showroom. Because DO-IT Scholars is a program for youth with disabilities, it provides opportunities for youth to learn how they can obtain and use assistive technology, if needed, at work and at home through all of its career exploration activities.

When the CILNCF High School/High Tech Program took youth to visit a water treatment facility, the employer partner gave youth the opportunity to test the water themselves. During their visit to Kennedy Space Center, youth in the Madison County High School/High Tech Program enjoyed lots of hands-on learning opportunities such as the space shuttle simulator and walk on the moon activity.

**Guest Speakers & Employer Presentations**

While some employers may be hesitant to host a youth or group of youth at their workplace, they may be more willing to come to the youth program or school to talk about careers. Guest speakers and employer presentations are activities in which one or more employers or professionals come to where youth are to share information about their career and have a discussion with youth. The following examples and strategies for guest speakers and employer presentations were provided

by the CILNCF High School/High Tech Program, Linking Learning to Life, and the University of Washington DO-IT Scholars Program.

*1) Reach Out to Diverse Local Employers and Professionals Including Those Matching Youth's Interests*

The goal of career exploration is to expose youth to multiple career options, including those they are currently most interested in. It is important to target employers and professionals in the careers that most interest youth while also exposing them to some new, perhaps less familiar careers. The CILNCF High School/High Tech Program accomplishes this by identifying and maintaining contacts with a vast pool of employers and professionals. Some of these partners include police officers, doctors, nurses, veterinarians, video game designers, and staff of the local University. About once every other month, CILNCF invites one of these partners to be a guest speaker during their afterschool workshops. By having regular guest speakers, the program ensures that youth learn about many different career options and meet various professionals in their local community.

The DO-IT Scholars Program often invites guest speakers to participate on a career discussion panel, providing youth with a chance to meet various professionals with different careers. One recent career panel included professionals who work at Microsoft and Amazon.com as well as an adaptive technology specialist. The DO-IT Scholars Program uses the career panel format for its annual career mentoring day. One year, Microsoft brought 15 employees who each do different jobs to speak to the group of scholars about their careers. The event also includes time for the professionals to meet one-on-one or with a pair of students to review their resumes and discuss their career interests.

*2) Request Interactive Presentations and Provide Guidance to Employers on How to Make It Engaging*

To keep youth engaged throughout presentations by employers and professionals, programs provide guidance to employers on how to make it interactive. The CILNCF High School/High Tech Program asks employers to include hands-on activities related to their careers when possible. When CILNCF invited employees from a video game design company to speak, they brought some video games they were currently developing with them. Youth had an opportunity to test the games for bugs and learn how to fix any errors they found.

Interactive employer presentations are central to Linking Learning to Life's Learn to Earn Program. The program staff recruit and train employer teams to come into the classroom at participating schools. The presentations are designed to engage the class of students in completing a task or solving a problem that the professionals deal with on the job. For example, one employer had students work in groups to design a building site plan using information about city zoning requirements, a permit application, and a cost estimate worksheet. Each presentation emphasizes how employees use math, science, and communication skills on the job. A video of one employer presentation is available online featuring Pizzagalli Construction. Linking Learning to Life also provides a sample presentation given by IBM on its website. The program's video, sample presentation, and informational flyer help to recruit employer partners and provide guidance on what an interactive presentation entails.

**Career Fairs and Career Days**

Career fairs and career days are another way to have employers and professionals come to where youth are, either at school or in the community, to share information about their careers. Career fairs and career days typically involve multiple employers who meet with youth in groups and one-on-one during a career themed information fair or day-long event. These events may also include representatives from postsecondary education and training programs. The following examples and strategies for career fairs and career days were provided by North Carolina Department of Public Instruction's Career and Technical Education Division and Bay Cove Academy's Career Development Program.

*1) Include Younger Youth and Tailor Activities to Youth's Age and Stage*

Bay Cove Academy holds one school-wide career fair for all students in grades 7 through 12. In keeping with its philosophy to expose students early and often to career options, they intentionally include students as early as 7th grade in the career fair so they have a chance to start thinking about what they need to do during high school to prepare for careers they are considering.

North Carolina Department of Public Instruction's Career and Technical Education Division employs Career Development Coordinators who provide and coordinate career development services to students in

local schools and school systems. In Wake County, NC, the Career Development Coordinators and School-to-Career Coordinator organize two county-wide career day events each year – Great Explorations for 9th graders and Xtreme Beginnings for 10th through 12th graders. While both events provide opportunities to explore various careers, the Xtreme Beginnings event for the older grades includes more emphasis on preparing for and finding employment and planning for postsecondary education. The Great Explorations event for 9th graders includes a Career and College Promise component which emphasizes the importance of getting college and career ready during the high school years.

*2) Use Interactive Activities and Choices to Engage Youth*

Wake County's Great Explorations event includes opportunities for students to participate in career cluster demonstrations. The event is organized like a conference for students, including a career expo with representatives from all 16 career clusters. One activity during the event is modeled after the TV game show, "What's My Line?" Professionals in nontraditional careers describe what they do at work and students guess what their occupation is. Some of the professionals who have participated in the past include a sky diver, a female firefighter, a chef, and a falconer. The professionals each talk about how they got to where they are professionally. The CTE student organizations also present on their respective career fields.

During Wake County's Xtreme Beginnings event, students participate in practice job interviews with human resources professionals and attend college and career expos. The Career Development Coordinators and the Wake County School-to-Career Coordinator invite local employers, businesses, and postsecondary institutions to participate in one of several ways. The Xtreme Beginnings recruitment letter described what roles they can play including conducting mock interviews, participating in informal career-oriented discussions, informing students about various postsecondary education options, and providing advice on professional appearance and conduct.

Bay Cove Academy gives its students a choice of employers they want to visit with during the career fair. They invite multiple employers to participate, including those who work in fields in which youth have expressed a specific interest. The students' experience during the career fair is structured by using a questionnaire that they must complete as they talk with different employers. Students receive an incentive, such as credit to make purchases at the school store, for completing the questionnaire.

Bay Cove encourages the employers to provide hands-on activities and work-related materials during the career fair. For example, many students are interested in working with animals so they have had professionals who are vet techs, veterinarians, and animal trainers bring the tools of their trade to the career fair. One professional brought x-rays of animals to demonstrate a part of the job. Bay Cove ensures that employer partners know what to expect, bring, and do as a part of the event by sending them guidance in advance (see their Career Fair Information for Employers).

**Career-focused Mentoring**

Career-focused mentoring involves matching youth with adult mentors who assist them with career exploration in various ways. One advantage of career-focused mentoring is its capacity to provide a youth with more individualized support for exploring careers specific to his or her interests. The mentoring relationship can consist of in-person meetings and activities, online communication, or combination of both. What distinguishes career-focused mentoring from general mentoring is that the mentoring interactions are intentionally focused on helping youth identify and explore their career interests rather than just providing general support and encouragement. The following examples and strategies for Career Fairs and Career Days were provided by the Ready to Achieve Mentoring Program (RAMP)™ sites operated by Florida Crown Workforce Board and Independent Living Resource Center (ILRC) of Northeast Florida and the Minnesota Department of Employment and Economic Development's E-Connect Project.

*1) Use a Mentoring Plan and Individualized Goals to Focus Mentoring on Youth's Personal Interests*

Developing and tracking youth progress on an individualized mentoring plan is a central activity of the Ready to Achieve Mentoring Program (RAMP)™. RAMP is a high tech career-focused mentoring program for youth with and without disabilities who are involved with or at-risk of becoming involved with the juvenile justice system. Each youth in RAMP meets regularly one-on-one with his or her mentor to develop and implement

the individualized mentoring plan (IMP). Mentors are caring adults recruited from the community, schools, employers, and partner organizations. Youth work with mentors to create their own IMPs by identifying their strengths, needs, and goals in five areas of youth development: working; learning; thriving; connecting; and leading. The IMP goals and action plan include specific career interests the youth have and a plan for how the youth and mentor will work together on career exploration.

RAMP youth also participate in weekly group mentoring meetings with peers, during which they set a weekly goal (see RAMP Weekly Goals Worksheet) and discuss progress on their goal from the previous week. The weekly goals are typically short-term goals that relate to the youth's longer term goals for career exploration and other areas of development from the IMP. For example, one youth who has a long-term goal of obtaining an internship or job at a radio station may set a weekly goal to research information about a local radio station, what types of jobs people do at the station, and what skills, training, and professional qualities the radio station looks for when it hires interns and employees.

As youth's interests and goals are identified through the IMP and weekly goal setting activity, the RAMP program staff plan various career exploration activities that the youth participate in with their peers and mentors. The career exploration activities include visiting local businesses and places of employment, discussing different career options with employer guest speakers, job shadowing, and completing career-focused projects and service learning activities. For example, RAMP youth at the Florida Crown Workforce Board and Independent Living Resource Center (ILRC) of Northeast Florida sites visited NASA's Kennedy Space Center to learn about different careers and to witness a space shuttle launch. Youth learned about a variety of jobs, including astronauts, administrators, engineers, technicians, and service staff, during the visit. At ILRC, a group of RAMP youth who shared an interest in careers working with animals worked together on a community service project at a local animal shelter. RAMP sites use mentoring and career exploration strategies found in two NCWD/Youth publications, Paving the Way to Work: A Guide to Career-Focused Mentoring for Youth with Disabilities and High School/High Tech Program Guide: A Comprehensive Transition Program Promoting Careers in Science, Technology, Engineering, and Math for Youth with Disabilities.

*2) Provide Mentors and Mentees with Career-Focused Discussion Questions*

To help mentors and mentees focus their conversations on career exploration topics, it is helpful to provide discussion questions and assignments. Youth and mentors in the Minnesota Department of Employment and Economic Development (DEED)'s E-Connect project use discussion questions to guide their online mentoring relationship. E-Connect is a classroom based e-mentoring program through which schools match students with mentors who are employees from local businesses. The program is facilitated by a teacher who provides youth with weekly assignments to email their mentors about career-related questions. For example, the discussion questions provided to youth and mentors prompt them to discuss what are some important skills that a person needs for any job, what are the skills the mentor needs to do his/her own job, and how did the mentor acquire these skills. The E-Connect curricula provide the weekly questions for youth, guidance to mentors on what to share in their responses, and other career exploration activities from the teacher to facilitate with youth in the classroom each week.

In addition to email conversations, E-Connect students meet their e-mentors at group events arranged and supported by the school and business. The E-Connect Mentoring Program Manual, developed by the Institute on Community Integration at the University of Minnesota for Minnesota DEED, provides guidance on all mentor-mentee interactions including the in-person meetings. E-Connect sites host a first meeting between students and mentors at the school at the start of the program. After a few weeks of e-mentoring, students visit the mentor at their workplace to become more familiar with what their mentors do professionally and where they work. In this way, the second meeting functions like a workplace visit or tour, providing youth with an up close look at the world of work. As the program ends, a third meeting is held with mentors and students to celebrate what they learned and accomplished through the program and to thank the mentors.

**Other Tools and Resources**

NCWD/Youth's publication, *High School/High Tech Program Guide: A Comprehensive Transition Program Promoting Careers in Science, Technology, Engineering and Math for Youth with Disabilities* provides guidance, tools, and multiple examples

of career exploration activities that youth programs and schools can use when planning their own activities.

The publication, *How to Build Partnerships for Career Exploration: Using Job Shadows to Explore the World of Work*, by the Monadnock Center for Successful Transitions provides step by step guidance and tools for organizing job shadowing experiences for high school students through partnerships with postsecondary education institutions.

Those interested in offering career-focused mentoring can find strategies, tools, and templates in NCWD/Youth's publication, *Paving the Way to Work: A Guide to Career-Focused Mentoring for Youth with Disabilities* and the Institute on Community Integration at the University of Minnesota's *E-Connect Mentoring Program Manual*.

Training in workplace soft skills and career exploration activities often go hand-in-hand. The curriculum, *Skills to Pay the Bills: Mastering Soft Skills for Workplace Success*, developed by the U.S. Department of Labor's Office of Disability Employment Policy (ODEP) has easy-to-use hands-on activities that programs and schools can use to help youth develop soft skills in six areas: communication, enthusiasm and attitude, teamwork, networking, problem solving and critical thinking, and professionalism.

**References**

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The National Collaborative on Workforce and Disability for Youth (NCWD/Youth) is composed of partners with expertise in disability, education, employment, and workforce development issues. NCWD/Youth is housed at the Institute for Educational Leadership in Washington, DC. The Collaborative is charged with assisting state and local workforce development systems to integrate youth with disabilities into their service strategies. This Practice Brief was written by Mindy Larson. To obtain this publication in an alternate format please contact the Collaborative at 877-871-0744 toll free or email contact@ncwd-youth.info. This Practice Brief is part of a series of publications and newsletters prepared by the NCWD/Youth. All publications will be posted on the NCWD/Youth website at www.ncwd-youth.info. Please visit our site to sign up to be notified of future publications. This document was developed by the National Collaborative on Workforce and Disability for Youth, funded by a grant/contract/cooperative agreement from the U.S. Department of Labor, Office of Disability Employment Policy (Number #OD-16519-07-75-4-11). The opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Labor. Nor does mention of trade names, commercial products, or organizations imply the endorsement by the U.S. Department of Labor. Individuals may produce any part of this document. Please credit the source and support of federal funds.

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NCWD/YOUTH

# GUIDEPOSTS *for* SUCCESS

SECOND EDITION

NATIONAL COLLABORATIVE ON WORKFORCE AND DISABILITY

# About the Collaborative

The National Collaborative on Workforce & Disability for Youth (NCWD/Youth) was created to help state and local workforce development systems improve outcomes for youth with disabilities. Housed at the Institute for Educational Leadership (IEL) in Washington, D.C., NCWD/Youth is comprised of partners with expertise in disability, education, employment, and workforce development policy and practice.

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# GUIDEPOSTS FOR SUCCESS

The transition from youth to adulthood is challenging for almost every young person. This is particularly true for young people with disabilities. Yet, it is in those critical transition-age years that a young person's future can be determined. Part of a successful future includes finding and keeping work. The total employment rate is projected to increase by 15% in the first decade of the twenty-first century. Employment in occupations that generally require a college degree or other postsecondary credential is projected to grow much faster than other jobs across all occupations. Jobs requiring work-related training will still account for the majority of the new positions.

## CHALLENGES FACING YOUTH WITH DISABILITIES IN THE WORKPLACE

Youth with disabilities, and particularly those with significant disabilities, often face difficulties in accessing the workforce development system. The workforce development system encompasses organizations at the national, state, and local levels with direct responsibility for planning, allocating resources (both public and private), providing administrative oversight, and operating programs to assist individuals and employers in obtaining education, training, job placement, and job recruitment.

Today, there continues to be a stubborn dilemma facing youth with disabilities. In spite of supportive legislation (e.g., the **Individuals with Disabilities Education Act** (IDEA), the **Americans with Disabilities Act** (ADA), and the **Rehabilitation Act**), and identified effective practices, many of these youth continue to experience high unemployment as well as insufficient opportunities to obtain competitive employment with the potential of career growth. Many youth with disabilities, and particularly those with significant disabilities, experience poor education and employment outcomes. Certainly, some youth with disabilities have attained successful careers. Some of these youth have benefited from well delivered special education transition services, while others have received timely and appropriately

ON AVERAGE, WORKING-AGE PEOPLE WITH DISABILITIES HAVE A LOWER LEVEL OF EDUCATIONAL ATTAINMENT, ARE POORER, AND FAR LESS LIKELY TO BE EMPLOYED THAN ADULTS WITHOUT DISABILITIES.

delivered youth employment services; many of these successes reflect both circumstances. Yet, these successes are not the norm.

**Consider the following facts:**

- Special education students are more than twice as likely as their peers in general education to drop out of high school.

- Youth with disabilities are half as likely as their peers without disabilities to participate in postsecondary education.
- The adjudication rate of youth with disabilities is four times higher than for youth without disabilities.
- Roughly 10% to 12% of all youth will present some form of mental health problem of significant severity to call for some sort of short-term special services and treatment at some point during their teenage years.
- More than half of youth identified with mental health needs will drop out of school, and only between 5% and 20% will enter postsecondary education.
- Approximately 5% of all school children have some form of a learning disability and are served under special education, while between 15% and 17% of all children have reading difficulties. Less than 8% of those with learning disabilities go on to college after high school.
- Two-thirds of those with learning disabilities have not been identified by the school system as having such disorders. The majority of this population is poor, disproportionately female, minority, and will not graduate from high school.
- Current special education students can expect to face much higher adult unemployment rates than their peers without disabilities.
- Young adults with disabilities are three times likelier to live in poverty as adults than their peers without disabilities.

YOUNG ADULTS WITH DISABILITIES ARE THREE TIMES LIKELIER TO LIVE IN POVERTY AS ADULTS THAN THEIR PEERS WITHOUT DISABILITIES.

Little or no expectation of success, low educational attainment, few vocational goals, and confusing government programs with conflicting eligibility criteria have resulted in many youth with disabilities not making a successful transition from school to postsecondary education, employment, and independent living.

## WHAT CAN BE DONE TO IMPROVE CHANCES?

Research has identified educational and career development interventions that can make a positive difference in the lives of youth. Work-based learning experiences, preferably connected to curriculum content; student-centered individualized education programs that drive instruction; family involvement in and support of education and career development activities; and linkages to individually determined support services have all been proven, by both practice and research, to lead to the education and employment success of all youth, including youth with disabilities.

**All youth need the following:**

- Access to high quality standards-based education regardless of the setting;
- Information about career options and exposure to the world of work, including structured internships;
- Opportunities to develop social, civic, and leadership skills;
- Strong connections to caring adults;
- Access to safe places to interact with their peers; and,
- Support services to allow them to become independent adults.

# THE GUIDEPOSTS

NCWD/Youth has identified **Guideposts for Success** based on what research tells us that all youth need to transition to adulthood successfully. The **Guideposts** provide:

- a statement of principles;
- a direction that will lead to better outcomes for all young people; and,
- a way to organize policy and practice.

## WHO SHOULD USE THEM AND HOW?

**Youth and families** should look for programs and activities that provide these features. Youth with disabilities should use the **Guideposts** in developing any individualized plans, such as Individualized Education Programs (IEPs), Individualized Plans for Employment (IPE), and service strategies as required by the Workforce Investment Act.

**State level policy makers** should use the **Guideposts** as a strategic organizational framework which can assist them in moving the state's transition planning from a stove-pipe focus on guiding categorical programs and funding to a more coordinated transition system focusing on successful outcomes for all youth.

**Administrators and policy makers at the local level** should use the **Guideposts** in making decisions regarding funding, in setting and establishing local priorities related to transitioning youth, and in evaluating the work of agencies supported by that funding.

**Youth Service Practitioners** should use the **Guideposts,** and tools that NCWD/Youth has developed to implement them in their work.

**The Guideposts are based on the important following assumptions:**

1. High expectations for all youth, including youth with disabilities;
2. Equality of opportunity for everyone, including nondiscrimination, individualization, inclusion, and integration;
3. Full participation through self-determination, informed choice, and participation in decision-making;
4. Independent living, including skills development and long-term supports and services;
5. Competitive employment and economic self sufficiency, which may include supports; and,
6. Individualized, person-driven, and culturally and linguistically appropriate transition planning.

The Guideposts framework is organized in the following manner. After providing a detailed list within each Guidepost of what all youth need, the framework then describes additional specific needs pertaining to youth with disabilities. By addressing these specific needs policymakers, program administrators, youth service practitioners, parents, family members, and youth will have access to a foundation that will lead to work, further education, and independent community living.

# GUIDEPOST 1
## SCHOOL-BASED PREPARATORY EXPERIENCES

In order to perform at optimal levels in all education settings, all youth need to participate in educational programs grounded in standards, clear performance expectations, and graduation exit options based upon meaningful, accurate, and relevant indicators of student learning and skills. **These should include the following:**

...ALL YOUTH NEED TO PARTICIPATE IN EDUCATIONAL PROGRAMS GROUNDED IN STANDARDS, CLEAR PERFORMANCE EXPECTATIONS, AND GRADUATION EXIT OPTIONS...

- academic programs that are based on clear state standards;
- career and technical education programs that are based on professional and industry standards;
- curricular and program options based on universal design of school, work, and community-based learning experiences;
- learning environments that are small and safe, including extra supports such as tutoring, as necessary;
- supports from and by highly qualified staff;
- access to an assessment system that includes multiple measures; and,
- graduation standards that include options.

**In addition, youth with disabilities need to do the following:**

- use their individual transition plans to drive their personal instruction, and use strategies to continue the transition process post-schooling;
- have access to specific and individual learning accommodations while they are in school;
- develop knowledge of reasonable accommodations that they can request and control in educational settings, including assessment accommodations; and,
- be supported by highly qualified transitional support staff that may or may not be school staff.

# GUIDEPOST 2

## CAREER PREPARATION AND WORK-BASED LEARNING EXPERIENCES

Career preparation and work-based learning experiences are essential in order for youth to form and develop aspirations and to make informed choices about careers. These experiences can be provided during the school day or through after-school programs, and will require collaborations with other organizations. **All youth need information on career options, including the following:**

- career assessments to help identify students' school and post-school preferences and interests;
- structured exposure to postsecondary education and other life-long learning opportunities;
- exposure to career opportunities that ultimately lead to a living wage, including information about educational requirements, entry requirements, income and benefits potential, and asset accumulation; and,
- training designed to improve job-seeking skills and work-place basic skills (sometimes called "soft skills").

**In order to identify and attain career goals, youth need to be exposed to a range of experiences, including the following:**

- opportunities to engage in a range of work-based exploration activities such as site visits and job shadowing;
- multiple on-the-job training experiences (paid or unpaid), including community service, that are specifically linked to the content of a program of study and school credit;
- opportunities to learn and practice their work skills (so-called "soft skills"); and,
- opportunities to learn first-hand about specific occupational skills related to a career pathway.

**In addition, youth with disabilities need to do one or more of the following:**

- understand the relationships between benefits planning and career choices;
- learn to communicate their disability-related work support and accommodation needs; and,
- learn to find, formally request, and secure appropriate supports and reasonable accommodations in education, training, and employment settings.

IN ORDER TO IDENTIFY AND ATTAIN CAREER GOALS, YOUTH NEED TO BE EXPOSED TO A RANGE OF EXPERIENCES.

# GUIDEPOST 3
## YOUTH DEVELOPMENT AND LEADERSHIP

Youth Development is a process that prepares young people to meet the challenges of adolescence and adulthood through a coordinated, progressive series of activities and experiences which help them gain skills and competencies. Youth leadership is part of that process. **In order to control and direct their own lives based on informed decisions, all youth need the following:**

- mentoring activities designed to establish strong relationships with adults through formal and informal settings;
- peer-to-peer mentoring opportunities;
- exposure to role models in a variety of contexts;
- training in skills such as self-advocacy and conflict resolution;
- exposure to personal leadership and youth development activities, including community service; and,
- opportunities that allow youth to exercise leadership and build self-esteem.

**Youth with disabilities also need the following:**

- mentors and role models, including persons with and without disabilities; and,
- an understanding of disability history, culture, and disability public policy issues as well as their rights and responsibilities.

...ALL YOUTH NEED OPPORTUNITIES THAT ALLOW THEM TO EXERCISE LEADERSHIP AND BUILD SELF-ESTEEM.

## GUIDEPOST 4
## CONNECTING ACTIVITIES

Young people need to be connected to programs, services, activities, and supports that help them gain access to chosen post-school options. **All youth may need one or more of the following:**

- mental and physical health services;
- transportation;
- housing;
- tutoring;
- financial planning and management;
- post-program supports through structured arrangements in postsecondary institutions and adult service agencies; and,
- connection to other services and opportunities (e.g. recreation).

**Youth with disabilities may need one or more of the following:**

- acquisition of appropriate assistive technologies;
- community orientation and mobility/travel training (e.g. accessible transportation, bus routes, housing, health clinics);
- exposure to post-program supports such as independent living centers and other consumer-driven community-based support service agencies;
- personal assistance services, including attendants, readers, interpreters, or other such services; and,
- benefits-planning counseling, including information regarding the myriad of benefits available and their interrelationships so that youth may maximize those benefits in transitioning from public assistance to self-sufficiency.

YOUNG PEOPLE NEED TO BE CONNECTED TO PROGRAMS, SERVICES, ACTIVITIES, AND SUPPORTS THAT HELP THEM GAIN ACCESS TO CHOSEN POST-SCHOOL OPTIONS.

# GUIDEPOST 5

## FAMILY INVOLVEMENT AND SUPPORTS

Participation and involvement of parents, family members, and/or other caring adults promotes the social, emotional, physical, academic, and occupational growth of youth, leading to better post-school outcomes. **All youth need parents, families, and other caring adults who do the following:**

- have high expectations that build upon the young person's strengths, interests, and needs and that foster each youth's ability to achieve independence and self-sufficiency;
- remain involved in their lives and assist them toward adulthood;
- have access to information about employment, further education, and community resources;
- take an active role in transition planning with schools and community partners; and,
- have access to medical, professional, and peer support networks.

**In addition, youth with disabilities need parents, families, and other caring adults who have the following:**

- an understanding of the youth's disability and how it may affect his or her education, employment, and daily living options;
- knowledge of rights and responsibilities under various disability-related legislation;
- knowledge of and access to programs, services, supports, and accommodations available for young people with disabilities; and,
- an understanding of how individualized planning tools can assist youth in achieving transition goals and objectives.

ALL YOUTH NEED THE SUPPORT OF PARENTS, FAMILY MEMBERS, AND OTHER CARING ADULTS.

# COLLABORATIVE PARTNERS

Center for Workforce Development,
the Institute for Educational Leadership

National Youth Employment Coalition

Center on Education and Work,
the University of Wisconsin, Madison

National Center on Secondary Education
& Transition, the University of Minnesota

The PACER Center

NCWD/YOUTH
1-877-871-0744 (toll free)
1-877-871-0665 (TTY toll free)
http://www.ncwd-youth.info
contact@ncwd-youth.info

# NCWD/YOUTH

1-877-871-0744 (toll free)
1-877-871-0665 (TTY toll free)
www.ncwd-youth.info
Collaborative@iel.org

ODEP
Office of Disability Employment Policy

National Collaborative on Workforce and Disability
NCWD
For Youth
Navigating the Road to Work
Making the Connection between Youth with Disabilities & Employment

# Lesson 5

**Pre-ETS Lesson Plan: Goal 2-Work-Based Learning Experiences**

Lesson # 5: How do I Include My Work-Based Learning Experiences and Skills on My Resume?
*To be utilized with Goal 2 UbD Unit Design 2016-October*

Creator: Karen Ruddle (2016December; rev. 2022June)

Duration: 30 minutes

| | |
|---|---|
| WVDE CCR Standard(s) and/or Dispositions for CCR | ELA.9.4/ELA.10.4, ELA.9.5/ELA.10.5, ELA.9.10/ELA.10.10, ELA.9.19/ELA.10.19, ELA.9.21/ELA.10.21, ELA.9.30/ELA.10.30, ELA.9.39/ELA.10.39, ELA.9.41/ELA.10.41, HE.HS.4.03, HE.HS.8 Self-Awareness, Clear and Effective Communication, Social and Personal Responsibility, Self-Efficacy, Agility and Adaptability, Self-Control, Time and Goal Management, Accessing and Analyzing Information, Initiative and Entrepreneurialism, Working Independently and in Teams |
| Activity Type | Small group and/or individual |
| Resources-Materials-Websites | • Access the Resume Builder on the PathwaysWV website at http://www.pathwayswv.org/career-planning.php<br>• Transition Guide for Students with Disabilities and their Parents, Planning for Your Future, pages 27-30 and 36-37 at https://www.pathwayswv.org/docs/Pathways-Student-Transition-Guide_2019-FINAL.pdf |
| **Work to be completed outside class (before or after)** | None |
| Method of assessment/Rubric(s) | Transition Portfolio and Resume notations regarding work-based learning experiences and reflections. Lesson plan activities to document work-based learning experiences. |
| Accommodations and Modifications-Universal Design for Learning (UDL) and Differentiated Instruction (DI) | • Lesson is presented verbally<br>• Supplemental visual material is recommended<br>• Teacher may need to facilitate the entire discussion and vary word choices to understanding level of specific students to clarify specific items, especially unfamiliar terms. |
| **Activating Prior Knowledge** | (5 minutes)<br>• Ask the group to use a piece of paper or index card to list 3 strengths related to school, 3 strong personality traits, and 3 specific skills they possess. Have them put a check next to the one in each group that is the greatest strength. Solicit reporting out if time allows. |

# Lesson 5

| | |
|---|---|
| **Vocabulary Development** | (4 minutes)<br>Terms: **Resume, Interview**<br>• Present the words to the student(s).<br>• Have them discuss what they know and to write a simple definition for each.<br>• Add this to a word bank for Pre-ETS/Transition activities (consider keeping a notebook, poster/chalk board or note cards with vocabulary and definitions). |
| **Skill Lesson/Active Learning** | (17 minutes)<br>• Display the Career Planning page on the Pathways WV site either to the whole group or individually. Show them the Resume builder page access and access the link to display. Select any style of resume and scroll to show the sections making note of the Education, Work Experience, Skills, and Additional Information sections on the resume. Tell them these are the parts of a resume that will be discussed in this lesson, but a different resume template will be used. They may later explore the resume format samples and select one of these for their actual resume.<br>• Access pages 27-30 in the Transition Guide for Students with Disabilities and their Parents and provide each with a copy of pages 36-37 for recording resume information, Developing a Resume.<br>• Review pages 27-30 as a group. Discuss where work-based learning experiences might be recorded on a resume and note that personal preferences will and application for a specific job may influence where the experiences will be noted on a resume. Brainstorming ideas will help for future resume development. In addition to the sample resume template in the Transition Guide, some resumes include a section for Accomplishments where work-based learning is listed. You will need to select the best format for your resume for each specific job for which you submit an application. Note that identifying the type of work-based learning experience (as noted in Lessons 2 and 4 of this section) is a formal method to present work-based learning experiences. Provide some examples (see activity in this lesson). Provide information about a Functional Resume, since many will have little work experiences in the early stages of Pre-ETS.<br>• Provide each a copy of the Resume: Work-Based Learning Examples handout and review the instructions and examples. Individuals should list their specific work-based learning experiences or those that are planned for the future on the Developing a Resume handout. Help individuals develop one or two clear and concise sentences regarding each work-based learning experience to be used when developing the formal resume. |

| | |
|---|---|
| | • If there is time, allow individuals to share some of their work-based learning experience statements with the group.<br>• Maintain a copy in a file or digital format to assist in future resume development and to revisit at a future time once all Pre-ETS areas have been explored completely. |
| **Reflection** | (4 minutes)<br>• Reflect on what you know about work-based learning experiences. What are two (2) work-based learning experiences that you might select for this year (using the list of types of work-based learning experiences from the WINTAC site or resource handout in Goal 2 Lesson 1 to also identify possibilities for the experiences)? How would the experiences support development of your resume and where might they be recorded on the resume? Record your responses in your student transition journal. |
| Post Instruction Notes/Reflections from Staff: | |

*Note: Shaded/Bold sections in column 1 require student action.*

## Resume: Work-Based Learning Examples

Instructions: Review the following examples of resumes that include experiences and skills developed while participating in work-based learning activities during school or training programs. Some of this information might also be listed in Work Experience or Skills in the following examples. Develop your own sample statements on another sheet of paper to assist you in development of your own resume.

**EXAMPLE 1:**

**GOAL:** Seeking entry-level position in lawn care and landscaping
**ACCOMPLISHMENTS (or EXPERIENCE or SKILLS):**
**Lawn care/Landscaping Equipment Operation**
A Cut Above, Happy Town, WV 00000 (Non-paid then Paid work experience)

- Skilled in safe operation of zero-turn riding mower, weed trimmer, hedge trimmer, edger, leaf blower
- Skilled in maintenance of basic lawn care equipment, including sharpening blades
- Possesses own safety equipment including steel toe work boots and goggles
- Work quality-Attention to detail, neat, clean up sidewalks and patios following job completion

**EXAMPLE 2:**

**GOAL:** Seeking entry-level position in retail sales
**ACCOMPLISHMENTS (or EXPERIENCE or SKILLS):**
**Sales Associate**
Local Department Store, Inc., My Town, WV 00000 (Job Shadowing then Paid Internship)

- Maintenance of clothing section and dressing rooms in major department store.
- Inventory and pricing skills
- Takes initiative and requires minimal supervision
- Communication Skills-Positive attitude, Excellent interpersonal skills and ability to interact with the public, Neat and clean appearance

# Goal 3: Counseling on Post-Secondary Education

**Lesson 1**
What Are Post-Secondary Education And Training Options?

**Lesson 2**
What Supports Do I Need To Be Successful In Post-Secondary Education To Reach My Career Goal?

**Lesson 3**
Let's Be Honest About My Academics…Where Do I Stand AND What Will It Take To Be Ready For The Post-Secondary Education I Need To Achieve My Career Goal?

**Lesson 4**
What Is The Process for Applying/Enrolling For The Post-Secondary Education Setting Needed For My Career Goal AND What Are Allowable Accommodations?

**Lesson 5**
Bridging the Gap From School To Adulthood

**Lesson 6**
So, What Are The Career Clusters?

# Goal 3: Counseling on Post-Secondary Education

## Introduction

The lessons in this section target counseling on post-secondary education topics. The following backward design unit plan details the comprehensive goals in Stage 1, evaluation considerations in Stage 2, and both developed and future lessons ideas in Stage 3.

<table>
<tr><th colspan="2">STAGE 1 – DESIRED RESULTS</th></tr>
<tr><td colspan="2">Unit Title: Goal 3-What Exactly is Counseling on Post-Secondary Education as it relates to Pre-ETS?<br><br>Established Goals:<br><br>• Understand components of counseling on opportunities for enrollment in comprehensive transition or postsecondary education programs for Pre-ETS<br>• Understand how assessments before, during and after counseling on post-secondary education contributes to development of IPE, IEP, Summary of Performance and the individual transition services plan for school and post school services<br>• Understand and develop a plan for counseling on post-secondary education programs activities to assist with decision making for post school settings of living, learning and work</td></tr>
<tr><td>Understandings: Students will understand that…<br><br>• Assessments are a process and occur before, during and after participation in counseling on post-secondary education experiences<br>• Developing a plan for counseling on post-secondary education experiences is a process where career-related challenges are considered while exploring career options for adulthood<br>• Counseling on post-secondary education and related activities support informed choice making for careers<br>• Laws and regulations for adults with disabilities are designed to provide living, learning and work opportunities for maximum participation</td><td>Essential Questions:<br><br>• How will my disability impact my life during adulthood for living, learning and work?<br>• What information and experiences do I need to make informed choices now and for adulthood?<br>• How does my disability potentially impact adult education and training programs?</td></tr>
<tr><td>Students will know:<br><br>• How counseling on post-secondary education experiences assists in goal setting for adulthood<br>• How counseling on post-secondary education experiences contributes to comprehensive decisions for living, learning and work<br>• How skill development and knowledge in the present relates to future opportunities for postsecondary education and employment<br>• Impact of laws and regulations on disability as individually applied</td><td>Students will be able to:<br><br>• Set goals for participation in counseling on post-secondary education activities<br>• Present information about individual formal and informal assessments, goals and supports for future needs at individualized meetings held by schools and Vocational Rehabilitation about themselves<br>• Present information about counseling on post-secondary education experiences as part of the annual transition services plan</td></tr>
</table>

Source: Understanding by Design, Unit Design Planning Template (Wiggins/McTighe 2005)

## STAGE 2 – ASSESSMENT EVIDENCE

**Performance Tasks:**

- Participate in at least 3 counseling on post-secondary education activities annually
- Compile results of counseling on post-secondary education activities and personal reflections
- Document experiences and goals for counseling on post-secondary education experiences section of the Transition Planning document

**Other Evidence:**

- IEP and all IPE documents bearing student signature
- Assessment results bearing student signature indicating review of counseling on post-secondary education activities
- Transition Planning document, counseling on post-secondary education section (this is possibly the student portfolio or a timeline and assessment determination document to keep all activities in one place and updated annually)

**Key Criteria:**

- 100% participation in learning activities
- 100% participation in individual formal IEP and IPE meetings (from date of completion of introductory/overview activities)

## STAGE 3 – LEARNING PLAN

**Summary of Learning Activities:**

- Complete overview lesson for counseling on post-secondary education to survey the full array of options and opportunities, including community colleges, universities, workshops/training programs, technical schools, military and post-secondary programs at institutions for higher education for students with intellectual and developmental disabilities and my other learning needs
- Explore opportunities/options for post-secondary education for my career(s) of choice and my potential match with current skills
- Identify current academic accommodations and identify any needed accommodations and services for the present
- Develop a current “snapshot” of current interests, abilities, talents, needs, learning style preferences and goals
- Develop a plan for post-secondary education and discuss/finalize with the Pre-ETS counselor, TRC and/or school staff, including high school program/plan of study to assist in preparation for postsecondary education
- Review process for application/enrollment, financial aid options, education/vocational laws related to adulthood, admission tests accommodations and potential agency supports
- Discuss results of counseling on post-secondary education activities with parents to obtain input
- Discuss, reflect (journal) and record (transition planning document) pertinent information from work-based learning experiences activities and the impact on living, learning and work settings

**Sample Lessons:**

- Lesson 1 What Are Post-Secondary Education And Training Options?
- Lesson 2 What Supports Do I Need To Be Successful In Post-Secondary Education To Reach
- My Career Goal?
- Lesson 3 Let’s Be Honest About My Academics…Where Do I Stand AND What Will It
- Take To Be Ready For The Post-Secondary Education I Need To Achieve My
- Career Goal?
- Lesson 4 What Is The Process for Applying/Enrolling For The Post-Secondary Education
- Setting Needed For My Career Goal AND What Are Allowable Accommodations?
- Lesson 5 Bridging the Gap From School To Adulthood
- Lesson 6 So, What Are The Career Clusters?

Source: Understanding by Design, Unit Design Planning Template (Wiggins/McTighe 2005)

Additional ideas that you may use to develop into lessons of your own:

- What Are Some Experiences I Can Have While In High School That Will Help Me Make Decisions About Post-Secondary Education Options?
- Considering My Career Goal(s), What Is The Range of Possible Occupations (From Entry to Professional)?
- How Can I Use Labor Market Information To Make Realistic Career Plans? (Getting Real, Part 1-p. 26)
- What Options for Post-Secondary Education Should I Consider for My Current Career Goal?
- What Kinds of Assessments Are Needed To Help Me Make Decisions About Post-Secondary Options for My Career Goal?
- How Do I Know If I Am On Track To Be Ready for Post-Secondary Education To Meet My Career Goal?
- What do I Need To Do Right Now To Be Ready for Post-Secondary Education Needed to Meet My Career Goal?
- Help Me Develop A Plan To Reach My Ultimate Career Goal Considering the Barriers I Face
- What Do I Need To Know About Financial Aid Options for My Selected Post-Secondary Education Setting?
- What Supports Do I Need to Achieve My Career Goal?
- Updating My “Portfolio in Development”
- Reflecting On My Counseling on Post-Secondary Education Experiences

Source: Understanding by Design, Unit Design Planning Template (Wiggins/McTighe 2005)

# Lesson 1

**Pre-ETS Lesson Plan: Goal 3-Counseling on Post-Secondary Education**

Lesson # 1: What Are Post-Secondary Education and Training Options?
*To be utilized with Goal 3 UbD Unit Design 2016-October*

Creator: Karen Ruddle (2016December; rev. 2022June)

Duration: 30 minutes

| | |
|---|---|
| WVDE CCR Standard(s) and/or Dispositions for CCR | ELA.9.4/ELA.10.4, ELA.9.5/ELA.10.5, ELA.9.10/ELA.10.10, ELA.9.19/ELA.10.19, ELA.9.21/ELA.10.21, ELA.9.30/ELA.10.30, ELA.9.39/ELA.10.39, ELA.9.41/ELA.10.41, HE.HS.4.03, HE.HS.8 Self-Awareness, Clear and Effective Communication, Social and Personal Responsibility, Self-Efficacy, Agility and Adaptability, Self-Control, Time and Goal Management, Accessing and Analyzing Information |
| Activity Type | Small group and/or individual |
| Resources-Materials-Websites | • Post-Secondary Options handout (attached)<br>• Pathways WV, Career Planning page at https://www.pathwayswv.org/career-planning.php<br>• Transition Guide for Students with Disabilities and their Parents, Education/Training section, pages 44-45 and 56-59 at https://www.pathwayswv.org/docs/Pathways-Student-Transition-Guide_2019-FINAL.pdf<br>• Think College at https://thinkcollege.net<br>• Additional resource: National Center for College Students with Disabilities at https://www.nccsdonline.org |
| **Work to be completed outside class (before or after)** | **After**<br>Use the Transition Guide for Students with Disabilities and their Parents, Education/Training section, pages 56-59, to continue exploring options for post-secondary education/training programs. Follow up with your family, school counselor, instructor, or DRS counselor. Make any adjustments for your transition plan necessary to make sure you are on the right path to achieve your goals. |
| Method of assessment/Rubric(s) | Completion of lesson plan activities to document considerations for postsecondary education and training options: Lesson Handout and Transition Guide activity on pages 56-57 |
| Accommodations and Modifications-Universal Design for Learning (UDL) and | • Items and/or responses may be read aloud or recorded for students who have reading challenges.<br>• Additional guidance about options and discussion of the meaning of some items may also be necessary. |

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| Differentiated Instruction (DI) | • Teacher may need to facilitate the entire discussion and vary word choices to understanding level of specific students to clarify specific items. |
| **Activating Prior Knowledge** | (5 minutes)<br>• Provide individuals with the lesson handout, Post-Secondary Education and Training Options<br>• Ask individuals to write in any open space on the page their current career goal (not job but what field do they want to work in for their working years). Ask them to think about whether this goal requires some sort of post-secondary training (after high school) and what kind of training that would entail. Solicit a few responses to clarify and to assist the individuals.<br>• Take a quick poll of the group regarding each of the options on the page to assess diversity or similarity of responses. (Many individuals with disabilities may not see themselves as post-secondary education candidates). Tell them you will be discussing these options and a few that they may not have thought about (i.e. military, adult day services, college programs for individuals with more significant academic disabilities). |
| **Vocabulary Development** | (6 minutes)<br>Terms: **Labor market, Jobs projections, Short term training**<br>• Present the words to the student(s).<br>• Have them discuss what they know about each of these words, assisting them to decipher any word parts to help them arrive at a meaning and write a simple definition of each for class purposes. Guide discussion quickly/briefly to assure the key points of each term are included in their definitions. Labor market and Jobs projections may be new to the students.<br>• Add these to a word bank for Pre-ETS/Transition activities (consider keeping a notebook, poster/chalk board or note cards with vocabulary and definitions). |
| **Skill Lesson/Active Learning** | (17 minutes)<br>• Open a discussion about planning for after high school. Use the Post-Secondary Education and Training Options handout to briefly discuss and clarify the 4 post-secondary options listed that most consider. Add military careers and adult day services to the discussion clarifying that many in military careers perform some of the same jobs as in the general public. Explain that adult day services are reserved primarily for those individuals with the most significant disabilities and the the need for multiple types of support.<br>• Access pages 44-45 in the Transition Guide for Students with Disabilities and their Parents. Ask how many plan to go directly to |

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| | work after high school and how many plan to enroll in some sort of education or training after high school. Review the information on these pages.<br>• Access the Think College website and explain the idea behind the programs listed is to provide further education and training for individuals that might not have the academic skills to complete a 2 or 4 year degree, or even a technical training program. Show them the "About" information on the website and explain that at the adult level that disabilities are typically separated into two areas, physical and cognitive. Explain that any type of disability that impacts processes that cause one to be delayed academically might be considered a cognitive disability, even a learning disability, which is the typical area of eligibility for youth in a school setting. Sometimes these disabilities are called low incidence disabilities and include autism, traumatic brain injury, and intellectual disabilities. (Individuals may need to develop an understanding of this since many with learning disabilities see themselves as not having a disability but often have an academic area (math, reading, written expression) that is not at the level needed for academic success after high school even when they have been a part of regular academic classes in high school.)<br>• Show them the list of programming possibilities and the search section on the site. Perform a quick search in WV for programs and show individuals the Country Roads program at WVU. Explain that there is much to learn on this website and they should continue to explore and share the information with their families and supports to consider whether a program such as this might be appropriate and of interest.<br>• Return to the Post-Secondary Education and Training Options handout. Have each share their reasons and thinking behind the postsecondary education/training options they selected. Then explain that there are a few other considerations listed at the bottom of the page. These may help individuals to confirm or to think about modifying their current education and training goals.<br>• Access the Pathways WV site at the Student tab, Career Planning page. Display the Workforce WV: In-Demand Jobs in West Virginia. Let them know this is another resource that may help each consider local labor market information, job projections, and in-demand jobs, terms at the bottom of the handout. Briefly discuss that there are often financial considerations for post-secondary training, too. Many don't realize they can apply for loans (some of which do not have to be repaid) for postsecondary programs. Lastly many of the individuals have not taken a real serious look at their personal |

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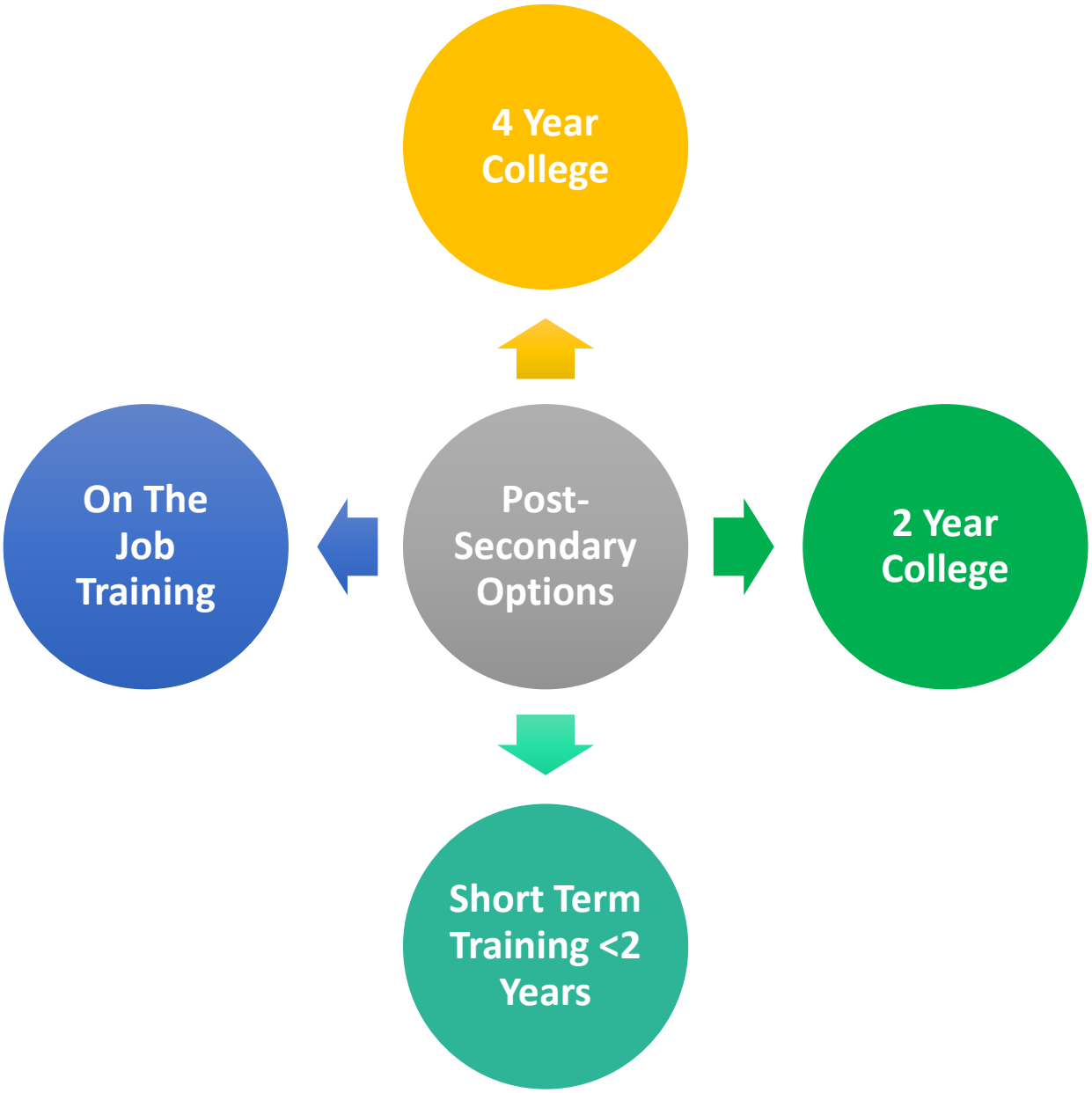
| | academic skills and discussed any challenges with a DRS or school counselor. All these factors will figure into the decisions about post-secondary education/training. Becoming very serious about the big picture. Rather than getting "stuck" in an entry level, low skilled job almost always guarantees low wages. It is important to lay all the options on the table and really discuss one's plans for the future while there is time to do something about it.<br>• It might be helpful here to show individuals how to utilize the O*NET website to research their selected career to determine if it is "in-demand" either locally or elsewhere. Many will have already had this opportunity.<br>• Determine who in the group may need additional time to continue this line of thinking and schedule additional time for this work. |
| **Reflection** | (2 minutes)<br>• Reflect on the discussion and information that was shared. Record your thoughts in a transition portfolio/journal or on an index card. Keep a copy of the handout.<br>• Consider if you would be willing to explore a wider range of options for occupations in your career goal area if it required further education or training. Many individuals begin with related jobs on the path to their ultimate goal. Make a notation on the Post-Secondary Options handout if this goal is flexible or not. Save it for future reference. |
| Post Instruction Notes/Reflections from Staff: | |

*Note: Shaded/Bold sections in column 1 require student action.*

# Post-Secondary Education and Training Options




| **Considerations and Discussion Topics:** | |
|---|---|
| Labor market information (local and other) | Financial needs for post-secondary training |
| Academic and other skills | Military careers |
| Job projections and in-demand jobs | Adult day services |
| Education and training goals | Independent living skills |

# Lesson 2

**Pre-ETS Lesson Plan: Goal 3-Counseling on Post-Secondary Education**

Lesson # 2: What Supports Do I Need To Be Successful in Post-Secondary Education to Reach My Career Goal?
*To be utilized with Goal 3 UbD Unit Design 2016-October*

Creator: Karen Ruddle (2016December; rev. 2022June)

Duration: 30 minutes

| | |
|---|---|
| WVDE CCR Standard(s) and/or Dispositions for CCR | ELA.9.4/ELA.10.4, ELA.9.5/ELA.10.5, ELA.9.10/ELA.10.10, ELA.9.19/ELA.10.19, ELA.9.21/ELA.10.21, ELA.9.30/ELA.10.30, ELA.9.39/ELA.10.39, ELA.9.41/ELA.10.41, HE.HS.4.03, HE.HS.8 Self-Awareness, Clear and Effective Communication, Social and Personal Responsibility, Self-Efficacy, Agility and Adaptability, Self-Control, Time and Goal Management, Accessing and Analyzing Information |
| Activity Type | Small group and/or individual |
| Resources-Materials-Websites | • Student/Consumer copy of the IEP or IPE<br>• Transition Planning-Questions to Consider After High School handout (attached)<br>• Job Accommodation Network at https://askjan.org |
| **Work to be completed outside class (before or after)** | **After (10 minutes)**<br>• Direct individuals to examine their current IEP and/or IPE to identify statements in Present Levels, Goals and Services components that are considered work habits and study skills, academic skills (reading, math, written expression), and social behaviors. Give assistance if needed. |
| Method of assessment/Rubric(s) | • Completion of activities to examine and identify current accommodations needs and describe supports for education and training necessary for success in adult programs<br>• Journal reflection |
| Accommodations and Modifications-Universal Design for Learning (UDL) and Differentiated Instruction (DI) | • Items and/or responses may be read aloud for students who have reading challenges.<br>• Additional discussion of the meaning of some items may also be necessary.<br>• Teacher may need to facilitate the entire discussion and vary word choices to understanding level of specific students to clarify specific items.<br>• Select specific items only from the checklist (by highlighting) for specific students with vocabulary/comprehension challenges. |

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| | • Ask a teacher who is knowledgeable about the student's study skills and work habits for accuracy of responses and prompting. |
| **Activating Prior Knowledge** | (5 minutes)<br>• Ask individuals to reflect on identified areas of the current IEP/IPE that reflect needed supports for work habits and study skills, academic skills (reading, math, written expression), and social behaviors. Make a list of the needed supports on a blank page.<br>• Have them identify their current career goal and record that on the top of the same page.<br>• Have them name those supports and accommodations that are most helpful by placing a check beside of each, then draw a line through those that are least helpful.<br>• Write the word Challenges on the same paper. List your greatest academic challenges, then identify what is most helpful for you to be successful with each challenge. *Example: Note taking-Being able to take pictures of the instructor notes*<br>• Instructor note: This is an opportunity to help the individual identify desired work habits and study skills necessary for success in education, training or work settings and to implement a plan to instruction. |
| **Vocabulary Development** | (5 minutes)<br>Terms: **Study skills, Work habits**<br>• Present the words to the student(s).<br>• Have them discuss what they know about each of these words, assisting them to decipher any word parts to help them arrive at a meaning and write a simple definition of each for class purposes. Guide discussion quickly/briefly to assure students understand the terms.<br>• Add these to a word bank for Pre-ETS/Transition activities (consider keeping a notebook, poster/chalk board or note cards with vocabulary and definitions). |

# Lesson 2

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| **Skill Lesson/Active Learning** | (15 minutes)<br>• Provide copies of the Transition Planning-Questions to Consider After High School handout and have individuals complete the questionnaire. Read items aloud to improve understanding. Briefly discuss their responses.<br>• Access the Job Accommodation Network (JAN) site.<br>• Discuss accommodations and modifications for adult learners and how it is different than high school. Demonstrate the use of the site.<br>• Have individuals create a list of the challenges they identified in the previous activities (IEP/IPE examination and handout completion). Show them how to find specific challenges on the site, examining the accommodations and modifications listed. Have them match and identify those most useful for them personally and to record those for future use.<br>• Have them scan other challenges, accommodations, and modifications listed to determine if any additional items need to be added to the list. Caution them to consider only those necessary for adequate access and success.<br>• Allow some to report what they have listed. Also, suggest that at the next IEP/IPE meeting they may want to make some recommendations for changing to better align with types they will be encountering in adult settings. |
| **Reflection** | (5 minutes)<br>• Reflect on items you identified that are currently helpful for your learning, living, and work settings.<br>• Record in your portfolio/transition journal those challenges that might keep you from applying for a particular position. Select one area for improvement.<br>• At the next IEP/IPE meeting discuss how this challenge might become a goal for improvement. |
| Post Instruction Notes/Reflections from Staff: | |

*Note: Shaded/Bold sections in column 1 require student action.*

## Transition Planning - Questions to Consider for After High School

**Instructions:** Read and respond to each question by circling your response and adding any details.

| | QUESTION | YOUR RESPONSE |
|---|---|---|
| 1 | What type of diploma will you earn, standard or alternate diploma? If you are not sure, ask your parent or school staff.<br>Enter the year you will likely graduate. | ☐ Standard Diploma<br>☐ Alternate Diploma<br>Year of Graduation: Spring of _____ |
| 2 | Do you plan to work after high school, attend a post school training or education program, or both? Add details including type of work, type of training, type of education and where this will occur. | ☐ Work<br>☐ Attend Training/Education<br>☐ Both |
| 3 | What kind of support will you need for finding a job or keeping a job after high school? | |
| 4 | What kind of support will you need for attending a post school training or education program after high school? | |
| 5 | What are your plans for where you will live after high school? Check your response. | ☐ With family<br>☐ My own home/apartment<br>☐ Dormitory |
| 6 | What kind of support will you need for living after high school? | |
| 7 | How will you get to and from work or school? Check your response. | ☐ Car<br>☐ Public transportation<br>☐ Bike<br>☐ Walk |
| 8 | What kind of support will you need for getting to and from work, training or school after high school? | |
| 9 | What are special health needs or prescription medications will you need to keep taking? | |
| 10 | What kind of support will you need for health issues after high school? | |
| 11 | How will you pay for your living needs, training or education and transportation after high school? | |
| 12 | What activities will you do in your leisure time (for fun) after high school? | |

*Note: Please add any additional details on the back of this page.*

# Lesson 3

**Pre-ETS Lesson Plan: Goal 3-Counseling on Post-Secondary Education**

Lesson # 3: Let's Be Honest About My Academics…Where Do I Stand AND What Will It Take To Be Ready for the Post-Secondary Education I Need To Achieve My Career Goal?
*To be utilized with Goal 3 UbD Unit Design 2016-October*

Creator: Karen Ruddle (2017January; rev. 2022June)

Duration: 30 minutes

| | |
|---|---|
| WVDE CCR Standard(s) and/or Dispositions for CCR | ELA.9.4/ELA.10.4, ELA.9.5/ELA.10.5, ELA.9.10/ELA.10.10, ELA.9.19/ELA.10.19, ELA.9.21/ELA.10.21, ELA.9.30/ELA.10.30, ELA.9.39/ELA.10.39, ELA.9.41/ELA.10.41, HE.HS.4.03, HE.HS.8 Self-Awareness, Clear and Effective Communication, Social and Personal Responsibility, Self-Efficacy, Agility and Adaptability, Self-Control, Time and Goal Management, Accessing and Analyzing Information |
| Activity Type | Small group and/or individual |
| Resources-Materials-Websites | • Transition Guide for Students with Disabilities and their Parents at https://www.pathwayswv.org/docs/Pathways-Student-Transition-Guide_2019-FINAL.pdf Pages 51-53<br>• Notes Page-Before Going to College Checklist (attached)<br>• Copies of assessments including, individual academic assessments, cognitive assessments, various ACT or SAT results |
| **Work to be completed outside class (before or after)** | **Before (30 minutes)**<br>• Gather or obtain assistance to get copies of your most recent assessment results and academic transcript to date, including individual academic assessments, cognitive assessments, various ACT or SAT results, statewide assessments, a copy of your Summary of Performance (if you are exiting or have graduated/exited school), and courses transcript |
| Method of assessment/Rubric(s) | Completion of activities for this lesson |
| Accommodations and Modifications-Universal Design for Learning (UDL) and Differentiated Instruction (DI) | • Items and/or responses may be read aloud or recorded for students who have reading challenges.<br>• Additional discussion of the meaning of some items may also be necessary.<br>• Teacher may need to facilitate the entire discussion and vary word choices to understanding level of specific students to clarify specific items.<br>• Assist student in obtaining copies of necessary assessments to complete this activity. Assure that students understand the |

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| | confidential nature of any assessments. A Request for Records may be necessary to obtain assessment copies. |
| **Activating Prior Knowledge** | (5 minutes)<br>Instructions to the student:<br>• Reflect on your current plans for education and training immediately after high school and information you know that is required for entrance into the education and training program of your choice. This includes any certifications required for the work.<br>• If you are not aware of entrance requirements or requirements for employment for your goal, look up the requirements on the internet with the assistance of an adult or your instructor. *Note: The instructor should make note if the student requires a future activity to obtain this information.* |
| **Vocabulary Development** | (5 minutes)<br>Terms: **Entrance requirements or requirements for employment**<br>• Present the words to the student(s).<br>• Have them discuss what they know about each of these words, assisting them to decipher any word parts to help them arrive at a meaning and write a simple definition of each for class purposes.<br>• Add these to a word bank for Pre-ETS/Transition activities (consider keeping a notebook, poster/chalk board or note cards with vocabulary and definitions). |
| **Skill Lesson/Active Learning** | (18 minutes)<br>• Note to staff: *This activity is appropriate for all students, particularly those interested in a formal education and/or training program. Some students indicate they are interested in college, apprenticeship or other education and training after high school, but in grades 9 and 10 few are aware of the requirements for acceptance into a particular program or the effort it will take to improve significantly to close academic gaps. The goal here is to identify, first, if the student possesses the skills and is on track to be ready for their next step and, secondly, to identify the gaps so a plan can be developed to improve skills to the level required for entry into the desired program. The plan should be periodically reviewed to determine if skills are being developed at an adequate rate. If not, an alternate plan that will move the student closer to achieving the long term career goal may be necessary, perhaps some time working in the field to develop practical skills in the real world setting. The student must understand the commitment to improving the necessary skills and work diligently in a forward direction. Periodic checks on progress are essential to gaining ground in the areas of weakness and challenge.* |

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| | • Gather all assessment and IEP/IPE information. As you complete this activity, make note of any additional documents that are needed.<br>• Review your transcript and determine if you are on track to graduate on time. Make note of any course failures and arrange to retake any courses. Record notes in the High school courses box on the handout.<br>• IEP and IPE meeting participation: Note if you attend each meeting and participate fully.<br>• Assessment information: Make specific notes about reading, written expression and math noting if skills are below, on target, or above average. Note ACT and SAT scores.<br>• Academic and personal strengths and challenges: List at least two for each.<br>• Describing my disability…: Record all information necessary using the back of the page if needed.<br>• Summary of Performance: Obtain a copy of the form from your school/special education case manager. Review the Student Reflection section and record your responses. If you are not ready to exit, record how you would respond to the Student Reflection items here.<br>• ACT, SAT …: From your list of post-secondary training and education options, list the entry requirements for these assessments (or other requirements).<br>• Reading, writing and math …: Record your scores (standard or other) for these areas and document if they are adequate with consultation of school or DRS staff.<br>• Identified possible locations…: List programs of interest to you that do/do not have a disability resource center or program for support<br>• Reviewed course catalog…: List education or training programs of interest to you and if you have visited and met with the disability resource center staff or not. |
| **Reflection** | (2 minutes)<br>• Reflect on your responses and areas where a need exists. Develop a timeline to address each need area.<br>• Instructor: Have students record the timeline in the student transition journal regarding actions for follow through. Emphasize the significance of this activity to achieving the career goal, or assist students to adjust accordingly without just settling for something less. What they do now will most certainly impact their post school plan for education, training and work settings. Follow up at regular intervals or make sure school and Rehabilitation staff are aware of the needs. |

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| Post Instruction Notes/Reflections from Staff: | |

*Note: Shaded/Bold sections in column 1 require student action.*

Notes Page
Before Going to College or Training (supplement)

| |
|---|
| High school courses |
| IEP and IPE meeting participation |
| Assessment information |
| Academic and personal strengths and challenges |
| Describing my disability and essential accommodations, modifications and assistive technology |
| Summary of Performance |
| ACT, SAT or other assessment requirements |
| Reading, writing and math skills sufficient for college-level work and independent work completion |
| Identified possible locations that have disability resource center and programs for students with disabilities |
| Reviewed course catalogs for target schools, visited the college and met with disability resource center staff |

# Lesson 4

**Pre-ETS Lesson Plan: Goal 3-Counseling on Post-Secondary Education**

Lesson # 4: What is the Process for Applying/Enrolling for the Post-Secondary Education Setting Needed for My Career Goal AND What Are Allowable Accommodations?
*To be utilized with Goal 3 UbD Unit Design 2016-October*

Creator: Karen Ruddle (2017January; rev. 2022June)

Duration: 30 minutes

| | |
|---|---|
| WVDE CCR Standard(s) and/or Dispositions for CCR | ELA.9.4/ELA.10.4, ELA.9.5/ELA.10.5, ELA.9.10/ELA.10.10, ELA.9.19/ELA.10.19, ELA.9.21/ELA.10.21, ELA.9.30/ELA.10.30, ELA.9.39/ELA.10.39, ELA.9.41/ELA.10.41, HE.HS.4.03, HE.HS.8 Self-Awareness, Clear and Effective Communication, Social and Personal Responsibility, Self-Efficacy, Agility and Adaptability, Self-Control, Time and Goal Management, Accessing and Analyzing Information |
| Activity Type | Small group and/or individual |
| Resources-Materials-Websites | • Internet access and use of Pathways WV website, Student tab, Career Planning, Jobs Sorted by Job Preparation at http://www.pathwayswv.org/job-preparation.php<br>• Occupations by Range handout, attached |
| **Work to be completed outside class (before or after)** | Completion of Occupations by Range activity sheet |
| Method of assessment/Rubric(s) | Completion of College Information handout and Occupations by Range activity sheet |
| Accommodations and Modifications-Universal Design for Learning (UDL) and Differentiated Instruction (DI) | • Items and/or responses may be read aloud or recorded for students who have reading challenges.<br>• Additional discussion of the meaning of some items may also be necessary.<br>• Teacher may need to facilitate the entire discussion and internet search varying word choices to understanding level of specific students to clarify specific items. |
| **Activating Prior Knowledge** | (3 minutes)<br>• Identify one college in West Virginia you might be interested in attending and the career major or degree of interest. *Note: Students not currently considering college should also complete this activity. Ideas and goals may change as a result of Pre-ETS and Secondary Transition activities.*<br>• Record the name of the college on the handout, Occupations by Range |

# Lesson 4

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| **Vocabulary Development** | (0 minutes)<br>Terms: **No new terms introduced in this lesson** |
| **Skill Lesson/Active Learning** | (22 minutes)<br>• Instructor: This two-part activity is intended to help students consider a range of occupations from those that require a 2-4 year college degree to those that require little or no preparation. The focus will be on jobs sorted by Job Preparation, Zone 1-Little or No Preparation Needed.<br>• Part 1: Using the PathwaysWV site, Select the Students tab and Education Planning, Link- http://www.pathwayswv.org/education-planning.php<br>• At this link select either WV Education Options After High School or the College Foundation of WV link. Find and/or explore the 2 and 4 year colleges in WV and the Degree/Major you are interested in learning about.<br>• Access the website for the identified college and find as much information as possible to complete the College Information handout. You may need to return to the PathwaysWV site and access the disability services information tab found there. If you cannot find information, the instructor may be able to guide you to the correct information.<br>• Return to the PathwaysWV site at the Students tab. Select the link for Career Planning. In that tab find Search Careers with Key Words. Type in the name of a job that you might get if you have this college degree and click the Search button. Find the salary this person might expect to earn and record it on the Occupations by Range handout.<br>• Part 2: Using the same link on the PathwaysWV site to select the Students tab, select the link for Career Planning, Link- http://www.pathwayswv.org/career-planning.php<br>• At this link select the Browse button under Careers Sorted by Job Preparation.<br>• At this link select Little or No Preparation Needed to access jobs. Look for the Bright Outlook symbol to browse several pages of jobs that require little or no preparation.<br>• Identify up to 3 jobs of interest to you and record those on the Occupations by Range handout.<br>• Access the links for the jobs you chose and find the salary one might expect to earn in this job. |
| **Reflection** | (5 minutes)<br>• Note: *It is important that students have experience exploring a wide variety of jobs so they expand their options for post school settings instead of just settling for a job close to home that they* |

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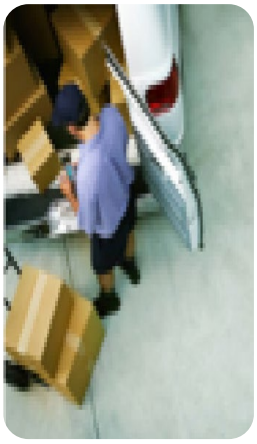
| | *have no particular interest to continue that puts food on the table. This may open doors for students to really consider jobs requiring less than a 2 year commitment to education that are not merely entry level jobs with little opportunity for advancement. There are a multitude of jobs with a bright outlook that may be more desirable than a local job with minimal room for growth.*<br>• Reflect on your responses on the handouts. Consider the time to earn a college degree and the jobs with little or no preparation. Make a mental note regarding the salaries of each.<br>• Take a few minutes and explore jobs in Zone 2 and Zone 3. Identify a few you would like to explore in your spare time.<br>• Write any jobs in your student transition journal that you will explore further. This will assist you in considering the full range of training requirements for various jobs. |
| Post Instruction Notes/Reflections from Staff: | |

*Note: Shaded/Bold sections in column 1 require student action.*

# Occupations by Range

## College Information

- Name:
- Degree or Major:
- Location:
- Website:
- Job and Salary:
- Complete the handout by searching the internet



## Jobs with Little or No Preparation with Bright Outlook

- Job 1 and Salary:
- Job 2 and Salary:
- Job 3 and Salary:
- http://www.pathwayswv.org/job-preparation.php

# Lesson 5

**Pre-ETS Lesson Plan: Goal 3-Counseling on Post-Secondary Education**

Lesson # 5: Bridging the gap From School to Adulthood
*To be utilized with Goal 3 UbD Unit Design 2016-October*

Creator: Karen Ruddle (2016October; rev. 2022June)

Duration: 30 minutes

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|---|---|
| WVDE CCR Standard(s) and/or Dispositions for CCR | ELA.9.4/ELA.10.4, ELA.9.5/ELA.10.5, ELA.9.10/ELA.10.10, ELA.9.19/ELA.10.19, ELA.9.21/ELA.10.21, ELA.9.30/ELA.10.30, ELA.9.39/ELA.10.39, ELA.9.41/ELA.10.41, HE.HS.4.03, HE.HS.8 Self Awareness, Clear and Effective Communication, Social and Personal Responsibility, Self Efficacy, Self-Control |
| Activity Type | Small group and/or individual |
| Resources-Materials-Websites | • WV Guidelines to Assist in Development of the Summary of Performance<br>• Summary of Performance guidelines at https://wvde.us/wp-content/uploads/2021/04/Process_Forms_with_Instruction-Sept-2017.pdf pages 13-15.<br>• Summary of Performance: Student Perspective handout (attached) |
| **Work to be completed outside class (before or after)** | None |
| Method of assessment/Rubric(s) | Completion of the Summary of Performance: Student Perspective handout and Challenges in the Classroom checklist. |
| Accommodations and Modifications-Universal Design for Learning (UDL) and Differentiated Instruction (DI) | • Items and/or responses may be read aloud or recorded for students who have reading challenges.<br>• Responses may be written or verbal.<br>• Additional discussion of the meaning of some items may also be necessary.<br>• Teacher may need to facilitate the entire discussion and vary word choices to understanding level of specific students to clarify specific items. |
| **Activating Prior Knowledge** | (7 minutes)<br>• Read the beginning section of the Summary of Performance: Student Perspective handout aloud.<br>• Ask students to respond to each of the 5 questions by writing or recording brief responses. |
| **Vocabulary Development** | (4 minutes) |

# Lesson 5

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| | Terms: **Summary of Performance, Accommodation, Modification, Assistive Technology**<br>• Present the words to the student(s).<br>• Discuss what students know about each of these words, assisting them to decipher any word parts to help them arrive at a meaning and write a simple definition of each for class purposes. Guide discussion quickly/briefly to assure the key points of each from the description section (column 1) from the Summary of Performance are included in their definitions.<br>• Add these to a word bank for Pre-ETS/Transition activities (consider keeping a notebook, poster/chalk board or note cards with vocabulary and definitions). |
| **Skill Lesson/Active Learning** | (17 minutes)<br>• Discuss the entire WV Guidelines to Assist in Development of the Summary of Performance to allow students the opportunity to understand the information that will be contained in the finished document. Tell students this report will be developed during their exit year from high school and that input from the student is important. This input will be valuable and should not be taken lightly; therefore, beginning to understand the questions earlier will allow them to take time to develop their responses.<br>• Review each section briefly but in full so an understanding exists as to the reason for additional informal assessments such as the one being completed during this session.<br>• Tell students that they will also be reflecting about themselves regarding learning characteristics they display in the classroom setting. These responses will contribute to becoming self-determined.<br>• Solicit sample oral responses to I. Postsecondary goals, II. Summary of Performance A-C, and III. Recommendations for meeting… as each is discussed to assure individuals understand what will be recorded in these sections.<br>• Refer to the handout for II. Summary of Performance D for responses to this section, spending more time here to help individuals craft their responses. |
| **Reflection** | (2 minutes)<br>Instructions to students:<br>• Reflect on your responses to the items on the Summary of Performance.<br>• Refer to item 1 on the handout and select one specific way in which your disability affects your performance. Write this in your portfolio/transition journal to identify as a goal for improvement at your next IEP/IPE meeting or meet with your case manager or DRS |

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| | counselor to begin working on it now. Discuss possible ways to compensate for this particular challenge.<br>• Refer to Item 5 on the handout and select what you feel is your greatest strength from your list. Write a statement about how this strength makes you a good candidate for a training or education program, or even a job. |
| Post Instruction Notes/Reflections from Staff: | |

*Note: Shaded/Bold sections in column 1 require student action.*

## Summary of Performance: Student Perspective

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| The Summary of Performance is a document prepared by education for the student as part of the exit from high school that can be used as a tool to bridge the gap from school to post school living, learning and work. Student voice is one significant part of this document. A student's perspective about his or her learning allows both reflection on the part of the student and the opportunity for postsecondary providers to more clearly understand both the strengths and the impact of the disability for the student. Considering how to respond to these questions early in high school is part of becoming self-determined and helps build skills to talk about personal learning challenges and strengths for school and post school settings.<br><br>Please read each question and respond with detail. Ask for assistance when needed. | |
| 1. How does your disability affect your schoolwork and school activities (such as grades, relationships, assignments, projects, communication, time on tests, mobility, extra-curricular activities)? | |
| 2. In the past, what supports have been tried by school staff or by you to help you succeed in school (aids, adaptive equipment, physical accommodations, behavior supports, academic changes or supports, other services)? | |

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| 3. Which of these accommodations have worked best for you? | |
| 4. Which of these accommodations and supports have not worked? | |
| 5. What strengths and needs should professionals know about you as you enter the postsecondary education or work setting? | |
| Additional Comments *(continue on the back of page if needed):* | |

## WV GUIDELINES TO ASSIST IN DEVELOPMENT OF THE SUMMARY OF PERFORMANCE

**Purpose:** For a child whose eligibility under special education terminates due to graduation from secondary school with a regular diploma, or due to exceeding the age of eligibility for Free Appropriate Public Education (FAPE) under State law, the local education agency "must provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals" §Sec.300.305 (e)(3). – IDEA 2004 **WV Guidelines**

**The Summary of Performance (SOP):**

- Is designed to assist the student in transition from high school to post school activities, including postsecondary education, training and/or employment, along with additional documentation, for the purpose of establishing a student's eligibility under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act and identification of reasonable accommodations and supports in postsecondary settings
- Is helpful for the Rehabilitation Services Comprehensive Assessment process
- Is intended to help postsecondary institutions consider accommodations for access
- Is useful when linked with the IEP process and the student has the opportunity to actively participate in the development of the document
- Must be completed during the final year of a student's high school education with timing of completion depending on student's postsecondary goals (Example: transition to higher education may require submission along with application *OR* application for employment/agency may be needed near the end of the school year to provide the most updated information on student performance)
- Recommendations should not imply that any individual who qualified for special education in high school would automatically qualify for services in postsecondary education or employment settings. Those settings will continue to make decisions on a case-by-case basis.

| | | |
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| **Basic background information:**<br>(Provide identifying information.) | • Complete, legal name<br>• School last attended<br>• Parent or guardian name(s)<br>• Complete mailing address | • Date of SOP report (Year of exit)<br>• Date of birth / Age<br>• WVEIS # / Grade<br>• Telephone number (s) |
| **Additional background information:**<br>(Optional) | • Name/title/contact information of staff completing SOP<br>• Date of most recent IEP<br>• Primary Language/Services for ELL | • Primary disability and initial date of eligibility<br>• Secondary disability, if applicable, and initial date of eligibility |
| **I. Postsecondary goals:**<br>(Indicate the post-school environments the student intends to transition to upon exit from high school.) | List the goals for environments of<br>• Work<br>• Education<br>• Living | If employment is the primary goal, list the top three job interests. |

<table>
<tr>
<td rowspan="2">II. Summary of Performance:<br>(Completion of this section may require input from a variety of staff, but one person should have the responsibility of gathering and organizing the information. Describe both present levels of performance that apply to the student and the essential accommodations, modifications and assistive technology utilized to assist the student in achieving progress. Address only those areas that apply.)<br>Terms:<br>Accommodation-a support or service that is provided to help a student fully access the general education curriculum or subject matter and does not change the content of what is being taught or the expectation that the student meet a performance standard applied for all students. (Example: Deficit spelling/handwriting skills may require a note-taker, permission to word process notes, provision of extra notes)<br>Adaptation (also known as modification)-changes to the general education curriculum or other material being taught, which alters the standards or expectations for students with disabilities. Instruction can be adapted so that the material is presented differently and/or the expectations of what the student will master are changed. Adaptations are not allowed in most postsecondary education environments.<br>Assistive technology-any device that helps a student with a disability function in a given environment, but does not limit the device to expensive “high-tech” options. Assistive technology can also include simple devices such as laminated pictures for communication, removable highlighter tape, Velcro and other “low-tech” devices.</td>
<td>A. Academic Achievement: Specifically discuss the current level of performance in applicable areas of<br>• Reading (decoding, comprehension, fluency)<br>• Math (calculation, algebraic problem solving, quantitative reasoning)<br>• Language (written, speaking, listening, spelling)<br>• Learning skills (work habits, note taking, keyboarding, organization, time management, assignment completion, study skills, test taking skills) in detail using both narrative information for strengths and needs as well as scores and grade level functioning</td>
<td>Identify essential accommodations, modifications and/or assistive technology utilized in high school and why they were needed for academics described in the current level of performance.</td>
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<tr>
<td>B. Functional Performance: Specifically discuss the current level of performance in applicable areas of<br>• General ability and problem solving (reasoning, processing)<br>• Attention and executive functioning (stamina, sustained attention, memory, processing speed, impulse control, activity level)<br>• Communication (speech, language, assisted communication)<br>• Social skills and behavior (interactions with others, responsiveness to services and accommodations, ability to request assistance, extra-curricular activities, confidence, persistence in the learning environment),<br>• Independent living skills (self-care, leisure skills, personal safety, transportation, money skills)<br>• Environmental access/mobility (assistive technology, mobility, transportation)<br>• Self-determination/self-advocacy (ability to respectfully identify needs and articulate goals)<br>• Career/employment (interests, experiences, exploration, aptitudes)<br>• Medical or family issues/concerns</td>
<td>Identify essential____accommodations, adaptations and/or assistive technology utilized in high school and why they were needed for functional performance described in the current level of performance.</td>
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<tr>
<td rowspan="2">NOTE: It is highly recommended that student perspective and voice are incorporated as part the SOP. This section may be completed independently by the student or completed with the student through an interview. The student's contribution can help:<br>• Professionals complete the summary,<br>• The student to better understand the impact of his/her disability on academic and functional performance in the postsecondary setting,<br>Postsecondary personnel to more clearly understand the student's strengths and impact of the disability on this student.</td>
<td>C. <u>Pre-employment Transition Services</u> (Pre-ETS) may include services provided by schools and by the Division of Rehabilitation Services that include:<br>• Job exploration<br>• Work-based learning<br>• Counseling for transition & post-secondary programs<br>• Workplace readiness training<br>• Self-determination training</td>
</tr>
<tr>
<td>D. <u>Student Perspective/Input (Optional/Highly recommended):</u><br>Responses to the following questions should be included as part of the SOP:<br>1. How does your disability affect your schoolwork and school activities (such as grades, relationships, assignments, projects, communication, time on tests, mobility, extra-curricular activities)?<br>2. In the past, what supports have been tried by school staff or by you to help you succeed in school (aids, adaptive equipment, physical accommodations, behavior supports, academic changes, other services)?<br>3. Which of these accommodations and supports have worked best for you?<br>4. Which of these accommodations and supports have not worked?<br>5. What strengths and needs should professionals know about you as you enter the postsecondary education or work setting?</td>
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<tr>
<td>III. Recommendations for meeting postsecondary goals:<br>(Indicate suggestions for accommodations, adaptive devices, assistive services, compensatory strategies and/or collateral support services to enhance access in the applicable post-high school environments listed.)</td>
<td>• Education: College, Community and Technical College, Career and Technical Education/Vocational, Adult Education, Apprenticeship Programs<br>• Employment (be specific to the focused area of interest for employment)<br>• Independent Living<br>• Community Participation</td>
</tr>
<tr>
<td>Attachments:<br>(Attach academic transcript, awards, certificates, credentials, relevant and most recent assessment data that clearly identify the student's disability or functional limitations and will assist in postsecondary planning.)</td>
<td>• Transcripts, awards, certificates, credentials<br>• Psychological/cognitive/adaptive behavior<br>• Medical/physical/social skills/behavior analysis<br>• Achievement/academics<br>• Situational/simulated work experiences<br>• Career interest/aptitude<br>• Self determination<br>• Communication<br>• Observations<br>• Assistive technology<br>• Informal assessment<br>• Other</td>
</tr>
</table>

Adapted from the Nationally Ratified
Summary of Performance Model Template
9/06 – Karen Ruddle, WVDE OSE
Revised 10/16

# Lesson 6

**Pre-ETS Lesson Plan: Goal 3-Counseling on Post-Secondary Education**

Lesson # 6: So, What Are the Career Clusters?
*To be utilized with Goal 3 UbD Unit Design 2016-October*

Creator: Karen Ruddle (2016October; rev. 2022June)

Duration: 30 minutes

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|---|---|
| WVDE CCR Standard(s) and/or Dispositions for CCR | ELA.9.4/ELA.10.4, ELA.9.5/ELA.10.5, ELA.9.10/ELA.10.10, ELA.9.19/ELA.10.19, ELA.9.21/ELA.10.21, ELA.9.30/ELA.10.30, ELA.9.39/ELA.10.39, ELA.9.41/ELA.10.41, HE.HS.4.03, HE.HS.8 Self-Awareness, Clear and Effective Communication, Social and Personal Responsibility, Self-Efficacy, Agility and Adaptability, Self-Control, Time and Goal Management, Accessing and Analyzing Information, Initiative and Entrepreneurialism, Working Independently and in Teams |
| Activity Type | Small group and/or individual |
| Resources-Materials-Websites | • Link for Career Cluster Survey at https://cte.careertech.org/sites/default/files/StudentInterestSurvey-English.pdf<br>• Link for career clusters and additional information at https://careertech.org/career-clusters/<br>• Career Clusters handout (attached), Note: Clusters are slightly changed over time, so consult the CareerOneStop site for most up to date listing.<br>• Pathways WV site at http://www.pathwayswv.org/career-planning.php<br>• CareerOneStop site at https://www.careeronestop.org/Videos/CareerandClusterVideos/career-and-cluster-videos.aspx |
| **Work to be completed outside class (before or after)** | **After** (10-15 minutes)<br>*Instructions to the student:*<br>• Using the Clusters handout for this lesson select at least 3 of the clusters that interested you from those you marked to explore.<br>• Access the CareerOneStop site noted in Resources section above.<br>• Select one of the clusters you chose and click on the **first video for that cluster**. It should have (Cluster Video) at the end<br>• Watch at least the 3 cluster videos you selected. Make notes about the occupations or skills that are of most interest to you.<br>• Discuss these at the next meeting with Rehabilitation Services staff. |
| Method of assessment/Rubric(s) | 3 or more clusters selected on student handout. |

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| Accommodations and Modifications- Universal Design for Learning (UDL) and Differentiated Instruction (DI) | • Display a larger copy of the handout and identify each area as it is discussed on the video.<br>• Pause the video after each cluster description to allow note taking or brief clarification as needed.<br>• The PathwaysWV site provides additional options to review career clusters under the Students tab at Career Planning. |
| **Activating Prior Knowledge** | (4 minutes)<br>• Ask students to identify a career or occupational field they may be interested in pursuing.<br>• Have students identify why they think they may be interested in the particular career or occupational field (i.e. what they like about the career, who influenced them to make the choice)<br>• Explain that they may limit their options if they fail to consider all career cluster areas and there are a multitude of other considerations that factor into the choice for a career or occupational field. |
| **Vocabulary Development** | (4 minutes)<br>Terms: **Career cluster, Occupation**<br>• Present the words to the student(s).<br>• Have them discuss what they know about each of these words, assisting them to arrive at a meaning.<br>• Write a simple definition of each as a group for class purposes. Guide students to look at the handout as the discussion of the meaning of Career Cluster is held.<br>• Add these to a word bank for Pre-ETS/Transition activities (consider keeping a notebook, poster/chalk board or note cards with vocabulary and definitions). |
| **Skill Lesson/Active Learning** | (16 minutes)<br>• Provide each student with the Career Clusters handout and have one displayed so you can identify each as it is being discussed.<br>• Explain to the students that they will be hearing a very brief description of each cluster in this simple video. Let them know it is not flashy but informational.<br>• Tell students you will identify the cluster on the handout you are displaying so they can quickly find it on their individual handout.<br>• Ask students to place a checkmark beside each cluster that has some level of interest for them. They may also choose to list one or two jobs mentioned by the narrator.<br>• Watch the video from YouTube about the 16 career clusters at Video Introduction to Career Clusters: https://www.youtube.com/watch?v=JYowW9Iw0Sk . |
| **Reflection** | (6 minutes) |

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| | • Open the CareerOneStop site at the link noted in the Resources section of this lesson and demonstrate for the student how they will complete the activity after the session. Show the student the clusters list and click on at least two cluster areas demonstrating where to find the (Cluster Video) for each.<br>• Show one video so students see an example. Each is about 3 minutes in length.<br>• Make sure each student has marked at least 3 cluster areas and written a few ideas for specific occupations/jobs for each cluster. |
| Post Instruction Notes/Reflections from Staff: | |

*Note: Shaded/Bold sections in column 1 require student action.*

## Career Clusters

AGRICULTURE, FOOD, NATURAL RESOURCES

ARCHITECTURE AND CONSTRUCTION

ARTS, AV TECH AND COMMUNICATIONS

BUSINESS MANAGEMENT & ADMINISTRATION

EDUCATION AND TRAINING

FINANCE

GOVERNMENT & PUBLIC ADMINISTRATION

HEALTH SCIENCE

HOSPITALITY & TOURISM

HUMAN SERVICES

INFORMATION TECHNOLOGY

LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY

MANUFACTURING

MARKETING

SCIENCE & TECHNOLOGY

TRANSPORTATION, DISTRIBUTION & LOGISTICS

# Goal 4: Workplace Readiness Training to Develop Social Skills and Independent Living Skills

**Lesson 1**
What Is Workplace Readiness How Does It Apply To Me?

**Lesson 2**
Summary Of Performance-Which Sections Address My Social Skills And Independent Living Skills?

**Lesson 3**
A Clear Picture Of My Current Social Skills And Independent Living Skills

**Lesson 4**
How Do I Stack Up – Enthusiasm And Attitude?

**Lesson 5**
What Are My Greatest Workplace Challenges To Employment?

**Lesson 6**
Jobs of the Future

# Goal 4: Workplace Readiness Training to Develop Social Skills and Independent Living Skills

## Introduction

The lessons in this section target workplace readiness training to develop social skills and independent living skills topics. The following backward design unit plan details the comprehensive goals in Stage 1, evaluation considerations in Stage 2, and both developed and future lessons ideas in Stage 3.

<table>
<tr><th colspan="2">STAGE 1 – DESIRED RESULTS</th></tr>
<tr><td colspan="2">Unit Title: Goal 4-What Exactly is Workplace Readiness Training to Develop Social Skills and Independent Living as it relates to Pre-ETS?<br><br>Established Goals:<br><br>• Understand components of workplace readiness training to develop social skills and independent living for Pre-ETS<br>• Understand how assessments before, during and after workplace readiness training contributes to development of IPE, IEP, Summary of Performance and the individual transition services plan for school and post school services<br>• Understand and develop a plan for workplace readiness training activities to assist with decision making for post school settings of living, learning and work</td></tr>
<tr><td>Understandings: Students will understand that…<br>• Assessments are a process and occur before, during and after participation in workplace readiness training to develop social skills and independent living experiences<br>• Developing a plan for workplace readiness training is a process where career-related challenges are considered while exploring career options for adulthood<br>• Workplace readiness training supports informed choice making for adult settings<br>• Workplace readiness skills contribute substantially to success in the workplace, as well as training/education settings and adult living</td><td>Essential Questions:<br>• How will my disability impact my life during adulthood for living, learning and work?<br>• What information and experiences do I need to make informed choices now and for adulthood?<br>• How does my disability potentially impact adult education and training programs?</td></tr>
<tr><td>Students will know:<br>• How workplace readiness training experiences assist in goal setting for adulthood<br>• How workplace readiness training experiences contribute to comprehensive decisions for living, learning and work<br>• How workplace readiness skills training relates to opportunities for postsecondary education and employment</td><td>Students will be able to:<br>• Set goals for participation in workplace readiness training activities<br>• Present information about individual formal and informal assessments, goals and supports for future needs at individualized meetings held by schools and Vocational Rehabilitation about themselves<br>• Present information about workplace readiness training experiences as part of the annual transition services plan</td></tr>
</table>

Source: Understanding by Design, Unit Design Planning Template (Wiggins/McTighe 2005)

## STAGE 2 – ASSESSMENT EVIDENCE

**Performance Tasks:**

- Participate in at least 3 workplace readiness training activities annually
- Compile results of workplace readiness training activities and personal reflections
- Document experiences and goals for workplace readiness training experiences section of the Transition Planning document

**Other Evidence:**

- IEP and all IPE documents bearing student signature
- Assessment results bearing student signature indicating review of workplace readiness training activities
- Transition Planning document, workplace readiness training section (this is possibly the student portfolio or a timeline and assessment determination document to keep all activities in one place and updated annually)

**Key Criteria:**

- 100% participation in learning activities
- 100% participation in individual formal IEP and IPE meetings (from date of completion of introductory/overview activities)

## STAGE 3 – LEARNING PLAN

**Summary of Learning Activities:**

- Complete overview lesson for workplace readiness training to develop social skills and independent living to survey and assess my current skills in this area
- Rate, with parent and provider input, my social/interpersonal skills in the following areas: communication, positive attitude, teamwork, problem solving, talking/writing, cooperation, active listening, decision making, conflict resolution, body language, empathy, professionalism, good manners, supporting others and respectfulness
- Rate, with parent and provider input, my independent living skills in the following areas: good hygiene, time management, healthy lifestyle, cell phone use, using transportation, money management, nutrition/meal preparation, using technology and assistive technology, accessing community, services and supports, community participation, civic responsibility, community safety, developing friendships, appropriate dress, appropriate behavior
- Develop a current “snapshot” of current skills in these areas and annual goals for improvement
- Develop a plan for workplace readiness training and discuss/finalize with the Pre-ETS counselor, TRC and/or school staff
- Observe and document workplace demands in general and in selected career areas for job shadowing (Goals 1 and 2)
- Discuss results of workplace readiness training activities with parents to obtain input
- Discuss, reflect (journal) and record (transition planning document) pertinent information from workplace readiness training to develop social and independent living skills activities and the impact on living, learning and work settings

**Sample Lessons:**

- Lesson 1 What Is Workplace Readiness How Does It Apply To Me?
- Lesson 2 Summary Of Performance-Which Sections Address My Social Skills And
- Independent Living Skills?
- Lesson 3 A Clear Picture Of My Current Social Skills And Independent Living Skills
- Lesson 4 How Do I Stack Up – Enthusiasm And Attitude?
- Lesson 5 What Are My Greatest Workplace Challenges To Employment?
- Lesson 6 Jobs of the Future

Source: Understanding by Design, Unit Design Planning Template (Wiggins/McTighe 2005)

Additional ideas that you may use to develop into lessons of your own:

- What Is Work Ethic And How Is Mine? (Goal Setting to Improve My Work Ethic; How It relates to work effort in the school setting)
- IPE/IEP Goals to Improve My Social and Independent Living Skills? Name Those Goals!
- My Perspective Versus Others As It Relates to Social Skills
- My Perspective Versus Others As It Relates to Independent Living Skills
- What Are My Support Options for Adulthood to Continue to Gain Social and Independent Living Skills?
- How Does My Financial Literacy Stack Up-Budgeting, Understanding of Interest Rates, Credit Cards/Credit In General (Informal Assessments for Transition Planning 2nd Edition, p. 118-125)
- Resume Development-What I need to Know And Making Informed Choices about Community/School Activities to Build A Strong Resume
- Updating My “Portfolio in Development”
- Is It A Match Yet? How Do My Workplace Readiness Skills Stack Up Against My Long Term Career Goals?
- Reflecting On My Workplace Readiness Training Experiences

Source: Understanding by Design, Unit Design Planning Template (Wiggins/McTighe 2005)

# Lesson 1

**Pre-ETS Lesson Plan: Goal 4-Workplace Readiness Training to Develop Social Skills and Independent Living Skills**

Lesson # 1: What Is Workplace Readiness and How Does It Apply To Me?
*To be utilized with Goal 4 UbD Unit Design 2016-October*

Creator: Karen Ruddle (2016December)

Duration: 30 minutes

| | |
|---|---|
| WVDE CCR Standard(s) and/or Dispositions for CCR | ELA.9.4/ELA.10.4, ELA.9.5/ELA.10.5, ELA.9.10/ELA.10.10, ELA.9.19/ELA.10.19, ELA.9.21/ELA.10.21, ELA.9.30/ELA.10.30, ELA.9.39/ELA.10.39, ELA.9.41/ELA.10.41, HE.HS.4.03, HE.HS.8 Self Awareness, Clear and Effective Communication, Social and Personal Responsibility, Self Efficacy, , Self-Control Agility and Adaptability |
| Activity Type | Small group and/or individual |
| Resources-Materials-Websites | • ODEP Essential Skills to Getting a Job at https://www.dol.gov/odep/documents/essential_job_skills.pdf<br>• Essential Skills to Getting a Job handout (attached) |
| **Work to be completed outside class (before or after)** | None |
| Method of assessment/Rubric(s) | Completion of handout for this activity and journal entry |
| Accommodations and Modifications-Universal Design for Learning (UDL) and Differentiated Instruction (DI) | • Items and/or responses may be read aloud or recorded for students who have reading or writing challenges.<br>• Additional discussion of the meaning of some items may be necessary.<br>• Teacher may need to facilitate the entire article for reading and follow up discussion. It may be necessary to vary word choices to understanding level of specific students to clarify specific items. |
| **Activating Prior Knowledge** | (4 minutes)<br>• Ask students to consider what the most important characteristics might be that employers are looking for in new workers. Explain that these kinds of skills are considered soft skills or workplace readiness skills.<br>• After a brief discussion and examples from students, ask how a person with a disability may benefit from being able to demonstrate certain “soft” skills to get a job. |

# Lesson 1

| | |
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| **Vocabulary Development** | (4 minutes)<br>Terms: **Soft skills**<br>• Present the vocabulary to the student(s).<br>• Have students agree on a definition and write/type on the board for all to copy for their word bank.<br>• Add term to the word bank for Pre-ETS/Transition activities (consider keeping a notebook, poster/chalk board or note cards with vocabulary and definitions). |
| **Skill Lesson/Active Learning** | (18 minutes)<br>• Review the notes handout with the students indicating specific sections to "listen for" while article is being presented/read aloud.<br>• Read one section at a time.<br>• Pause and assist students in writing key points or information in each section.<br>• Call student attention to the final section/question on the handout.<br>• Assure they understand the purpose of this question and discuss how utilizing this new information about soft skills will enhance their resume. |
| **Reflection** | (4 minutes)<br>• Have each student select a skill area from the reading for improvement and develop a very specific goal to focus on this skill.<br>• Ask students to record the goal in the student transition journal. |
| Post Instruction Notes/Reflections from Staff: | |

*Note: Shaded/Bold sections in column 1 require student action.*

# Essential Skills to Getting a Job: What You Need to Know

| | |
|---|---|
| Why are reading, writing and arithmetic still **fundamental** to one's ability to do a job? | |
| Why might employers view **"soft" skills** as one of the most important for work readiness and what specifically are those skills? | |
| Why is **networking** so important and what are networking characteristics that are desirable? | |
| What characteristics show **enthusiasm**? | |
| How is **professionalism** displayed? | |
| How does one demonstrate effective **communication** skills and how is l**istening** carefully a communication skill? | |
| Why is **teamwork** a necessary readiness skill? | |
| How does one develop **problem solving** and **critical thinking** skills? | |
| How might having these "soft" skills on your **resume** be **beneficial** to you getting the job you want? | |

Name: _____ Date: _____

OFFICE OF DISABILITY EMPLOYMENT POLICY

# Essential Skills to Getting a Job

## What Young People with Disabilities Need to Know

## *Work Ethic, Communication, & Problem-Solving*

### Soft Skills: The Competitive Edge

What do employers look for in new employees? According to the 2006 report *Are They Really Ready to Work? Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce*, it may not be what some young job seekers expect. This in-depth survey of 461 business leaders conducted by the Conference Board, Corporate Voices for Working Families, Partnership for 21st Century Skills, and Society for Human Resource Management reveals that while the three "R's" (reading, writing, and arithmetic) are still fundamental to every employee's ability to do the job, employers view "soft" skills as even more important to work readiness. The report also finds that younger workers frequently lack these skills, which include:

- Professionalism or work ethic
- Oral and written communication
- Teamwork and collaboration skills
- Critical thinking or problem-solving skills

In 2007, the U.S. Department of Labor's Office of Disability Employment Policy (ODEP) discussed the importance of such skills with the Circle of Champions, a distinguished group of U.S. businesses that have received the Secretary of Labor's New Freedom Initiative Award for innovative and proactive efforts to recruit, hire, and promote people with disabilities. As part of this dialogue, the companies identified the following competencies as key to the success of young workers in the 21st Century workplace.

**Source: https://www.dol.gov/odep/documents/essential_job_skills.pdf**

## Networking

Simply put, networking involves talking with friends, family members, and acquaintances about your employment goals, interests, and desires. It also involves reaching out beyond people you already know in order to expand the opportunities that may be available to you. When it comes to finding a job, networking is essential. According to Cornell University's Career Center, 80 percent of available jobs are not advertised. Therefore, if you are not connecting with other people, you are likely to miss out on many job opportunities.

To start networking, make a list of everyone who may be able to help you job search. Next, talk to people on the list and tell them that you are looking for employment. Ask if they know of any openings and to introduce you if they do. But don't stop with the names on your list. Talk to cashiers, barbers, clergy, and anyone else you meet about their work and ask if they know of any jobs that match your interests. It is also essential to follow up with those with whom you have networked. Talking with a person once will only provide leads available at that point in time. But by establishing an ongoing relationship, you may learn of other opportunities as they arise.

Once you find a job, it is important to continue to network effectively. Through ongoing networking you can develop relationships with colleagues and increase your ability to move up in the organization.

## Enthusiasm

Enthusiasm is also essential to success. When interviewing, you are likely to stand out in an employer's mind if you show excitement about the job. Prior to the interview, check out the company's Web site to learn about the business. Think of questions you might want answered, because asking questions is one way to show interest. Other strategies include arriving a few minutes early to the interview, dressing professionally, and staying engaged in the conversation. You should also bring a pad and pen so you can take notes during the interview; just make sure to ask if it is okay to take notes first. This shows the interviewer that you are actively engaged and paying close attention to what they are saying. It may also make it easier for you to think of additional questions to ask prior to accepting a job offer.

Once employed, continue to demonstrate enthusiasm by taking initiative and seeking new and more challenging work. In some work settings, this may mean performing tasks needing to be done before being asked. In a restaurant, for instance, in between meal rushes, a server might show initiative by wiping off dirty menus or filling salt and pepper shakers. In other work settings, you can show initiative by volunteering to take on needed work or pitching a new project idea to your supervisor. If he or she likes the idea, offer to do more research and follow up with him or her. This provides you with some ownership of the project and shows your commitment to the company.

## Professionalism

Make sure your resume is "dressed to impress." Having an organized resume is essential to making a positive first impression. A good tip is to have a college professor or a career counselor read your resume and recommend edits before you submit it to a potential employer.

Once you have been called for an interview, it is important to research the company and find out more about your potential job responsibilities. This will not only allow you to ask better questions during your interview, but also ensure you are well-informed should the company make you an offer.

Business etiquette and work ethic go hand in hand for employers. Some tips when it comes to making a good impression once employed include:

- Dressing properly for the work setting
- Arriving on time and staying productive until you leave
- Turning cell phone ringers off while at work and returning phone calls and text messages while on breaks or after work hours
- Using computers, if you have access to them, only for work-related tasks
- Speaking in a respectful manner with supervisors, peers, and customers or clients

Also remember that even when you are technically "off-duty" in the lunchroom or at a reception, you are representing the organization and are expected to act professionally. Don't contribute to office gossip or banter around too much with your co-workers. Although you are allowed to have fun and enjoy your job, you are still there to work.

## Communication Skills

Communicating ideas in the workplace is different than in an academic setting. In a classroom, the instructor usually leads group discussions or assigns written homework, and students respond or ask questions when directed to do so. In the workplace, however, the format for interaction varies. Sometimes your supervisors may specifically ask you for your opinion or ask you to express that opinion in writing. More often than not, however, they assume that if they need to know something, you will bring it to their attention. The challenge of communicating in the workplace is learning how and when to share your ideas or concerns.

If you need to tell your supervisor about something that is not going well, it is important to remember that both timing and your attitude are extremely important. For example, if you are a cashier at a carry-out restaurant and the long lines during the lunch rush "stress you out," causing you to give customers incorrect change, it is best to wait to talk to your supervisor about the problem during a slower period. At an appropriate time, you may want to ask if it would be possible to have someone assist you during busy periods. And if you are able to explain that this would not only allow you to make fewer mistakes, but also allow the business to provide better service by making the line move more quickly, he or she will be more likely to take your ideas seriously. Another proactive strategy would be to talk to your supervisor or another senior employee about how you could do your job more efficiently.

Listening is also an important communication skill. Employers report that the average entry-level candidate struggles with knowing how to listen carefully. They may not immediately process essential instructions or be able to understand how their tasks relate to the overall goals of the organization. One way to improve your listening comprehension skills is to ask questions. Other tactics include restating what you thought you heard to confirm you understood correctly, and taking notes.

## Teamwork

Successful businesses rely on team players. This skill is so important that an article in a Society for Human Resource Management magazine encourages employers to include teamwork as part of the performance appraisal process if collaboration is essential to the job. Understanding how to act as a member of a team may begin when you play sports or work on group projects in school. In the workplace, knowing how and when to lead and follow takes practice, as does knowing how to avoid unnecessary conflict. Working on a team also allows you to build closer relationships with your co-workers, which can make any job more fun and interesting. When working on a team, make sure that the workload is shared and that everyone is communicating. While some competition between team members is healthy and contributes to productivity, too much negative personal interaction can have the opposite effect.

## Problem Solving and Critical Thinking

Problem solving and critical thinking refers to the ability to use knowledge, facts, and data to effectively solve workplace problems. As a new employee, you may question why an organization follows certain steps to complete a task. It may seem to you that one of the steps could be eliminated saving time, effort, and money. But you may be hesitant to voice your opinion. Don't be; employers are usually appreciative when new employees are able to offer insight and fresh perspective into better and more efficient ways of doing things. It is important to remember, however, that as someone new to the organization, you may not always have the full picture, and thus there may be factors you are unaware of that dictate that things be done a particular way. Another important thing to remember is that when you are tasked with solving a problem, you don't always need to answer immediately. The ability to develop a well thought out solution within a reasonable time frame, however, is a skill employers value greatly.

*(Resource URLs modified since original publication)*

## Resources

**The 411 on Disability Disclosure: A Workbook for Youth with Disabilities**
http://www.ncwd-youth.info/publications/the-411-on-disability-disclosure-a-workbook-for-youth-with-disabilities/ This publication, designed for youth and the adults who work with them, helps young people make informed decisions about whether or not to disclose their disability and understand how that decision may impact their education, employment, and social out-comes.

**Improving Demand-Driven Services and Performance: Toolkit For Effective Front-line Services to Youth**
This toolkit contains numerous worksheets to assist youth in figuring out how to address their career goals and to develop soft skills.

**MonsterTRAK: Measure Your Soft Skills Smarts**
This Web site contains a short self-assessment youth can use to rate their soft skills.

**National Youth Leadership Network**
https://www.nyln.org The National Youth Leadership Network is a youth-led organization creating opportunities for youth with disabilities to gain leadership skills and network with each other.

**Social Skills: Finding Friends and Persuading People**
This document, geared to young people, provides useful strategies for developing the soft skills needed in the workplace.

**Youth, Disclosure, and the Workplace: Why, When, What, and How**
http://www.dol.gov/odep/pubs/fact/ydw.htm
This fact sheet targeting young people with disabilities provides information about disclosure in the workplace.

**Youth Information, Training and Resource Centers**
Funded by the U.S. Department of Health and Human Services' Administration for Children and Families and Administration on Developmental Disabilities, these resource centers work to increase the ability of individuals with developmental dis-abilities to exercise greater choice and self-determination and engage in leadership activities in their communities.

**Youthwork Information Brief No. 20: Work Readiness Skills**
Sponsored by the Ohio Department of Job and Family Services, this information brief describes soft skills that youth need and employers are looking for to gain a competitive advantage.

## References


Are They Really Ready to Work? Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce (2006). The Conference Board, Corporate Voices for Working Families, the Partnership for 21st Century Skills, and the Society for Human Resource Management.

Cornell Career Services, Cornell University. Career and Alumni Connections website. Site Viewed November 13, 2007.

Leigh, Wilhelmina A., Deitra H. Lee, and Malinda A. Lindquist. *Soft Skills Training: An Annotated Guide to Selected Programs.* Washington, D.C.: Joint Center for Political and Economic Studies, 1999. Contact the Joint Center for Political and Economic Studies at 202/789-3504.


ODEP
Office of Disability Employment Policy


Office of Disability Employment Policy - U.S. Department of Labor
200 Constitution Avenue, NW · Washington, DC 20210
Voice: 1-866-ODEP-DOL (633-7365) · TTY: 1-877-889-5627
www.dol.gov/odep



**09.08**

# Lesson 2

**Pre-ETS Lesson Plan: Goal 4-Workplace Readiness Training to Develop Social Skills and Independent Living Skills**

Lesson # 2: Summary of Performance-Which Sections Address My Social Skills and Independent Living Skills?
*To be utilized with Goal 4 UbD Unit Design 2016-October*

Creator: Karen Ruddle (2016December)

Duration: 30 minutes

| | |
|---|---|
| WVDE CCR Standard(s) and/or Dispositions for CCR | ELA.9.4/ELA.10.4, ELA.9.5/ELA.10.5, ELA.9.10/ELA.10.10, ELA.9.19/ELA.10.19, ELA.9.21/ELA.10.21, ELA.9.30/ELA.10.30, ELA.9.39/ELA.10.39, ELA.9.41/ELA.10.41, HE.HS.4.03, HE.HS.8 Self Awareness, Clear and Effective Communication, Social and Personal Responsibility, Self Efficacy, , Self-Control Agility and Adaptability |
| Activity Type | Small group and/or individual |
| Resources-Materials-Websites | • Summary of Performance Guidelines<br>• Summary of Performance Fillable Form<br>• WINTAC site section on Workplace Readiness at http://www.wintac.org/topic-areas/pre-employment-transition-services/overview/workplace-readiness-training<br>• Workplace Readiness: Social and Independent Living Skills handout (attached) |
| **Work to be completed outside class (before or after)** | None |
| Method of assessment/Rubric(s) | Completion of the activities for this lesson using the Summary of Performance and Workplace Readiness handout and personal reflection in student transition journal |
| Accommodations and Modifications-Universal Design for Learning (UDL) and Differentiated Instruction (DI) | • Items and/or responses may be read aloud or recorded for students who have reading challenges.<br>• Additional discussion or clarification of the meaning of some items may be necessary.<br>• Teacher may need to facilitate the entire discussion and vary word choices to the understanding level of specific students. |
| **Activating Prior Knowledge** | (4 minutes)<br>• Show students the fillable form and Guidelines for Summary of Performance documents<br>• Explain that when the student is nearing high school graduation school staff will complete the Summary of Performance document. |

| | |
|---|---|
| | • Additionally, explain to students that their social skills and independent living skills can facilitate their success after high school if well developed. Discuss Part II of the Summary of Performance (Guidelines and the Fillable form) section in greater detail. Part A-Academic Achievement-Learning Skills and Part B-Functional Performance sections are the specific sections where workplace readiness skills may be noted. Explain that students and other adults will have the opportunity for input in the development of the Summary of Performance; therefore, beginning to identify workplace readiness skills specific to the student early in high school and development of additional workplace readiness skills during high school will enrich the information in the Summary of Performance document. School staff, Rehabilitation staff and students will be able to collaborate in the development of this valuable document.<br>• Ask students to describe their current strengths and challenges from the list of characteristics under the Academic and Functional Performance sections in the Guidelines document. |
| **Vocabulary Development** | (4 minutes)<br>Terms: **Functional performance**<br>• Present the term to the student(s).<br>• Have students agree on a definition and write/type on the board for all to copy for their word bank.<br>• Add this to a word bank for Pre-ETS/Transition activities (consider keeping a notebook, poster/chalk board or note cards with vocabulary and definitions). |
| **Skill Lesson/Active Learning** | (18 minutes)<br>• Provide a copy of the Workplace Readiness: Social and Independent Living Skills handout. Note: The skills listed in the handout are directly from the WINTAC website section for the Workplace Readiness Skills goal area and can be accessed at the link in the Resources section of this lesson.<br>• Review the list with students providing brief reflection time for each skill and explanation when needed.<br>• Ask students to mark skills they already have (from their perspective) with a checkmark or plus.<br>• Ask students to select 2 to 3 skills that they would like to begin to improve from the unmarked items. The instructor should keep a copy for future instructional purposes and lesson development.<br>• An additional session may be necessary to discuss and explain the listing of skills for workplace readiness. This list may be used to identify the student's present level of performance and for goal setting to develop the necessary skills to be job ready by |

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| | graduation. It can also be used for record keeping for instructional purposes and evaluation for classroom and job related activities. |
| **Reflection** | (4 minutes)<br>• Ask students to write at least one goal for improvement (identified from the challenges they noted in the activities) in the student transition journal and identify 2 steps to achieve that goal. |
| Post Instruction Notes/Reflections from Staff: | |

*Note: Shaded/Bold sections in column 1 require student action.*

# Workplace Readiness: Social and Independent Living Skills

From WINTAC.org

| Social/Interpersonal Skills | Independent Living Skills |
|---|---|
| Communication | Good hygiene |
| Positive attitude | Time management |
| Teamwork | Healthy lifestyle |
| Problem solving | Using a cell phone |
| Talking/writing | Using transportation |
| Cooperation | Money management |
| Active Listening | Nutrition/meal preparation |
| Decision making | Accessing community services and supports |
| Conflict resolution | Community participation |
| Body language | Civic responsibility |
| Empathy | Community safety |
| Professionalism | Developing friendships |
| Good manners | Appropriate dress |
| Supporting others | Appropriate behavior |
| Respectful | |
| **Additional Areas for Training** | |
| Financial literacy | Job seeking skills |
| Orientation and mobility skills | Understanding employer expectations |
| Other “soft” skills for employment | |

Name: _____ Date: _____

## WV GUIDELINES TO ASSIST IN DEVELOPMENT OF THE SUMMARY OF PERFORMANCE

**Purpose:** For a child whose eligibility under special education terminates due to graduation from secondary school with a regular diploma, or due to exceeding the age of eligibility for Free Appropriate Public Education (FAPE) under State law, the local education agency "must provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals" §Sec.300.305 (e)(3). – IDEA 2004 **WV Guidelines**

**The Summary of Performance (SOP):**

- Is designed to assist the student in transition from high school to post school activities, including postsecondary education, training and/or employment, along with additional documentation, for the purpose of establishing a student's eligibility under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act and identification of reasonable accommodations and supports in postsecondary settings
- Is helpful for the Rehabilitation Services Comprehensive Assessment process
- Is intended to help postsecondary institutions consider accommodations for access
- Is useful when linked with the IEP process and the student has the opportunity to actively participate in the development of the document
- Must be completed during the final year of a student's high school education with timing of completion depending on student's postsecondary goals (Example: transition to higher education may require submission along with application *OR* application for employment/agency may be needed near the end of the school year to provide the most updated information on student performance)
- Recommendations should not imply that any individual who qualified for special education in high school would automatically qualify for services in postsecondary education or employment settings. Those settings will continue to make decisions on a case-by-case basis.

| | | |
|---|---|---|
| **Basic background information:**<br>(Provide identifying information.) | • Complete, legal name<br>• School last attended<br>• Parent or guardian name(s)<br>• Complete mailing address | • Date of SOP report (Year of exit)<br>• Date of birth / Age<br>• WVEIS # / Grade<br>• Telephone number (s) |
| **Additional background information:**<br>(Optional) | • Name/title/contact information of staff completing SOP<br>• Date of most recent IEP<br>• Primary Language/Services for ELL | • Primary disability and initial date of eligibility<br>• Secondary disability, if applicable, and initial date of eligibility |
| **I. Postsecondary goals:**<br>(Indicate the post-school environments the student intends to transition to upon exit from high school.) | List the goals for environments of<br>• Work<br>• Education<br>• Living | If employment is the primary goal, list the top three job interests. |

<table>
<tr>
<td rowspan="2">II. Summary of Performance:<br>(Completion of this section may require input from a variety of staff, but one person should have the responsibility of gathering and organizing the information. Describe both present levels of performance that apply to the student and the essential accommodations, modifications and assistive technology utilized to assist the student in achieving progress. Address only those areas that apply.)<br>Terms:<br>Accommodation-a support or service that is provided to help a student fully access the general education curriculum or subject matter and does not change the content of what is being taught or the expectation that the student meet a performance standard applied for all students. (Example: Deficit spelling/handwriting skills may require a note-taker, permission to word process notes, provision of extra notes)<br>Adaptation (also known as modification)-changes to the general education curriculum or other material being taught, which alters the standards or expectations for students with disabilities. Instruction can be adapted so that the material is presented differently and/or the expectations of what the student will master are changed. Adaptations are not allowed in most postsecondary education environments.<br>Assistive technology-any device that helps a student with a disability function in a given environment, but does not limit the device to expensive “high-tech” options. Assistive technology can also include simple devices such as laminated pictures for communication, removable highlighter tape, Velcro and other “low-tech” devices.</td>
<td>A. Academic Achievement: Specifically discuss the current level of performance in applicable areas of<br>• Reading (decoding, comprehension, fluency)<br>• Math (calculation, algebraic problem solving, quantitative reasoning)<br>• Language (written, speaking, listening, spelling)<br>• Learning skills (work habits, note taking, keyboarding, organization, time management, assignment completion, study skills, test taking skills) in detail using both narrative information for strengths and needs as well as scores and grade level functioning</td>
<td>Identify essential accommodations, modifications and/or assistive technology utilized in high school and why they were needed for academics described in the current level of performance.</td>
</tr>
<tr>
<td>B. Functional Performance: Specifically discuss the current level of performance in applicable areas of<br>• General ability and problem solving (reasoning, processing)<br>• Attention and executive functioning (stamina, sustained attention, memory, processing speed, impulse control, activity level)<br>• Communication (speech, language, assisted communication)<br>• Social skills and behavior (interactions with others, responsiveness to services and accommodations, ability to request assistance, extra-curricular activities, confidence, persistence in the learning environment),<br>• Independent living skills (self-care, leisure skills, personal safety, transportation, money skills)<br>• Environmental access/mobility (assistive technology, mobility, transportation)<br>• Self-determination/self-advocacy (ability to respectfully identify needs and articulate goals)<br>• Career/employment (interests, experiences, exploration, aptitudes)<br>• Medical or family issues/concerns</td>
<td>Identify essential____accommodations, adaptations and/or assistive technology utilized in high school and why they were needed for functional performance described in the current level of performance.</td>
</tr>
</table>

<table>
<tr>
<td rowspan="2">NOTE: It is highly recommended that student perspective and voice are incorporated as part the SOP. This section may be completed independently by the student or completed with the student through an interview. The student's contribution can help:<br>• Professionals complete the summary,<br>• The student to better understand the impact of his/her disability on academic and functional performance in the postsecondary setting,<br>Postsecondary personnel to more clearly understand the student's strengths and impact of the disability on this student.</td>
<td>C. <u>Pre-employment Transition Services</u> (Pre-ETS) may include services provided by schools and by the Division of Rehabilitation Services that include:<br>• Job exploration<br>• Work-based learning<br>• Counseling for transition & post-secondary programs<br>• Workplace readiness training<br>• Self-determination training</td>
</tr>
<tr>
<td>D. <u>Student Perspective/Input (Optional/Highly recommended):</u><br>Responses to the following questions should be included as part of the SOP:<br>1. How does your disability affect your schoolwork and school activities (such as grades, relationships, assignments, projects, communication, time on tests, mobility, extra-curricular activities)?<br>2. In the past, what supports have been tried by school staff or by you to help you succeed in school (aids, adaptive equipment, physical accommodations, behavior supports, academic changes, other services)?<br>3. Which of these accommodations and supports have worked best for you?<br>4. Which of these accommodations and supports have not worked?<br>5. What strengths and needs should professionals know about you as you enter the postsecondary education or work setting?</td>
</tr>
<tr>
<td>III. Recommendations for meeting postsecondary goals:<br>(Indicate suggestions for accommodations, adaptive devices, assistive services, compensatory strategies and/or collateral support services to enhance access in the applicable post-high school environments listed.)</td>
<td>• Education: College, Community and Technical College, Career and Technical Education/Vocational, Adult Education, Apprenticeship Programs<br>• Employment (be specific to the focused area of interest for employment)<br>• Independent Living<br>• Community Participation</td>
</tr>
<tr>
<td>Attachments:<br>(Attach academic transcript, awards, certificates, credentials, relevant and most recent assessment data that clearly identify the student's disability or functional limitations and will assist in postsecondary planning.)</td>
<td>• Transcripts, awards, certificates, credentials<br>• Psychological/cognitive/adaptive behavior<br>• Medical/physical/social skills/behavior analysis<br>• Achievement/academics<br>• Situational/simulated work experiences<br>• Career interest/aptitude<br>• Self determination<br>• Communication<br>• Observations<br>• Assistive technology<br>• Informal assessment<br>• Other</td>
</tr>
</table>

Adapted from the Nationally Ratified
Summary of Performance Model Template
9/06 – Karen Ruddle, WVDE OSE
Revised 10/16

# SUMMARY OF PERFORMANCE

**_____County Schools**

1

**Student's Full Name** _____ **Date** _____

**School** _____ **Date of Birth** _____

**Parent(s)/Guardian(s)** _____ **Grade** _____

**Address** _____ **WVEIS#** _____

**City/State/Zip** _____ **Telephone** _____

2 **Additional Background Information (optional):** _____

3 **Use WV Guidelines to Assist in Development of the Summary of Performance when completing this form.**

**I. Postsecondary Goal(s)**

Education/Training: _____

_____

Employment: _____

_____

Independent Living Skills: (if appropriate) _____

_____

4 **II. Summary of Performance** (identify essential accommodations, modifications and/or assistive technology)

A. Academic Achievement: _____

_____

_____

_____

B. Functional Performance: _____

_____

_____

_____

C. Pre-employment Transition Services: _____

_____

_____

_____

D. Student Perspective: (Impact of disability)

Supports tried: _____

Supports that work: _____

Supports that did not work: _____

Strengths/Needs others should know: _____

5 **III. Recommendations for Meeting Postsecondary Goal(s)** (identify the accommodations, adaptations and assistive technology)

Education/Training: _____

Employment: _____

Independent Living Skills: (if appropriate)_____

Community Participation: _____

6 **NOTE: Attach academic transcript and/or relevant assessment data to this form.**

# Workplace readiness training to develop social skills and independent living

Source: http://www.wintac.org/topic-areas/pre-employment-transition-services/overview/workplace-readiness-training

## Pre-ETS Notice

This part of the website has been updated to reflect the Notice of Interpretation in the Federal Register.

**Workplace Readiness Training**[1]

Workplace readiness traits describe a number of commonly expected, skills that employers seek from most employees. Work readiness skills are a set of skills and behaviors that are necessary for any job. Work readiness skills are sometimes called soft skills, employability skills, or job readiness skills.

These abilities help employees learn how to interact with supervisors and co-workers. They help reinforce the importance of timeliness and build an understanding of how we are perceived by others. Employers value employees who can communicate effectively and act professionally. No matter what technical skills a job may require, every job requires good social skills/interpersonal skills.

**Specific Social/Interpersonal Skills**

**Examples Include:**

- communication
- positive attitude
- teamwork
- problem solving
- talking/writing
- cooperation
- active listening
- decision making
- conflict resolution
- body Language
- empathy
- professionalism
- good manners
- supporting others
- respectful

**Independent Livings Skills**

**Examples Include:**

- good hygiene
- time management
- healthy lifestyle
- using a cell phone
- using transportation
- money management

- nutrition/meal preparation
- accessing community
- services & supports
- community participation
- civic responsibility
- community safety
- developing friendships
- appropriate dress
- appropriate behavior

**Other Training Areas**

**Examples Include:**

- Financial literacy,
- Orientation and mobility skills,
- Job-seeking skills,
- Understanding employer expectations for punctuality and performance,
- Other "soft" skills necessary for employment.

These types of services may be provided through instruction, or other activities where the student can learn and apply knowledge.

### The Secretary's Commission on Achieving Necessary Skills (SCANS)[2]

In 1990, the Secretary of Labor appointed a commission to determine the skills our young people need to succeed in the world of work. The commission's fundamental purpose was to encourage a high-performance economy characterized by high-skill, high-wage employment. The Secretary's Commission on Achieving Necessary Skills (SCANS) was asked to examine the demands of the workplace and whether today's young people are capable of meeting those demands. Specifically, the Commission was directed to advise the Secretary on the level of skills required to enter employment. In carrying out this charge, the Commission was asked to:

- Define the skills needed for employment;
- Propose acceptable levels of proficiency;
- Suggest effective ways to assess proficiency; and
- Develop a dissemination strategy for the nation's schools, businesses, and homes.

This report results from the Commission's discussions and meetings with business owners, public employers, unions, and workers and supervisors in shops, plants, and stores. It builds on the work of six special panels established by the Commission to examine all manner of jobs from manufacturing to government employment. Researchers were also commissioned to conduct lengthy interviews with workers in a wide range of jobs. Although the commission completed its work in 1992, its findings and recommendations continue to be a valuable source of information for individuals and organizations involved in education and workforce development.
**For some specific resources for this required activity click here.**

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[1]Federal Partners in Transition(March, 2016) What to Know About Youth Transition Services for Students with Disabilities.

[2]Secretary's Commission on Achieving Necessary Skills (SCANS). (n.d.).

# Lesson 3

**Pre-ETS Lesson Plan: Goal 4-Workplace Readiness Training to Develop Social Skills and Independent Living Skills**

Lesson # 3: A Clear Picture of My Current Social Skills and Independent Living Skills
*To be utilized with Goal 4 UbD Unit Design 2016-October*

Creator: Karen Ruddle (2016December; rev. 2022June)

Duration: 30 minutes

| | |
|---|---|
| WVDE CCR Standard(s) and/or Dispositions for CCR | ELA.9.4/ELA.10.4, ELA.9.5/ELA.10.5, ELA.9.10/ELA.10.10, ELA.9.19/ELA.10.19, ELA.9.21/ELA.10.21, ELA.9.30/ELA.10.30, ELA.9.39/ELA.10.39, ELA.9.41/ELA.10.41, HE.HS.4.03, HE.HS.8 Self-Awareness, Clear and Effective Communication, Social and Personal Responsibility, Self-Efficacy, , Self-Control Agility and Adaptability |
| Activity Type | Small group and/or individual |
| Resources-Materials-Websites | • Workplace Readiness Skills Assessment handout (attached)<br>• Transition Guide for Students with Disabilities and their Parents at https://www.pathwayswv.org/docs/Pathways-Student-Transition-Guide_2019-FINAL.pdf Pages 68-72 |
| **Work to be completed outside class (before or after)** | |
| Method of assessment/Rubric(s) | Completion of checklists on the Workplace Readiness Skills Assessment handout by individual and one other person |
| Accommodations and Modifications-Universal Design for Learning (UDL) and Differentiated Instruction (DI) | • Items and/or responses may be read aloud or recorded for students who have reading challenges.<br>• Additional discussion of the meaning of some items may be necessary.<br>• Teacher may need to facilitate the entire discussion and vary word choices to understanding level of specific students to clarify specific items. |
| **Activating Prior Knowledge** | (4 minutes)<br>• Begin the lesson with posing these questions: What social skills are needed for success in adult work and living settings? What daily living skills are needed for success in adult work and living settings?<br>• Record student responses on a large piece of paper.<br>• Explain that the activities in this lesson will assist students to begin thinking more about adult level social and daily living skills as opposed to their current sets of social and daily living skills. |

# Lesson 3

| | |
|---|---|
| **Vocabulary Development** | (4 minutes)<br>Terms: **Soft Skills, Employability Skills, Work Readiness Skills, Social Skills, Interpersonal Skills, Independent Living Skills**<br>• Introduce the terms **soft skills, employability skills**, and **work readiness skills**. Explain that these words are often used interchangeably but all generally mean skills needed in the workplace for most every job. Introduce the terms **social skills** and **interpersonal skills**. Explain that these terms have the same meaning, as well. They refer to the skills we need to be able to interact and get along with others. Lastly, **add independent living skills** to the list. Ask what are the kinds of skills that help us to be independent and allow for responses. Assure that everyone understands and can name a few examples of skills that help us to be independent.<br>• Add these to a word bank for Pre-ETS |
| **Skill Lesson/Active Learning** | (20 minutes)<br>• Review pages 68-72 in the Transition Guide document regarding Independent Living<br>• Provide individuals with a copy of the Workplace Readiness Skills Assessment handout<br>• Instructor: This activity will begin to help you identify where your strengths and challenges lie in the areas of Social/Interpersonal Skills and Independent Living Skills. At first, you will rate yourself, then ask others (such as your teacher or counselor and your family) to do the same. When all the information is collected we will develop a plan to focus on a few skills at a time, then reassess the entire list at a future time.<br>• Listen to each of the examples in the lists of skills and honestly rate yourself on the scale below each item. You may ask questions to clarify any information that is needed.<br>• Instructor: Read the instructions and each item aloud, providing a short explanation, if necessary to improve understanding. Ask individuals to mark their rating for each item. Ratings are from 1 to 3 and explained on the handout.<br>• Give individuals 2 additional copies. Have them request that a family member and an instructor or support staff complete the assessment and return to compile responses.<br>• Develop a plan for practicing and developing insufficient skills areas most critical for the individual that have been identified by participants. Determine which skills will likely always need support and note accordingly.<br>• This will be placed in a document file and reviewed at the end of a time period after you have participated in other pre-employment |

| | |
|---|---|
| | activities. Reviewing this at a later time will demonstrate your knowledge and growth regarding workplace readiness skills. |
| **Reflection** | (2 minutes)<br>• Guide individuals to reflect on their responses for each of the rating scales in the handout.<br>• Ask each to select one item from the Social/Interpersonal Skills list and one item from the Independent Living Skills list for targeted improvement.<br>• Record these in the portfolio or transition journal. |
| Post Instruction Notes/Reflections from Staff: | |

*Note: Shaded/Bold sections in column 1 require student action.*

# Daily Living Skills Competency Rating

| Competent | Not Competent (includes partially competent) |
|---|---|
| **With Assistance** | **With Assistance** |

Name: _____ Date: _____

# Lesson 3

Instructions:

Part 1
Cut the items on this page into “cards.” Read each card aloud to the students. Do not provide additional explanation at this time. Have each consider his/her skill level and place each card in the box for their personal rating on the handout.

Part 2
Have students place each set of cards (those selected as Competent and Not Competent) in two stacks under each section depending on whether they demonstrate the skill With No Assistance or With Assistance.

Part 3
Provide the students with the Daily Living Skills Competency Rating handout. Using the cards that have been placed on the handout, have students find the location for each topic (i.e. Managing Personal Finances). Read aloud each numbered statement on the handout. First, have students consider their overall rating and if they felt they needed/did not need assistance. Have each student self-rate this skill and check the box for With assistance or With No assistance on the handout. Do this for each item in the section. At the end of each section, ask students if their initial thinking (where they first put their card) was accurate or not accurate.

Part 4
At the end of the activity, ask students to identify one topic area where they would like to improve by placing a check mark beside that topic area and noting in their journal.

| | | |
|---|---|---|
| Managing Personal Finances | Selecting and Managing a Household | Caring for Personal Needs |
| Raising Children and Meeting Marriage Responsibilities | Buying, Preparing, and Consuming Food | Buying and Caring for Clothing |
| Exhibiting Responsible Citizenship | Using Recreational Facilities and Engaging in Leisure Activities | Getting Around the Community |

# Workplace Readiness Skills Assessment

**Instructions:** Listen to each skill area below and rate yourself as follows.
1 = Never or Not able to demonstrate the skill successfully
2 = Sometimes or Partially able to demonstrate the skill successfully
3 = Always or Definitely able to demonstrate the skill successfully
Take a copy of the assessment to an instructor and to a family member for completion.

| Social/Interpersonal Skills | | | | |
|---|---|---|---|---|
| 1 | Communication-ability to write and speak and act effectively, even when alternate form of communication is utilized | 1 Never | 2 Sometimes | 3 Always |
| 2 | Positive attitude-ability to remain positive when faced with challenges | 1 Never | 2 Sometimes | 3 Always |
| 3 | Teamwork-ability to work well with others | 1 Never | 2 Sometimes | 3 Always |
| 4 | Problem Solving-ability try other solutions | 1 Never | 2 Sometimes | 3 Always |
| 5 | Talking/Writing-ability to talk and write so others understand clearly | 1 Never | 2 Sometimes | 3 Always |
| 6 | Cooperation-ability to follow guidance from supervisors and to work with others | 1 Never | 2 Sometimes | 3 Always |
| 7 | Active Listening-ability to attend to instructions and guidance from supervisors and team members, then follow through | 1 Never | 2 Sometimes | 3 Always |
| 8 | Decision Making-ability to make decisions based on information at hand | 1 Never | 2 Sometimes | 3 Always |
| 9 | Conflict Resolution-ability to resolve conflicts in an acceptable manner and abide by the final decision | 1 Never | 2 Sometimes | 3 Always |
| 10 | Body Language-ability to interpret body language of others and demonstrate nonverbal skills appropriate to the setting | 1 Never | 2 Sometimes | 3 Always |
| 11 | Empathy-ability to understand the feelings of others | 1 Never | 2 Sometimes | 3 Always |
| 12 | Professionalism-ability to demonstrate acceptable and expected behaviors for the setting | 1 Never | 2 Sometimes | 3 Always |
| 13 | Good Manners-ability to demonstrate acceptable and expected societal skills (such as refraining from interrupting, following social rules, greets appropriately, etc.) | 1 Never | 2 Sometimes | 3 Always |
| 14 | Supporting Others-ability to go along with group decisions and to assist even when you disagree with an outcome | 1 Never | 2 Sometimes | 3 Always |
| 15 | Respectful-ability to demonstrate polite behaviors, waiting skills, maintaining personal space, helps when asked, etc. | 1 Never | 2 Sometimes | 3 Always |

| Independent Living Skills | | | | |
|---|---|---|---|---|
| 1 | Good Hygiene-cleans self, comes to work clean | 1 Never | 2 Sometimes | 3 Always |
| 2 | Time Management-ability to pace oneself, be prompt with time requirements, honor appointment times, etc. | 1 Never | 2 Sometimes | 3 Always |
| 3 | Healthy Lifestyle-follow guidelines for healthy eating/drinking, exercise regularly | 1 Never | 2 Sometimes | 3 Always |
| 4 | Using a Cell Phone-use manners and acceptable phone behaviors, use phone at work only when permitted | 1 Never | 2 Sometimes | 3 Always |
| 5 | Using Transportation-access and ride transportation, read schedules, obtain rides, etc. | 1 Never | 2 Sometimes | 3 Always |
| 6 | Money Management-demonstrate healthy spending practices, pay bills/taxes, maintain checking/credit accounts | 1 Never | 2 Sometimes | 3 Always |
| 7 | Nutrition/Meal Preparation-demonstrate healthy diet, prepare healthy meals, eat foods within recommended time limits | 1 Never | 2 Sometimes | 3 Always |
| 8 | Accessing Community Services and Supports-know and utilize services available to individuals with most significant disabilities | 1 Never | 2 Sometimes | 3 Always |
| 9 | Community Participation-demonstrate meaningful membership in the community, participate in typical community offerings | 1 Never | 2 Sometimes | 3 Always |
| 10 | Civic Responsibility-register and vote, maintain one's home, respect property of others, responds to public authority appropriately | 1 Never | 2 Sometimes | 3 Always |
| 11 | Community Safety-practice caution when in busy locations, keep personal belongings safe, avoid risky situations | 1 Never | 2 Sometimes | 3 Always |
| 12 | Developing Friendships-knows the rules of friendship, is honest and truthful, expresses feelings, etc. | 1 Never | 2 Sometimes | 3 Always |
| 13 | Appropriate Dress-wears clothing appropriate to place, presents self neatly, wears acceptable work attire | 1 Never | 2 Sometimes | 3 Always |
| 14 | Appropriate Behavior-considers feelings of others, responds to teasing without getting mad, greets others, avoids frequent complaints and excuses | 1 Never | 2 Sometimes | 3 Always |
| 15 | Financial Literacy-knows financial vocabulary, knows rules of borrowing/saving money, understands credit and loans | 1 Never | 2 Sometimes | 3 Always |
| 16 | Orientation and Mobility Skills-gets around the community independently, asks for directions, uses a variety of transportation | 1 Never | 2 Sometimes | 3 Always |
| 17 | Job-seeking Skills-demonstrates ability to complete job application, interviews, writes a cover letter, uses internet to conduct job searches | 1 Never | 2 Sometimes | 3 Always |
| 18 | Understanding Employer Expectations-ability to perform expected work within timeline and adequate quality; punctual | 1 Never | 2 Sometimes | 3 Always |
| 19 | Other "soft skills" necessary for employment-responds to supervision, follows rules of the workplace, interacts with others appropriately, takes breaks at specified times, demonstrates initiative | 1 Never | 2 Sometimes | 3 Always |

# Lesson 4

**Pre-ETS Lesson Plan: Goal 4-Workplace Readiness Training to Develop Social Skills and Independent Living Skills**

Lesson # 4: How Do I Stack Up-Enthusiasm and Attitude?
*To be utilized with Goal 4 UbD Unit Design 2016-October*

Creator: Karen Ruddle (2016December)

Duration: 30 minutes

| | |
|---|---|
| WVDE CCR Standard(s) and/or Dispositions for CCR | ELA.9.4/ELA.10.4, ELA.9.5/ELA.10.5, ELA.9.10/ELA.10.10, ELA.9.19/ELA.10.19, ELA.9.21/ELA.10.21, ELA.9.30/ELA.10.30, ELA.9.39/ELA.10.39, ELA.9.41/ELA.10.41, HE.HS.4.03, HE.HS.8 Self Awareness, Clear and Effective Communication, Social and Personal Responsibility, Self Efficacy, Agility and Adaptability, Self-Control |
| Activity Type | Small group and/or individual |
| Resources-Materials-Websites | • ODEP Soft Skills to Pay the Bills videos at https://www.dol.gov/odep/topics/youth/softskills/SoftSkills-videos.htm<br>• At the link select: Mastering Soft Skills for Workplace Success and Enthusiasm and Attitude<br>• ODEP Skills to Pay the Bills print materials from Enthusiasm and Attitude section, Lesson 6 (p. 35-37)<br>• Reflection: Attitude (attachment)<br>• Make 6 playing cards (use the card activity handout that is attached or make cards using index cards) for each group (adapted from bottom of p. 36 in Skills to Path the Bills). Leave the other side blank or decorate and laminate to keep for use again. |
| **Work to be completed outside class (before or after)** | None |
| Method of assessment/Rubric(s) | Completion of Reflection: Attitude handout (adapted from p.37 Journaling Activity in Skills to Pay the Bills |
| Accommodations and Modifications-Universal Design for Learning (UDL) and Differentiated Instruction (DI) | • Items and/or responses may be read aloud or recorded for students who have reading challenges.<br>• Additional discussion of the meaning of some items may be necessary.<br>• Teacher may need to facilitate the entire discussion and vary word choices to understanding level of specific students to clarify specific items. |

# Lesson 4

| | |
|---|---|
| **Activating Prior Knowledge** | (4 minutes)<br>Instructions to students<br>• Complete the Reflection: Attitude handout<br>• Be prepared to discuss one or more items if time allows. |
| **Vocabulary Development** | (4 minutes)<br>Terms: **Enthusiasm, Attitude**<br>• Present the words to the student(s).<br>• Have students agree on a definition and write/type on the board for all to copy for their word bank.<br>• Add these to a word bank for Pre-ETS/Transition activities (consider keeping a notebook, poster/chalk board or note cards with vocabulary and definitions). |
| **Skill Lesson/Active Learning** | (18 minutes)<br>• Watch video: Mastering Soft Skills for Workplace Success<br>• Present the "Just the Facts" section of the lesson on p. 36.<br>• Conduct a brief discussion as directed in the Directions section on p. 36, parts 1-2<br>• Watch video: Enthusiasm and Attitude<br>• Divide students into groups of 3 or 4. Give each group a set of the 6 cards. Have one person mix them and each person draw a card or two. Each person reads and completes their statement aloud to the group. Mix and draw cards 2-3 times.<br>• Lead a discussion about the activity and how this made the students feel. Guide the discussion of how making positive statements about others or oneself leads to a more positive outlook. |
| **Reflection** | (4 minutes)<br>• Ask students why the final statement (Something nice I recently did for someone else was …) was included in the activity. Student responses should reflect that helping/doing for others often helps us feel good about ourselves AND when we feel good about ourselves, we often demonstrate a positive attitude that can be seen by others.<br>• Discuss briefly how our internal feelings (both positive and negative) have the ability to impact those around us.<br>• How might a positive attitude help us on a job? |
| Post Instruction Notes/Reflections from Staff: | |

*Note: Shaded/Bold sections in column 1 require student action.*

# Reflection: Attitude

| | |
|---|---|
| Do you think our attitude (whether positive or negative) is something we are born with or that we have power to control within ourselves? Explain. | Think about a time when your attitude (either positive or negative) impacted you and those around you. Explain. |
| When is it most challenging for you to keep a positive mental attitude? | What do you do to help keep yourself positive during difficult times? |

Name: _____ Date: _____

Handout for Card Activity-Complete Statement

| | |
|---|---|
| **I am thankful for …** | **Other people compliment me on my ability to …** |
| **Something I would like other people to know about me is …** | **I feel really good about myself when …** |
| **I am proud of my ability to …** | **Something nice I recently did for someone else was …** |

# Enthusiasm and Attitude

What is the difference between "You're hired!" and "Thank you for your interest, but…"? In a word: enthusiasm. Enthusiasm can mean the difference in not just getting a job, but succeeding in a job and even advancing in your career. A positive and enthusiastic attitude is a critical component of workplace success.

**Having a positive attitude in the workplace can help with potential promotions. Employers promote employees who not only produce, but also motivate others in the workplace.**

*When employers look at prospective candidates, beyond skills, experience, and training, they look for those who demonstrate enthusiasm – those they believe will complete assigned tasks in an upbeat and cooperative manner. All other things being equal, a candidate who can demonstrate a positive attitude and eagerness to tackle the job will have an advantage over one who displays an attitude viewed by the employer as negative or disinterested. In fact, many employers would rather provide job skills training to an enthusiastic but inexperienced worker than hire someone with perfect qualifications but a less-than-positive attitude. Managers sometimes worry that this type of person will not get along with supervisors and co-workers, treat customers disrespectfully, and not put much effort into his or her work. On the other hand, employees who are viewed as enthusiastic are known to provide good customer service, resolve interpersonal conflict effectively, and work productively with others.*

*There are many ways in which an individual might demonstrate enthusiasm in the workplace. For example, in a job interview, he or she might smile, sit up straight, make eye contact, and discuss training and work experiences in an upbeat manner. Once hired into a position, an enthusiastic employee will typically show up on time, show interest in his or her job, and demonstrate a willingness to listen, learn, and try new things. In customer service settings, an enthusiastic employee will approach customers proactively and offer assistance or seek out tasks and projects when there is down time. This positive attitude helps employees go above and beyond to get along with co-workers and managers – even difficult ones – and respond to constructive criticism with maturity and willingness to improve. Overall, an employee with enthusiasm comes across as someone who wants to be at work and who is willing to do what it takes to get the job done.*

*The activities in this section seek to teach participants about the importance of enthusiasm and a positive attitude in the workplace. Participants will hear strategies for turning negative thinking into positive thinking and displaying and discussing enthusiasm during an interview and on the job.*

*Note to facilitators: A positive attitude is an "I can" attitude. Young people with real or perceived barriers to employment (such as those who struggle academically possibly due to a learning or other disability, have been in and out of foster homes, have dropped out of school, or are raising a baby) may not have experienced enough success to feel or demonstrate this attitude. The activities in this section offer an opportunity for you to help all youth learn how to develop a positive attitude and, almost as important, how to learn to showcase that to others, including employers. Regardless of the challenges young people have conquered, developing and displaying a positive attitude will often help them to surpass their peers in many aspects of life.*

35

**Source: Office of Disability Employment Programs - Skills to Pay the Bills**
**https://www.dol.gov/odep/topics/youth/softskills/softskills.pdf**

# 6. Never Underestimate the Power of PMA

JUST THE FACTS: PMA, or Positive Mental Attitude, is one's ability to maintain the belief that he or she can transform or change a tough situation into something better. This activity will help participants take difficult situations and find ways to EMPOWER themselves to turn negative thinking into positive thinking.

## Time

20 minutes

## Materials

- One rolling die for each small group. Alternatively, you can use a "cut out" cube and create it to look like a single dice, using either numbers one through six or the typical dots found on rolling dice. An easy cube shaped cut-out can be found at http://www.leslietryon.com/3dcolorcutout/cube.html
- Optional: Chart paper/markers

## Directions

Pose the following questions to participants. (This can be accomplished by group discussion or by smaller groups discussing together and then presenting to the larger group.)

- What is a positive attitude? If I have a positive attitude, what actions might I display? What does a positive attitude "look" like to others?
- What is a negative attitude? If I have a negative attitude, what actions might I display? What does a negative attitude "look" like to others?

Then say: Developing a positive attitude starts from learning to believe in one's self. In order to believe in ourselves, we must first understand our personal strengths. In this activity, you will be considering and sharing your personal strengths.

Break participants into groups of four. Write the below statements on a piece of chart paper for all to see, or have a "cheat sheet" at each table for reference. You might choose to create a chart and draw a picture of each roll of the dice (for those who learn best from pictures) on one side and write the corresponding statement on the other.

Each participant will take turns rolling the dice two or three times and complete the following statement upon each roll:

Roll a 1: I am thankful for…
Roll a 2: Other people compliment me on my ability to…
Roll a 3: Something I would like other people to know about me is…
Roll a 4: I feel really good about myself when….
Roll a 5: I am proud of my ability to…
Roll a 6: Something nice I recently did for someone else was…

*NOTE: If the group knows each other well, feel free to substitute questions that ask about the positive qualities of their peers.*

## Conclusion

Ask participants why the statement for Roll #6 was included in this activity? Answers should be directed toward the fact that helping or "doing" for others often helps people feel good about themselves. And, when we feel good about ourselves, we often demonstrate a positive attitude that can be seen by others.

Discuss with participants how internal feelings have the ability to impact those around us. How might a positive attitude help us on a job?

## Journaling Activity

Do you think our attitude (whether positive or negative) is something we are born with or that we have power to control within ourselves? Think about a time when your attitude (either positive or negative) impacted you and those around you. When is it most challenging for you to keep a positive mental attitude? What do you do to help keep yourself positive during difficult times?

## Extension Activity

Have participants keep a log for one week. Ask them to write down 50 (or 40 or 30) great things that happen each day. Encourage them to include even the small things like: someone held the door open for me….I found a quarter on the sidewalk…when I went shopping, the clerk at the store was really friendly and helpful. The goal of this activity is to have participants focus on the positive…and then discuss if they felt any different during the week as a result – either in their interactions with others or in their own feelings about themselves.

# Lesson 5

**Pre-ETS Lesson Plan: Goal 4-Workplace Readiness Training to Develop Social Skills and Independent Living Skills**

Lesson # 5: What Are My Greatest Workplace Challenges to Employment?
*To be utilized with Goal 4 UbD Unit Design 2016-October*

Creator: Karen Ruddle (2016December)

Duration: 30 minutes

| | |
|---|---|
| WVDE CCR Standard(s) and/or Dispositions for CCR | ELA.9.4/ELA.10.4, ELA.9.5/ELA.10.5, ELA.9.10/ELA.10.10, ELA.9.19/ELA.10.19, ELA.9.21/ELA.10.21, ELA.9.30/ELA.10.30, ELA.9.39/ELA.10.39, ELA.9.41/ELA.10.41, HE.HS.4.03, HE.HS.8 Self Awareness, Clear and Effective Communication, Social and Personal Responsibility, Self Efficacy, , Self-Control Agility and Adaptability |
| Activity Type | Small group and/or individual |
| Resources-Materials-Websites | • Handout: Soft Skills for Workplace Success (attached)<br>• ODEP Soft Skills to Pay the Bills Videos. Link: https://www.dol.gov/odep/topics/youth/softskills/SoftSkills-videos.htm |
| **Work to be completed outside class (before or after)** | **After (10 minutes)**<br>Instructions to students:<br>• Select a trusted adult that knows your skills and characteristics.<br>• Explain the activity you completed today about Soft Skills for Workplace Success.<br>• Share the strength area you selected and the statement you wrote as it might be written on a resume.<br>• Ask the adult if he/she is in agreement or not about this particular strength area, or if there is another area they would identify as a definite strength.<br>• Record the rating by the adult on the handout regarding the skill area you chose.<br>• If the adult has another suggestion, record this on the handout.<br>• Ask the adult to help you write a statement of this newly identified strength area for your resume and write it on this handout. |
| Method of assessment/Rubric(s) | Student participation in discussion of key points from the videos and completion of the handout. |

| | |
|---|---|
| Accommodations and Modifications- Universal Design for Learning (UDL) and Differentiated Instruction (DI) | • Additional discussion of the meaning of some key points in the videos may be necessary. |
| **Activating Prior Knowledge** | (4 minutes)<br>• Ask students to identify any work experience they have had to date. This might include a one-time job for pay, a volunteer activity, helping out a neighbor or relative, or even a summer job.<br>• Have students consider what the connection was that helped them get the position or job or what skill they (the student) possessed that prompted someone to give them the job.<br>• Share with the group, if time.<br>• Clarify that this connection is a type of networking.<br>• Proceed to the vocabulary section. |
| **Vocabulary Development** | (4 minutes)<br>Terms: **Networking, Critical Thinking, Professionalism**<br>• Present the vocabulary to the student(s).<br>• Have students agree on a definition (based on instructor knowledge of the video content) and write/type on the board for all to copy for their word bank.<br>• Add terms to the word bank for Pre-ETS/Transition activities (consider keeping a notebook, poster/chalk board or note cards with vocabulary and definitions). |
| **Skill Lesson/Active Learning** | (18 minutes)<br>• Show the introductory video, approximately 2 minutes.<br>• Ask students to listen for key words presented by each speaker in the 2 minute video. Explain that more detail will be provided about each skill area.<br>• Give each student a handout. Proceed to the six (6) short videos that detail each of the 6 “soft” skill areas.<br>• Guide students to pause and reflect briefly regarding their own skills at the end of each video.<br>• At the end of each video assist students in identifying the key points and examples in each. |
| **Reflection** | (4 minutes)<br>• Using the Soft Skills for Workplace Success handout, have each student select a personal rating for each skill area from the videos that is a strength area of them by circling their personal rating. This can be done at the end of each of the videos to segment the lesson. |

| | |
|---|---|
| | • Have each student write a statement in the space provided that could be added to a resume describing any strength area(s) he/she identified.<br>• Briefly have each student discuss a strength area they identified. |
| Post Instruction Notes/Reflections from Staff: | |

*Note: Shaded/Bold sections in column 1 require student action.*

# Soft Skills for Workplace Success

| Soft Skill Area | Rating 1 = Definite strength 2 = Just average 3 = Definite challenge | I need more information and instruction about this skill area | Notes And Skill Statements |
|---|---|---|---|
| Communication | Self: 1 2 3<br>Adult: 1 2 3 | | |
| Enthusiasm and Attitude | Self: 1 2 3<br>Adult: 1 2 3 | | |
| Teamwork | Self: 1 2 3<br>Adult: 1 2 3 | | |
| Networking | Self: 1 2 3<br>Adult: 1 2 3 | | |
| Problem Solving and Critical Thinking | Self: 1 2 3<br>Adult: 1 2 3 | | |
| Professionalism | Self: 1 2 3<br>Adult: 1 2 3 | | |

Name: _____ Date: _____

# Lesson 6

**Pre-ETS Lesson Plan: Goal 4-Workplace Readiness Training to Develop Social Skills and Independent Living Skills**

Lesson # 6: Jobs of the Future
*To be utilized with Goal 1 UbD Unit Design 2016-October*

Creator: Karen Ruddle (2016December; rev. 2022June)

Duration: 30 minutes

| | |
|---|---|
| WVDE CCR Standard(s) and/or Dispositions for CCR | ELA.9.4/ELA.10.4, ELA.9.5/ELA.10.5, ELA.9.10/ELA.10.10, ELA.9.19/ELA.10.19, ELA.9.21/ELA.10.21, ELA.9.30/ELA.10.30, ELA.9.39/ELA.10.39, ELA.9.41/ELA.10.41, HE.HS.4.03, HE.HS.8 Self-Awareness, Clear and Effective Communication, Social and Personal Responsibility, Self-Efficacy, Agility and Adaptability, Self-Control, Time and Goal Management, Accessing and Analyzing Information, Initiative and Entrepreneurialism, Working Independently and in Teams |
| Activity Type | Small group and/or individual |
| Resources-Materials-Websites | • Access Jobs of the Future at https://www.scholastic.com/jobsofthefuture/SoftSkillsActivities_all.pdf<br>• Provide individuals with a copy of the page from the document titled: Do What You Love For A Career<br>• Provide individuals with a copy of the page from the document titled: 5 Skills You Need To Succeed<br>• Provide individuals with a copy of the other 7 pages of the document, Jobs Of The Future |
| **Work to be completed outside class (before or after)** | None |
| Method of assessment/Rubric(s) | Participation and completion of the handout from the document |
| Accommodations and Modifications-Universal Design for Learning (UDL) and Differentiated Instruction (DI) | • Provide students a copy of the entire lesson and present it orally to alleviate any reading challenges<br>• Provide prompting or assistance with completion of the activities, using samples provided within each activity |
| **Activating Prior Knowledge** | (4 minutes)<br>• Provide all with a copy of 5 Skills You Need To Succeed. Review each of the skill descriptions. Take a poll to determine which is the number one skills for each of the individuals in the group. |

# Lesson 6

| | |
|---|---|
| **Vocabulary Development** | (4 minutes)<br>Terms: **Apprenticeship, Soft Skills**<br>• Present the words.<br>• Have the group discuss what they know about each of the terms. Guide them to develop a meaning for each. Include in the apprenticeship<br>• definition that this is a way to learn job skills in a real workplace with others (coworkers and mentors) and get paid. Make sure to include in the soft skills definition that this refers to skills that are behaviors and how individuals work with others. Write a simple definition and add it to a word bank for Pre-ETS. |
| **Skill Lesson/Active Learning** | (15 minutes)<br>• Provide individuals with the remainder of the entire handout, Jobs Of The Future.<br>• Read the first two pages as a group. Conduct a brief discussion about youth apprenticeships to assess if there is interest among the group in<br>• exploring what might be available locally.<br>• Have each complete Do What You Love For A Career and have each report out. Tell them there is information on the Pathways WV website that might help them review the kinds of apprenticeships in the local area and possibly find one that is related to an area of interest. If anyone is extremely interested, help them pursue this further.<br>• Review as much of the Soft Skills section of this handout that time allows. You might assign any part you are unable to finish for homework. |
| **Reflection** | (2 minutes)<br>• Record the results of what you discovered about yourself after completing the Do What You Love For A Career handout.<br>• Respond to the question: Is this a possible career interest area? If so add it to your career goals. |
| Post Instruction Notes/Reflections from Staff: | |

*Note: Shaded/Bold sections in column 1 require student action.*

SCHOLASTIC

Source: https://www.scholastic.com/jobsofthefuture/SoftSkillsActivities_all.pdf

# JOBS OF THE FUTURE

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## 3 TEENS DOING (AWESOME!) APPRENTICESHIPS

## QUIZ: FIND YOUR DREAM JOB!

Developed with the U.S. Department of Labor

# EARN AND LEARN!

Get this: You can try out a career while still in school, get paid for it, and find out what you want to be when you grow up—through an apprenticeship.

Did you know that you can earn money to learn new skills—while still in school? You absolutely can. With a youth apprenticeship, you can get a paycheck while gaining skills that could lead to a good-paying job.

Teens who are 16 and older can use a youth apprenticeship to get a jump start on a career while still in high school. Interested in job training while earning income, an industry-recognized credential (which proves to employers you've got serious skills), and possibly even free college credits? Youth apprenticeships offer you hands-on learning, in a real workplace with coworkers and mentors, and a way into fields with job growth. "Apprenticeships provide students with relevant school-day, after-school, and summer work, and the opportunity to gain permanent employment or acceptance into an advanced education program after high school," says Ken Frazier, program director at Rochester Regional Health in New York.

What are some hot fields that also have opportunities for youth apprenticeships? Careers where jobs are growing fast include: information technology and cybersecurity; advanced manufacturing and aerospace; energy; health sciences; finance and business; architecture and construction; and hospitality, lodging, and tourism.

**"I see surgeries in person."**

**Yamilex Morales** | age 17 | senior

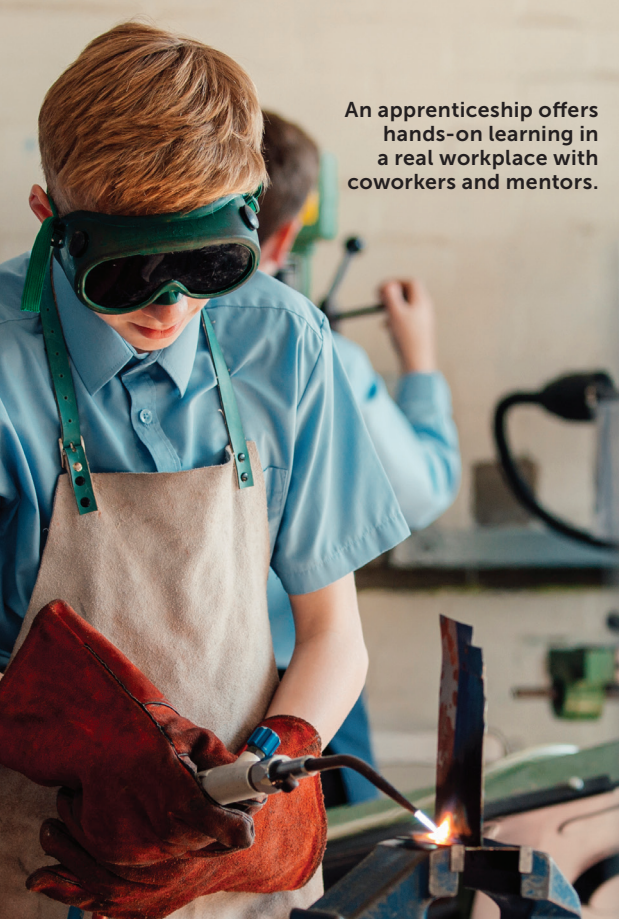
**Health care apprentice**

**What do you do as an apprentice?**
I rotate among different departments at Rochester Regional Health in New York, so I've worked in pediatrics with kids, and in cardiology among heart patients. I've learned to take people's vital signs, like their blood pressure and temperature. My current assignment is my favorite: the operating room. I help the operating room get ready for surgical procedures. I also help restock the carts that contain sterile surgical tools and instruments.

**What do you like about the job?**
It's exciting! I've seen several surgeries up close. I recently got to watch the removal of a patient's tumor with robotic surgery.

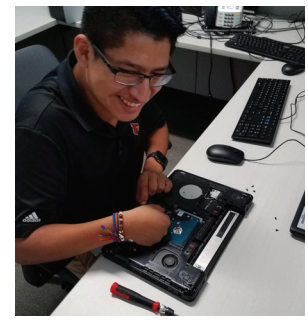
**How do you fit in apprenticing with school?**
I go to school for a full day, then several days a week I take the city bus to my apprenticeship and work there for four hours. I'll rotate through more departments and graduate from the program at the end of my senior year with a certificate and 2,000 hours of experience in health care to show an employer.

Photo courtesy of Rochester Regional Health in Rochester, NY



An apprenticeship offers hands-on learning in a real workplace with coworkers and mentors.

Maybe you have ideas about what you want to be when you grow up, or maybe you don't. A youth apprenticeship can help you nurture a passion or discover a career. To find out more, have your parent speak to your school administrator. Trusted adults can help you look online for your state's youth apprenticeship programs. And for serious inspiration, check out these teens who are finishing high school while making youth apprenticeships work for them!



## "Cybersecurity is like learning clues in a game."

**Gar Hunter** | 18 | senior

**Information technology (IT) apprentice**

### What drew you to apprenticing in IT?

I was always fascinated with computers, so when a teacher told me about this opportunity I applied. I started apprenticing the summer before senior year at the Commonwealth Office of Technology, a state government office in Frankfort, Kentucky. I'm a hands-on learner plus technology is a field that changes rapidly, so I'm learning things on the job that a textbook alone can't keep up with. I go to my high school classes for half the day and spend the other half apprenticing.

### What are some of the things you've learned?

Working in IT is a little like being a detective. People might simply say their computer is "broken," so I have to find out the issue before I can fix it. I help set up computers for the person using it next. That includes wiping hard drives; I completely clean them of data for security reasons. Lately, I've been learning to strip old parts from laptops and work in new parts, to help each computer last as long as possible.

### What else have you learned?

I used to think I wanted to be a programmer, but now I want to work in cybersecurity. I like keeping information protected and the idea of learning how to detect unwanted activity. I've also learned how to speak up and ask questions so I can learn to the best of my abilities and how to accept criticism. I plan to finish my apprenticeship to earn a certificate and possibly take a gap year before college to get more on-the-job experience.

## "I love talking to all the new people I meet every day."

**Carson Kosar** | age 17 | senior

**Hotel operations apprentice**

### How did you learn about apprenticeship?

I saw a school flyer and then met with a counselor. I wasn't sure what I wanted to be when I graduated, but I have good time-management skills and I'm a social person. Hotel operations looked interesting to me, and we agreed it might be a good fit. I apprentice at Hyatt Place, in North Charleston, South Carolina.

### What is apprenticing like at a hotel?

Every day is different because the hospitality industry is changing constantly, and I kind of do everything. I answer the phones at the front desk, serve coffee to business travelers, troubleshoot technical problems, and I try to be prepared for large groups coming to the hotel.

### What skills have you learned?

I'm always practicing time management, to balance school and work. And I'm using hospitality skills I learn in class in real life, such as patience, empathy, how to make conversation, being genuinely kind, and especially really *listening* to guests, coworkers, and your boss when they give you constructive criticism, and learning from it.

Photo credit: © (top) SolStock/Getty Images ; (right) Photo courtesy of Commonwealth Office of Technology in Frankfort, KY; (bottom) photo courtesy of Corliss Bannister, Trident Technical College

# DO WHAT YOU LOVE FOR A CAREER

Doing what you like can guide you to the perfect career. Check the activities below that seem most interesting, then see where you have the most picks.

## ARTISTIC

- ❑ Write books or movie scripts
- ❑ Create movie special effects
- ❑ Compose, arrange, or play music
- ❑ Paint sets for plays
- ❑ Draw pictures

## BUSINESS-MINDED

- ❑ Manage a store
- ❑ Market a new line of clothing
- ❑ Start your own business
- ❑ Represent a client in a lawsuit
- ❑ Sell stocks and bonds

## HANDS-ON

- ❑ Set up and operate machines
- ❑ Build things with tools
- ❑ Assemble electronic parts
- ❑ Repair appliances
- ❑ Put out forest fires

## HELPING OTHERS

- ❑ Teach kids sign language or your favorite subject
- ❑ Help people with their personal or emotional problems
- ❑ Show someone how to play sports
- ❑ Help someone recover from an injury
- ❑ Do volunteer work

## INVENTIVE

- ❑ Create a healthier alternative to sugar
- ❑ Develop a new medicine
- ❑ Investigate the cause of a fire
- ❑ Conduct chemical experiments
- ❑ Do laboratory tests

## IS THIS JOB FOR YOU?

Here are some ideas to start your exploration.

- **Artistic** architect; graphic designer; music director; video game designer; sound engineering technician; author
- **Business-Minded** real estate sales agent; spa manager; marketing manager; fitness and wellness coordinator; financial manager; meeting and event planner; paralegal
- **Hands-On** solar energy system engineer; manufacturing engineer; IT security analyst; aerospace engineering and operations technician; forester
- **Helping Others** health educator; teacher; athletic trainer; social worker; nurse; school psychologist
- **Inventive** forensic science technician; fire investigator; medical and clinical laboratory technician; web developer

## SHOW ME THE MONEY!

So how much money does the average American make? Answer: $48,251.57 per year. How far that money will go depends on the cost of living in the area where you live.

Check out these median annual salaries in fields that often offer youth apprenticeships.

**Aerospace engineering and operations technician**
**$67,010**

**Computer programmer**
**$84,280**

**Emergency medical technician (EMT)**
**$34,320**

**Information security analyst**
**$98,350**

**Licensed practical nurse (LPN)**
**$46,240**

**Meeting/convention/ event planner**
**$49,370**

**Surgical technologist**
**$47,300**

TEACHING GUIDE

# SOFT SKILLS

## THE KEY TO SUCCESS!

### Career-Focused Activities That Boost ELA & Life Skills

## DEAR TEACHER,

It's never too early to start your students thinking about their future and the life skills they'll need for success. Developed with Scholastic and the U.S. Department of Labor, these materials will help your middle school students explore future careers and introduce them to hands-on youth apprenticeship opportunities they can plan to take advantage of in high school. Inside you'll find:

- ✓ Standards-supporting lessons and activity sheets
- ✓ Engaging classroom poster
- ✓ *Jobs of the Future* student magazine

**Get more lessons at scholastic.com/apprenticeship.**

**INCLUDES CLASS SET OF MAGAZINES**

Developed with the U.S. Department of Labor.

*Pursuant to the National Apprenticeship Act, the Department of Labor works to expand opportunities related to apprenticeship programs.*

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# UNDERSTANDING SOFT SKILLS

Introduce students to life skills they'll need for on-the-job success.

### Objective

Students will discuss job skills, analyze informational text, and define career-related vocabulary, citing evidence from the text to support their ideas.

### CCSS Standards, Grades 6–8

- WHST.9—draw evidence from informational texts
- RI.4—determine the meaning of words and phrases as used in a text
- SL.1.A—come to discussions prepared

### Time

90 minutes (over two class periods)

### Materials

- *Jobs of the Future* student magazine
- Learning on the Job activity sheet
- Match the Skills to the Job activity sheet

### Part 1 of 2

**1** Hook students to think about a job kids their age might do, like walking a neighbor's dog. Ask: *What skills do you need to do this job well?* (Answers could include being on time, cleaning up after the dog, being gentle, etc.) Now have them take their best guess at what the terms **hard skills** and **soft skills** might mean. Explain that hard skills are knowledge-based and describe someone's technical ability to do tasks related to a specific job. Soft skills are based on behavior and describe how someone completes tasks and how they work with others.

**2** Give examples of soft skills (e.g., problem-solving, patience, clear communication), then create a comprehensive list as a class. Point out that while people can learn hard skills through specific training or on the job, they can learn soft skills at any time, both in and out of school and through a youth apprenticeship.

**3** Ask the class to describe skills they believe a doctor needs. Label each as a hard skill or soft skill in two columns. Then have students pair up to brainstorm how a doctor's ability to do their job might be affected without soft skills. Poll the class: *Would they want to see this doctor if they didn't like their interactions? Why?*

**4** Guide students to discuss why soft skills are important in any job. Emphasize that soft skills impact how well a person does their job, how well they work in a team, and how consistently they excel at their tasks.

**5** Distribute the student magazine and have students read the feature article and career profiles, and take the quiz. Direct them to pay attention to keywords as they read and use context clues to understand the meaning. Make sure they think about the main ideas and supporting details.

**6** Hand out the Learning on the Job activity sheet. Have students research the definitions of keywords and use textual information to answer questions.

### Part 2 of 2

**1** Explain that employers seeking to hire young people for an apprenticeship (see student magazine) or a job look for candidates with strong soft skills, as students may have limited work experience or hard skills. Share that it can be difficult to develop soft skills without a real situation to respond to, so finding a work opportunity like an apprenticeship is a great way to build soft skills through experience.

**2** Challenge students to identify soft skills they have already started to develop (e.g., being on time and prepared for school, helping siblings resolve conflicts, working productively in project groups, navigating personal setbacks, etc.).

**3** Emphasize the importance of soft skills in school and the workplace. Read these two scenarios aloud: *You didn't do well on a test and need to ask your teacher for help. You want to join an after-school club, but you don't know anyone in it.* Ask students to write down the action they would take in each scenario, identify the soft skills each action requires, and describe what outcome each soft skill would help them achieve.

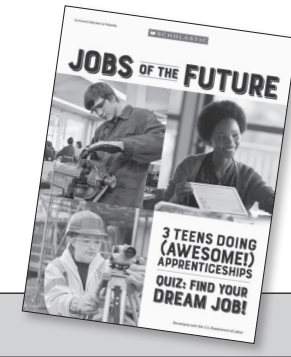
**4** Distribute the Match the Skills to the Job activity sheet. Have students discuss their answers in groups. (Possible answers: **1.** detail-oriented, communication, proactive; **2.** time management, collaboration, communication; **3.** active listening, communication, problem-solving; **4.** time management, proactive, adaptability, problem-solving.)

**5** Wrap up by prompting students to share at least one occupation they're interested in. Ask: *What types of hard and soft skills would set you up for success?*

### Extension

**Have students write a persuasive essay highlighting three soft skills they believe are essential to *any* job.**

Name _____




# LEARNING ON THE JOB

Read the article and profiles in the *Jobs of the Future* magazine. Then use information from the text to answer these questions.

| Keyword | How would you define this term in your own words? |
|---|---|
| apprenticeship | |
| trade | |
| profession | |
| hard skills | |
| soft skills | |

**1** What is the purpose of a youth apprenticeship?

**2** Why is it helpful to learn about possible career pathways before starting high school?

**3** What advantages does a youth apprenticeship give students when applying for a job?

**THINK IT THROUGH** Why is it important to develop both hard skills and soft skills?

Name _____

# MATCH THE SKILLS TO THE JOB

Study the soft skills in the word bank, then read each job scenario and decide which skills best apply to each scenario and why. Be prepared to explain your thinking to your classmates!

| SOFT SKILLS |
| --- |
| time management |
| active listening |
| detail-oriented |
| problem-solving |
| effective communication |
| adaptability/patience |
| collaboration |
| creativity |
| proactive/self-starter |

### JOB SCENARIO 1: Hotel Event Planner

You're an apprentice at a hotel and your boss has put you in charge of logistics for a corporate retreat, including checking in guests, setting up meeting rooms, and making sure lunch arrives on time. You need to be super organized—and ready to interact with people all day long!

### JOB SCENARIO 2: Social Media Manager

At the last minute, your supervisor has decided to change the media focus for an upcoming product launch. She gives you and your team 48 hours to design and deliver a detailed presentation that lays out a new strategy for how to promote the product online. And...go!

### JOB SCENARIO 3: Financial Services Rep

Your manager has put you in charge of handling all customer questions and concerns (over the phone and in-person) about a new service that many are having issues with. You are expected to resolve as many problems as you can, then report which complaints need further attention.

### JOB SCENARIO 4: Cybersecurity Analyst

There's been a major security breach in a corporate network that your company serves. Your boss is unreachable, and the situation is changing by the minute. Your main goals are to target and fix the major glitches as quickly as possible and keep the client calm and informed.

**PART 2**

On a separate piece of paper, write a description of what the difference would be if someone with strong soft skills were in each scenario versus someone with weak soft skills. Next, think about your own soft-skill strengths and what you need to improve on. Write about how an apprenticeship could help you develop better soft skills, and how those skills could help you in your future career.

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# 5 SKILLS YOU NEED TO SUCCEED!

Want to make a great impression? It's never too early to build your soft skills at school, at a volunteer gig, or as a youth apprentice.

## POSITIVE ATTITUDE

You are enthusiastic, willing to try new things, excited to learn as you go.

## EFFECTIVE TIME MANAGEMENT

You are good at meeting deadlines, organized, focused, reliable about getting tasks done.

## CREATIVE PROBLEM-SOLVING

You are innovative, good at thinking outside the box, excited to find a smart solution when a problem comes up.

## PRODUCTIVE TEAMWORK

You are comfortable working with a group to achieve a common goal, collaborative, a good listener.

## FLEXIBILITY

You are able to stay calm in a crisis, willing to try new tasks, good at adapting to sudden changes.

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Developed with the U.S. Department of Labor

# Goal 5: Instruction in Self-Advocacy

**Lesson 1**
What Do I Know About Myself?

**Lesson 2**
What Is Disclosure And How Does It Apply To Me?

**Lesson 3**
How Self Determined Am I?

**Lesson 4**
How Do The Services That I Have Received In High School And Adult Accommodations Relate? Where Can I Find Information About Job Accommodations?

**Lesson 5**
I Want To Conduct My Own Individualized Education Program (IEP) Meeting

**Lesson 6**
I Want To Take A More Active Role In My Individual Plan For Employment (IPE)

# Goal 5: Instruction in Self-Advocacy

## Introduction

The lessons in this section target instruction in self-advocacy topics. The following backward design unit plan details the comprehensive goals in Stage 1, evaluation considerations in Stage 2, and both developed and future lessons ideas in Stage 3.

<table>
<tr><th colspan="2">STAGE 1 – DESIRED RESULTS</th></tr>
<tr><td colspan="2">Unit Title: Goal 5-What Exactly is Instruction in Self-Advocacy as it relates to Pre-ETS?<br><br>Established Goals:<br><br>• Understand components of instruction in self-advocacy for Pre-ETS<br>• Understand how assessments before, during and after instruction in self-advocacy contributes to development of IPE, IEP, Summary of Performance and the individual transition services plan for school and post school services<br>• Understand and develop a plan for instruction in self-advocacy activities to assist with decision making for post school settings of living, learning and work</td></tr>
<tr><td>Understandings: Students will understand that…<br><br>• Assessments are a process and occur before, during and after participation in self-advocacy instruction to develop social skills and independent living experiences<br>• Developing a plan for self-advocacy instruction is a process where career-related challenges are considered while exploring career options for adulthood<br>• Instruction in self-advocacy supports informed choice making for adult settings</td><td>Essential Questions:<br><br>• How will my disability impact my life during adulthood for living, learning and work?<br>• What information and experiences do I need to make informed choices now and for adulthood?<br>• How does my disability potentially impact adult education and training programs?</td></tr>
<tr><td>Students will know:<br><br>• How instruction in self-advocacy assists in goal setting for adulthood<br>• How instruction in self-advocacy contributes to comprehensive decisions for living, learning and work<br>• How instruction in self-advocacy contributes to opportunities for postsecondary education and employment</td><td>Students will be able to:<br><br>• Set goals for participation in self-advocacy instructional activities<br>• Present information about individual formal and informal assessments, goals and supports for future needs at individualized meetings held by schools and Vocational Rehabilitation about themselves<br>• Present information about instruction in self-advocacy experiences as part of the annual transition services plan</td></tr>
</table>

Source: Understanding by Design, Unit Design Planning Template (Wiggins/McTighe 2005)

| STAGE 2 – ASSESSMENT EVIDENCE | |
|---|---|
| **Performance Tasks:**<br><br>• Participate in at least 5 instructional activities do develop self-advocacy annually<br>• Compile results of self-advocacy activities and personal reflections<br>• Document experiences and goals for self-advocacy instruction in Transition Planning document | **Other Evidence:**<br><br>• IEP and all IPE documents bearing student signature<br>• Assessment results bearing student signature indicating review of self-advocacy training activities<br>• Transition Planning document, instruction in self-advocacy section (this is possibly the student portfolio or a timeline and assessment determination document to keep all activities in one place and updated annually) |
| **Key Criteria:**<br><br>• 100% participation in learning activities<br>• 100% participation in individual formal IEP and IPE meetings (from date of completion of introductory/overview activities) | |

## STAGE 3 – LEARNING PLAN

**Summary of Learning Activities:**

- Complete overview lesson for instruction in self-advocacy to develop social skills and independent living to survey and assess my current skills in this area
- Rate, with parent and provider input, my self-advocacy skills in the following areas: self-awareness, disability understanding, disability disclosure, decision making, set goals, evaluate options, identify independence, accommodations, request and utilize accommodations, know your rights and responsibilities, self-determination, know how to request and accept help, intrinsic motivation, taking a leadership role, in support plans (on WINTAC site), assertiveness, listen to others opinions, problem solving, monitor progress, positive self-talk
- Develop a current “snapshot” of current skills in these areas and annual goals for improvement
- Participate in activities to develop specific self-advocacy skills
- Utilize the internet, websites (i.e. Job Accommodation Network: askjan.org) and other resource materials to identify the best accommodation solutions for individual needs
- Develop a long term plan for self-advocacy skills development and discuss/finalize with the Pre-ETS counselor, TRC and/or school staff
- Learn and make decisions about mentoring including, peer mentoring, disability mentoring, group mentoring and e-mentoring
- Discuss results of self-advocacy instruction with parents to obtain input
- Discuss, reflect (journal) and record (transition planning document) pertinent information from self-advocacy skills activities and the impact on living, learning and work settings
- Preparing for Driver’s Exam

**Sample Lessons**

- Lesson 1 What Do I Know About Myself?
- Lesson 2 What Is Disclosure And How Does It Apply To Me?
- Lesson 3 How Self Determined Am I?
- Lesson 4 How Do The Services That I Have Received In High School And Adult
- Accommodations Relate? Where Can I Find Information About Job
- Accommodations?
- Lesson 5 I Want To Conduct My Own Individualized Education Program (IEP) Meeting
- Lesson 6 I Want To Take A More Active Role In My Individual Plan For Employment (IPE)

Source: Understanding by Design, Unit Design Planning Template (Wiggins/McTighe 2005)

Additional ideas that you may use to develop into lessons of your own:

- What Is Informed Choice Making?
- Summary of Performance-What Does It Say About Me In High School and What Are the Possibilities for My Future
- Why Learn About Rights and Responsibilities For An Individual With A Disability?
- Accommodations And Modifications Now And Later
- Is A Mentor Right For Me? How Do I Find One? (http://wvementoring.org)
- http://www.transportation.wv.gov/DMV/Drivers/Pages/Sample-Test.aspx a good resource AND Informal Assessments for Transition Planning 2nd Edition /. 132-137)
- IEP Or IPE-They Sound The Same To Me
- Disability, Who Me?
- Why Do I Need To Be Able To Talk About My Disability In An Appropriate Way?
- How And When Do I Talk About My Disability (with employers, community members, instructors/trainers)?
- A Good Look At Self Advocacy/Self Determination
- Updating My “Portfolio in Development”
- Reflecting On My Instruction In Self-Advocacy Experiences

# Lesson 1

**Pre-ETS Lesson Plan: Goal 5-Instruction in Self Advocacy**

Lesson # 1: What Do I Know About Myself
*To be utilized with Goal 5 UbD Unit Design 2016-October*

Creator: Karen Ruddle (2016 October; rev. 2022June)

Duration: 30 minutes

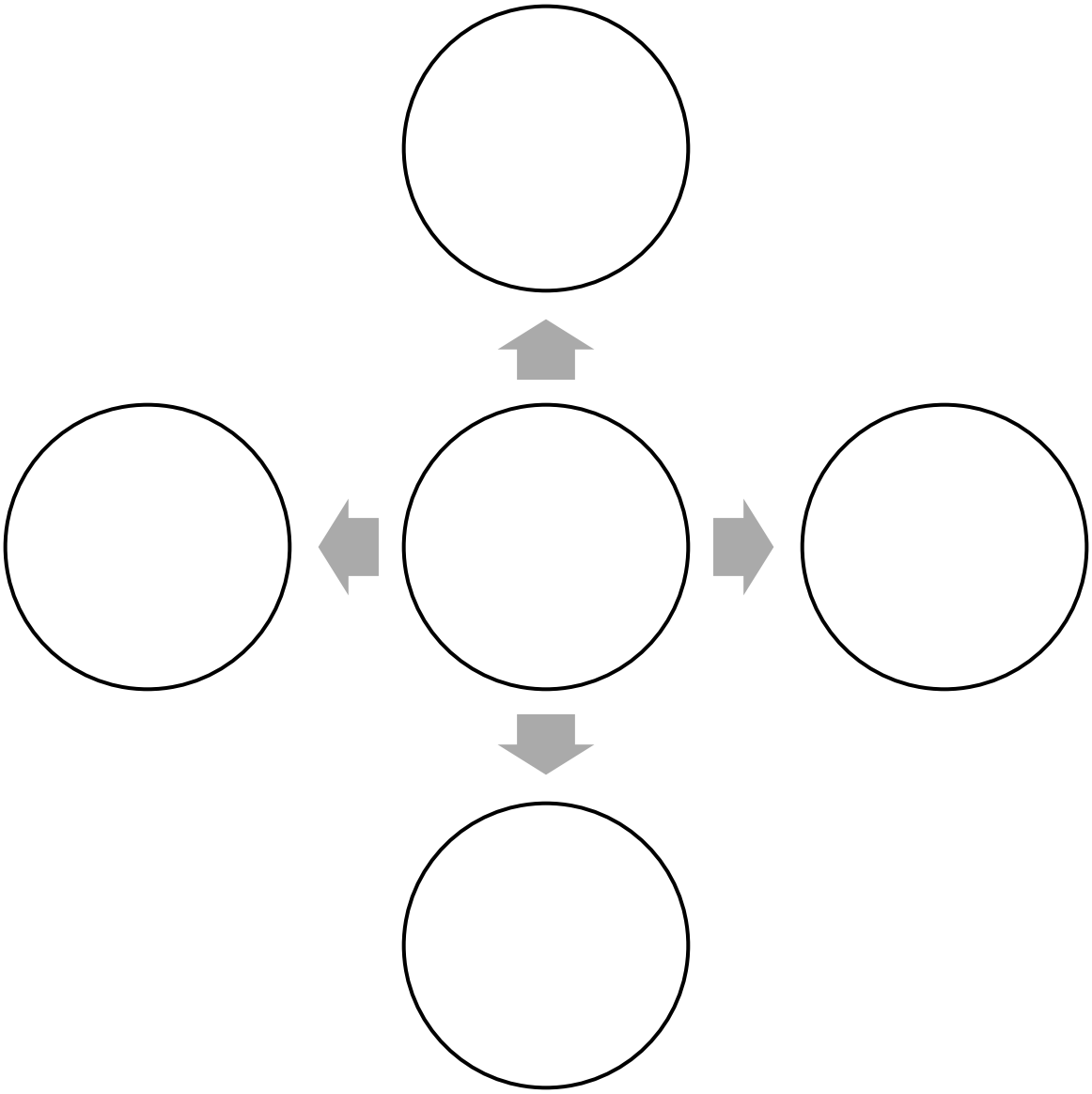
| | |
|---|---|
| WVDE College and Career Readiness Standard(s) and/or Dispositions for CCR | ELA.9.4/ELA.10.4, ELA.9.5/ELA.10.5, ELA.9.10/ELA.10.10, ELA.9.19/ELA.10.19, ELA.9.21/ELA.10.21, ELA.9.30/ELA.10.30, ELA.9.39/ELA.10.39, ELA.9.41/ELA.10.41, HE.HS.4.03<br>Self Awareness, Clear and Effective Communication, Social and Personal Responsibility |
| Activity Type | Small group and/or individual |
| Resources-Materials-Websites | • Transition Guide for Students with Disabilities and their Parents at https://www.pathwayswv.org/docs/Pathways-Student-Transition-Guide_2019-FINAL.pdf Pages 90-91<br>• Access and print the poster for the Elements of I'm Determined site at https://www.imdetermined.org/resource/elements-of-im-determined/ |
| **Work to be completed outside class (before or after)** | **After** (10-15 minutes)<br>*Instructions for the student:*<br>• Provide each individual with two extra copies of the Who Am I? handout. Have them put their full name in the middle circle and date their paper.<br>• Instruct the individual to find one adult who knows them well at home or in the community and one adult at school. The individual will explain that he/she would like for the adult to write 4 words that best describe this individual, then thank them for their assistance.<br>• Follow up after the lesson to help the individual to compile the characteristics (on his/her original handout) so they can be viewed as a whole.<br>• Ask each individual to consider these descriptions their "specialty" and to use these terms when they speak or write about their personal skills. |
| Method of assessment/Rubric(s) | • Graphic organizer completion and discussion<br>• Write in your portfolio/transition journal about any characteristics you did not consider that others identified for you. Will these be items you may use to describe your strengths and preferences in the future? How? |

| | |
|---|---|
| Accommodations and Modifications- Universal Design for Learning (UDL) and Differentiated Instruction (DI) | • Items and/or responses may be read aloud or recorded for students who have reading challenges.<br>• Additional discussion of the meaning of some items may be necessary.<br>• Teacher may need to facilitate the entire discussion and vary word choices to understanding level of specific students to clarify specific items.<br>• Select specific items only from the checklist (by highlighting) for specific students with vocabulary/comprehension challenges. |
| **Activating Prior Knowledge** | (5 minutes)<br>• Using Who Am I? (graphic organizer) handout ask individuals to record their name in the middle circle.<br>• Have them each take a few minutes to think about personal characteristics that would most describe their personality/who they are from their personal perspective.<br>• Write the 4 characteristics that come to mind quickly/those they feel describe them most accurately.<br>• If time have each choose one of the characteristics to briefly explain OR have each provide their 4 descriptors to the group. |
| **Vocabulary Development** | (8 minutes)<br>Terms: **Self-determination, Self-advocacy**<br>• Present the two word pairs to the student(s).<br>• Discuss what they know about each of these word pairs, assisting them to decipher smaller word parts to help them arrive at a meaning and write a simple definition of each. Guide discussion quickly/briefly to assure the following key points of each are included in their definitions.<br>• Add these to a word bank for Pre-ETS/Transition activities (consider keeping a notebook, poster/chalk board or note cards with vocabulary and definitions).<br>• **Self-determination**-having the skills, knowledge and beliefs that allow one to make informed choices in all parts of life and accepting the consequences/responsibilities that result from those decisions<br>• **Self-advocacy**-knowing one's rights and the ability to effectively communicate one's needs, interests and desires; this is the act part of self-determination and requires risk taking, negotiating, the ability to respond to conflict/criticism, and persistence to achieve one's goals |
| **Skill Lesson/Active Learning** | (15 minutes)<br>• Introduce the Pre-ETS goal area, Instruction in Self-Advocacy. Explain that Self Advocacy is part of becoming an adult and gaining skills to become independent as an adult. Many skills that are |

| | |
|---|---|
| | considered part of Self-Advocacy have already been developed or, at least, partially developed. There are some skills specific to those with disabilities that one needs to become knowledgeable about and to practice in order to refine. Individuals need these skills in all parts of their lives.<br>• Terms they will begin to hear are disclosure, accommodations, rights and responsibilities, self-determination, motivation, leadership, assertiveness, and self-talk. Becoming independent to maximum extent possible, even if one does have a disability, is important for adulthood. Making your own decisions and living with the consequences is a concept that young adults typically look forward to embracing. With these decisions comes greater responsibility.<br>• Review pages 90-91 in the Transition Guide for Students with Disabilities and their Parents to clarify this goal area further.<br>• In a lab or class where each has his/her own computer, introduce the group to the I'm Determined website and available resources. Share the poster of the Elements of I'm Determined and explain that they can explore this site further.<br>• Have each find a resource or section of the website to explore. Allow 5 minutes of individual time for exploration and another 5-8 minutes for a few to report out, displaying where on the website each selected.<br>• Encourage them to continue their exploration outside the class if they are interested in learning more.. |
| **Reflection** | (2 minutes)<br>*Instructions to the student:*<br>• Identify one area of Self-Determination that you would like to learn more about and which skill(s) you are most interested in developing further. |
| Post Instruction Notes/Reflections from Staff: | |

*Note: Shaded/Bold sections in column 1 require student action.*

# Who Am I?



Source: https://www.imdetermined.org/wp-content/uploads/2019/01/180116-Elements-Core-Components.pdf

## CHOICE MAKING

The skill of selecting a path forward between two known options

**Cm**

## DECISION MAKING

The skill of selecting a path forward based on various solutions that have each been thoughtfully considered

**Dm**

## PROBLEM SOLVING

The skill of finding solutions to difficult or complex issues

**Ps**

## GOAL SETTING & ATTAINMENT

The ability to develop a goal, plan for implementation, and measure success

**Gs**

## SELF-REGULATION

The ability to monitor and control one's own behaviors, actions, and skills in various situations

**Re**

## SELF-ADVOCACY

The skills necessary to speak up and/or defend a cause or a person

**Ad**

## INTERNAL LOCUS OF CONTROL

The belief that one has control over outcomes that are important to his or her own life

**Lc**

## SELF-EFFICACY

Belief in one's own ability to succeed in specific situations or accomplish specific tasks

**Ef**

## SELF-AWARENESS

Basic understanding of one's own strengths, needs, and abilities

**Aw**

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# THE ELEMENTS OF I'm Determined

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# Lesson 2

**Pre-ETS Lesson Plan: Goal 5-Instruction in Self Advocacy**

Lesson # 2: What Is Disclosure and How Does It Apply To Me?
*To be utilized with Goal 5 UbD Unit Design 2016-October*

Creator: Karen Ruddle (2016December; rev. 2022June)

Duration: 30 minutes

| | |
|---|---|
| WVDE CCR Standard(s) and/or Dispositions for CCR | ELA.9.4/ELA.10.4, ELA.9.5/ELA.10.5, ELA.9.10/ELA.10.10, ELA.9.19/ELA.10.19, ELA.9.21/ELA.10.21, ELA.9.30/ELA.10.30, ELA.9.39/ELA.10.39, ELA.9.41/ELA.10.41, HE.HS.4.03<br>Self Awareness, Clear and Effective Communication, Social and Personal Responsibility |
| Activity Type | Small group and/or individual |
| Resources-Materials-Websites | • This lesson is adapted from The 411 On Disability Disclosure, Unit 2. Download the entire document for free from the State Library of Iowa http://publications.iowa.gov/4778/1/411_Disability_Disclosure_complete.pdf<br>• Personal Reflections About Disclosure (handout attached)<br>• Youth, Disclosure, and the Workplace-Why, When, What, and How, US Department of Labor, Office of Disability Employment, at https://www.dol.gov/agencies/odep/publications/fact-sheets/youth-disclosure-and-the-workplace-why-when-what-and-how (3 pages) |
| **Work to be completed outside class (before or after)** | **After** (10-15 minutes)<br>*Instructions to the student:*<br>• Record the sentence in your student transition journal and complete the statement: "I explain my learning and work challenges and accommodations I need for learning and work like this…" |
| Method of assessment/Rubric(s) | Completion and participation of Disclosure handout activity |
| Accommodations and Modifications-Universal Design for Learning (UDL) and Differentiated Instruction (DI) | • Items and/or responses may be read aloud or recorded for students who have reading challenges.<br>• Additional discussion of the meaning of some items may be necessary.<br>• Teacher may need to facilitate the entire discussion and vary word choices to understanding level of specific students to clarify specific items. |
| **Activating Prior Knowledge** | (5 minutes)<br>*Instructions to instructor:* |

| | |
|---|---|
| | • Before the session the pre-read paragraph one (page 2-2) from 411 on Disability Disclosure. This will facilitate the discussion about disclosure.<br>• After clarifying the meaning of the term, disclosure, ask student(s) for specific examples of when they "disclosed" information to another person.<br>• Lead a brief discussion/query about disclosing personal and/or disability related information to others for specific reasons.<br>• Explain the discussion for this lesson will be about disclosure of disability related information (paragraph two, page 2-2). |
| **Vocabulary Development** | (8 minutes)<br>Terms: **Disclosure, Sensitive information, Confidential**<br>• Present the words to the student(s).<br>• Have students discuss what they already know about these words, assisting them to decipher smaller word parts to arrive at a meaning and write a simple definition of each. Guide discussion quickly/briefly to assure the following key points of each are included in their definitions.<br>• Add these to a word bank for Pre-ETS/Transition activities (consider keeping a notebook, poster/chalk board or note cards with vocabulary and definitions).<br>• **Disclosure**-Telling or revealing something<br>• **Sensitive Information**-Information that is private and personal (such as family, health, work, finances).<br>• **Confidential**-Information that is private (or secret) to oneself |
| **Skill Lesson/Active Learning** | (15 minutes)<br>• Discuss the examples of disclosure presented in paragraphs 3 and 4, pages 2-2 and 2-3 from 411 on Disability Disclosure.<br>• Using the Activity section, beginning on page 2-3, present each question orally and obtain student responses. Responses can be recorded by the student or instructor on the handout or in the student journal.<br>• Provide individuals with a copy of the Youth, Disclosure, and the Workplace-Why, When, What, and How document from the Resources section of this lesson. Read and discuss the fact sheet. Have them keep a copy in their portfolio/journal. |
| **Reflection** | (2 minutes)<br>• Considering what you have learned in this lesson about disclosure, write a practice statement to disclose how your disability might influence your education or work setting in your portfolio/transition journal. |

| | |
|---|---|
| Post Instruction Notes/Reflections from Staff: | |

*Note: Shaded/Bold sections in column 1 require student action.*

**Personal Reflections about Disclosure**

*from The 411 on Disability Disclosure 2-3 and 2-4*

Effective disclosure occurs when you are knowledgeable about your disability and are able to describe both your disability-related needs and your skills and abilities clearly. Answering the questions below will help you effectively disclose your disability should the time come when you've decided disclosure is the best action.

Describe your disability-related needs: What needs related to your disability must be accommodated in order for you to be successful? For example, Sally needs all the written material at school and work to be in large print to accommodate her visual disability.

Home: _____

_____

School: _____

_____

Work: _____

_____

Community: _____

_____

Describe your skills and abilities (think about what you do well at school, at home, at work, and in the community):

School: _____

_____

Home: _____

_____

Work: _____

_____

Community: _____

_____

*Source:*
*National Collaborative on Workforce and Disability for Youth. (2005).*
*The 411 on Disability Disclosure Workbook. Washington, DC:*
*Institute for Educational Leadership.*

# Unit 2: Disclosure... What Is It and Why Is It So Important?

## PURPOSE

The purpose of Unit 2 is to introduce you to the concept of disclosure. Terminology provided in this unit will help you better understand this topic. We strongly suggest that you read the discussion section on page 2-2.

## TERMINOLOGY

You may know some of these words already, or you may have just heard them in passing. First, define these words, as you understand them. Then check your definitions against the glossary located in the back of this workbook. The following terms are used in Unit 2:

| | |
|---|---|
| Confidential | Sensitive information |
| Disclosure | |

**Disclosure** _____

_____

**Sensitive information** _____

_____

**Confidential** _____

_____

_____

# DISCUSSION

When you tell someone something that was **previously unknown,** you are practicing **disclosure.** Disclosure comes from the word "disclose," which means **to open up, to reveal, or to tell.** The term "disclosure" is used in different ways by different groups of people. For example, if you want to buy a house and need a loan, or if you need a loan for your college education, you must disclose, or share, your personal financial information with a loan officer at the bank. This information might include your income, savings and checking account information, any property you own, any debt you have, and any other relevant financial information.

When you disclose, **you are intentionally releasing personal information about yourself for a specific purpose.** Some personal information, such as your Social Security number, banking records, or medical records may be important to keep **confidential.** It is important to keep in mind that your decision to disclose, is personal and should be helpful to you. Remember that it is not essential to divulge specific personal information about your disability. What is most important and helpful is to provide information about 1) how your disability affects your capacity to learn and perform effectively, and 2) the environment, supports, and services you'll need in order to access, participate in, and excel in your job, studies, and community. You must decide what and how much of this **sensitive information** is necessary to reveal in order to obtain the needed accommodations.

Here are some examples of disclosure. First, you might disclose your disability to a potential employer in order to receive needed job accommodations. Second, you might disclose your disability to new friends who have invited you to a concert because you need accessible seating close to the stage in order to see. Third, you might disclose your disability to your track coach because your math tutoring sessions overlap with track practice after school. Fourth, if you are applying for Social Security benefits, it is crucial for you to have your personal information related to your disability in order and ready to share with your benefits counselor. This may mean having your medical records, educational records, and recommendation letters organized. On the other hand, if you are applying for a disabled parking permit, you do not need to disclose all your medical and disability-related paperwork, but you only need to have a verification form completed by your medical doctor.

One of the most personal decisions you will make as a person with a disability is whether or not to tell someone about your disability.

Let's look at some examples in which an individual made the informed decision to disclose his or her disability in order to receive needed accommodations:

- Joe is deaf and will need an interpreter for a college interview.
- Joan, who is on the track team, has insulin-dependent diabetes and might need the

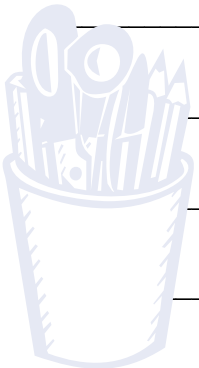
help of her teammates if her blood sugar is low.

- Carlo, who has attention deficit disorder (ADD), needs directions in written form because he misses steps when they are presented orally.
- Stephanie uses a wheelchair and has a personal assistant, who helps her with filing paperwork in vertical filing cabinets, to facilitate her job as a chief financial officer.
- Colleen has schizophrenia (which is currently controlled with medication) and needs a private workspace or dividers in her work area to limit distractions and make her time at work more productive.
- Justin is autistic and needs a highly structured learning environment that focuses on his individual needs, which include development of social skills, language, and self-help.
- Melanie has dwarfism and needs a lower locker at school.

## ACTIVITY

Effective disclosure occurs when you are knowledgeable about your disability and are able to describe both your disability-related needs and your skills and abilities clearly. Answering the questions below will help you effectively disclose your disability should the time come when you've decided disclosure is the best action.

**Describe your disability-related needs: What needs related to your disability must be accommodated in order for you to be successful? For example, Sally needs all the written material at school and work to be in large print to accommodate her visual disability.**



**Describe your skills and abilities (think about what you do well at school, at home, at work, and in the community):**

_____

_____

_____

_____

_____

_____

_____

**Scenario:** Jesse has chosen to share information about his disability with his mentor at the manufacturing plant. He has decided to tell his mentor, Joe, about his poor reading skills and difficulty comprehending the new equipment training manuals. Jesse believes it is essential he tell Joe because he will need to miss work to attend training sessions that demonstrate use of the new equipment and verbally present the new information.

Now, think about **what** it is about yourself or your disability that may need to be revealed to the following people AND **why** it would be important to reveal information to this person about your disability:

**College professor:** _____

_____

_____

_____

**Potential employer:** _____

_____

_____

_____

**New friend:** _____

_____

_____

**d. Community member (store owner, bank teller, police officer, etc.):** _____

_____

_____

**e. Family member:** _____

_____

_____

**Disability support service worker or coordinator:** _____

_____

_____

_____

## NOTES

_____

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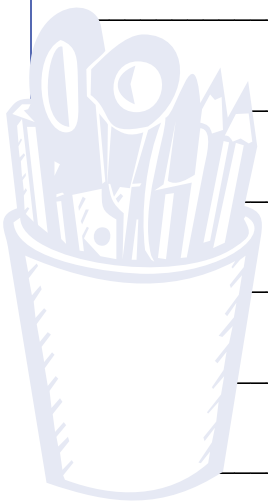
# NOTES



## U.S. DEPARTMENT OF LABOR

**Source:**
https://www.dol.gov/agencies/odep/publications/fact-sheets/youth-disclosure-and-the-workplace-why-when-what-and-how

**Office of Disability Employment Policy**

**Youth, Disclosure, and the Workplace Why, When, What, and How**
Every job seeker with a disability is faced with the same decision: "Should I or shouldn't I disclose my disability?" This decision may be framed differently depending upon whether you have a visible disability or a non-visible disability. Ultimately, the decision of whether to disclose is entirely up to you.

### Why Disclose in the Workplace?

When you leave school and enter the workforce, many aspects of your life change. Among the many differences, is the requirement to share information about your disability if you want your employer to provide you with reasonable accommodations. In school if you had an individualized education program (IEP), as required under the Individuals with Disabilities Education Act (IDEA), information about your disability and the accommodations you needed followed you from grade to grade. When you enter the workforce, the IDEA no longer applies to you. Instead, the Americans with Disabilities Act (ADA) and the Rehabilitation Act protect you from disability-related discrimination and provide for meaningful access. The laws require that qualified applicants and employees with disabilities be provided with reasonable accommodations. Yet, in order to benefit from the ADA and the Rehabilitation Act, you must disclose your disability. An employer is only required to provide work-related accommodations if you disclose your disability to the appropriate individuals.

### When to Disclose Your Disability

There is no one "right" time or place to disclose your disability. Select a confidential place in which to disclose, and allow enough time for the person to ask questions. Do not dwell on the limitations of your disability. You should weigh the pros and cons of disclosure at each point of the job search, recruitment, and hiring process and make the decision to discuss your disability when it is appropriate for you. Consider the following stages:

- In a letter of application or cover letter;
- Before an interview;
- At the interview;
- In a third-party phone call or reference;
- Before any drug testing for illegal drugs;
- After you have a job offer;
- During your course of employment; or
- Never.

## How to Disclose your Disability

Preparation is essential for disclosing your disability. Effective disclosure requires that you discuss your needs, and that you provide practical suggestions for reasonable job accommodations, if they are needed. One way to become comfortable with discussing your disability is to find someone you trust and practice the disclosure discussion with that person. The two of you can put together a disclosure script. It should contain relevant disability information and weave in your strengths. Always keep it positive!

## What to Disclose About Your Disability

There is no required information to share about your disability. In fact, it will be different for everyone. For example, if you have an apparent disability it is often beneficial to address how you plan to accomplish tasks required by the job. This can affirm to the employer that you are suited for the position. Additionally, by demonstrating your own ease and comfort with the job requirements, you can relay to employers other traits that are desirable in an applicant. A person with a hidden disability, on the other hand, will first need to decide whether to disclose the disability, and subsequently determine what information to share about the disability. Generally, if you choose to disclose, it is most helpful to share the following:

- General information about your disability;
- Why you are disclosing your disability;
- How your disability affects your ability to perform key job tasks;
- Types of accommodations that have worked for you in the past; and
- Types of accommodations you anticipate needing in the workplace;

## To Whom to Disclose Your Disability

Disclose your disability on a "need-to-know" basis. Provide further details about your disability as it applies to your work-related accommodations to the individual who has the authority to facilitate your accommodation request. Consider disclosing to the supervisor responsible for the hiring, promoting, and/or firing of employees. This person needs to be informed of your disability-related needs to provide the necessary supports and judge your job performance fairly.

## Disclosure Protections and Responsibilities

As a person with a disability, you have disclosure protections as well as significant responsibilities to yourself and to your employers.

*You are entitled to:*

- Have information about your disability treated confidentially and respectfully;
- Seek information about hiring practices from any organization;
- Choose to disclose your disability at any time during the employment process;
- Receive reasonable accommodations for an interview;
- Be considered for a position based on your skill and merit; and

- Have respectful questioning about your disability for the purpose of determining whether you need accommodations and if so, what kind.

*You have the responsibility to:*

- Disclose your need for any work-related reasonable accommodations;
- Bring your skills and merits to the table; and
- Be truthful, self-determined, and proactive.

**Resources**

National Collaborative on Workforce and Disability for Youth. The 411 on Disability Disclosure: A Workbook for Youth with Disabilities

National Collaborative on Workforce and Disability for Youth. The 411 on Disability Disclosure: A Workbook for Families, Educators, Youth Service Professionals, and Adult Allies Who Care About Youth with Disabilities

The Job Accommodation Network (JAN)

https://AskJAN.org

# Lesson 3

**Pre-ETS Lesson Plan: Goal 5-Instruction in Self Advocacy**

Lesson # 3: How Self-Determined Am I?
*To be utilized with Goal 5 UbD Unit Design 2016-October*

Creator: Karen Ruddle (2016December; rev. 2022June)

Duration: 30 minutes

| | |
|---|---|
| WVDE CCR Standard(s) and/or Dispositions for CCR | ELA.9.4/ELA.10.4, ELA.9.5/ELA.10.5, ELA.9.10/ELA.10.10, ELA.9.19/ELA.10.19, ELA.9.21/ELA.10.21, ELA.9.30/ELA.10.30, ELA.9.39/ELA.10.39, ELA.9.41/ELA.10.41, HE.HS.4.03<br>Self Awareness, Clear and Effective Communication, Social and Personal Responsibility |
| Activity Type | Small group and/or individual |
| Resources-Materials-Websites | • This lesson is adapted from The 411 On Disability Disclosure, Unit 1, pages 1-1 to 1-6, from http://publications.iowa.gov/4778/1/411_Disability_Disclosure_complete.pdf - Print page 1-5 to 1-6 of this lesson for student response.<br>• View a video to learn about Self-Determination and supports at https://www.pathwayswv.org/videos.php<br>• View stories from Self-Advocates and Learn about Self-Advocacy through Self Advocacy Online at the Research and Training Center on Community Living at the University of Minnesota at www.selfadvocacyonline.org<br>• View videos about West Virginians at https://wvstudentsuccess.org/success-stories/<br>• How Self-Determined Am I? handout (attached)<br>• Additional Resources:<br>1) The 411 On Disability Disclosure. Download the entire document for free from the State Library of Iowa http://publications.iowa.gov/4778/1/411_Disability_Disclosure_complete.pdf<br>2) Self-Determination through videos and print materials for individuals with disabilities, parents, professionals, and others on the Pacer Center website at https://www.pacer.org/transition/learning-center/independent-community-living/self-determination.asp<br>3) SMART Goals in the Transition Guide for Students with Disabilities and their Parents at https://www.pathwayswv.org/docs/Pathways-Student-Transition-Guide_2019-FINAL.pdf Pages 98-99 |

# Lesson 3

| | |
|---|---|
| **Work to be completed outside class (before or after)** | • Note to the Instructor: This lesson serves as an introduction and begins the conversation about self-determination and self-advocacy. It introduces a wide range of skills and merely guides early thinking about what might be learned about this broad topic. Individuals with disabilities, instructors, other staff, community members, and parents can be part of the development and support process for an individual to become self-determined and demonstrate self-advocacy. It sets the scene for examining each of the skill areas of self-advocacy, which should then result in activities designed to practice the skill (see example in Goal 5 Lesson 4). Achieving maximum independence in learning, living, and work environments is the goal. It also assures those that care most for the individual that the individual will be less likely to be taken advantage of because of a disability. Gaining these self-determination and self-advocacy tools allows even the individual most in need of support (and all of us continue to need supports in life) to discover his or her potential independence.<br>• Keep a copy of the results of the activity in this lesson, and help individuals begin to place "accomplished" checks beside those they have learned about and practiced. Establishing a multi-year plan for learning and identifying long/short term goals for self-advocacy will serve as a guide. This topic really does require the entire village! |
| Method of assessment/Rubric(s) | Participation and completion of the activity in this lesson. |
| Accommodations and Modifications- Universal Design for Learning (UDL) and Differentiated Instruction (DI) | • Items and/or responses should be read aloud or recorded for all students to allow reflection time for responses.<br>• Additional discussion of the meaning of some items may be necessary.<br>• Teacher may need to facilitate the entire discussion and vary word choices to understanding level of specific students to clarify specific items.<br>• Select specific items only from the checklist (by highlighting) for specific students with vocabulary/comprehension challenges. |
| **Activating Prior Knowledge** | (5 minutes)<br>• Ask students if they plan to be independent as an adult. Take a poll. Ask them if they have done any planning yet and if they have heard the terms: self-advocacy and self-determination. Show them the Pathways WV webpage where self-advocacy is introduced and play the video that introduces self-advocacy - https://www.pathwayswv.org/videos.php - Solicit responses about any future plans they have made and conduct a brief discussion. Guide the conversation to show that there are so many parts of becoming an adult that those activities began even when they were |

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|---|---|
| | very young when they learned there are rules, responsibilities, and consequences for actions.<br>• Tell students about a choice you made regarding a part of your career pathway and the research or information you gathered to help you make a good choice.<br>• Ask students to think about their current thinking regarding their career pathway. Have them think about the research they have done (or not) to help them make a good choice.<br>• Lead a very brief oral discussion having students discuss their choice and the background research. The idea here is to help them recognize that personal choices made from a body of information to help guide them is called "informed choice." |
| **Vocabulary Development** | (5 minutes)<br>Terms: **Informed choice, Accommodation, Goals (long- and short-term), Respect, Values**<br>• Present the words to the student(s).<br>• Have students discuss what they know about each of these words, assisting them to arrive at a meaning and write a simple definition for each. Guide discussion quickly/briefly to assure the key points of each are included in their definitions as noted in the Glossary section of The 411 on Disability Disclosure document.<br>• Add these to a word bank for Pre-ETS/Transition activities (consider keeping a notebook, poster/chalk board or note cards with vocabulary and definitions). |
| **Skill Lesson/Active Learning** | (15 minutes)<br>• Using The 411 on Disability Disclosure Discussion (attached) on page 1-3 and 1-4, assist individuals in understanding the 11 big ideas about self-determination as listed on the graphic on page 1-4. Explain that there are additional detailed items they will find about self-determination and self-advocacy from other sources.<br>• Prepare individuals for completing the How Self-Determined Am I? handout (attached) by reviewing the instructions. Make sure to explain that there are many items, so they should not take too much time with any one item but to respond with their first thoughts. The handout uses a sliding scale where individuals self-rate. If you feel they have items where they are completely inaccurate, you might consider a brief side conversation or just provide a more complete explanation of how to complete items using some specific examples.<br>• Read each item aloud and have individuals respond promptly.<br>• Follow with a brief overview as to what responses on the checklist mean using the explanations after the checklist. The 411 on Disability Disclosure provides that guidance on page 1-6 at the end of the checklist. The How Self-Determined Am I? handout includes the same |

| | |
|---|---|
| | explanation for Yes, No, and Sometimes responses. These set the stage for a goal setting activity at a later time.<br>• Note to instructor: A brief lesson about setting and achieving goals in simple format is recommended for another time. Note: One way of thinking about setting goals is found on pages 98-99 in the Transition Guide for Students with Disabilities and their Parents on the Pathways WV website found in the resources section of this lesson.<br>• Introduce the idea of telling one's own story about the journey to self-determination and self-advocacy. The internet is a great source to learn about others on the same journey. Introduce the Self Advocacy Online website at www.selfadvocacyonline.org and WV Student Success Project website at https://wvstudentsuccess.org/success-stories/ to individuals. Have each select one video to view. Videos are typically 5 minutes or less in length.<br>• Ask each individual to present a brief summary to the group, one or two sentences, about the video selected. Note: This activity may be repeated in another lesson, or use one video at a time to create a lesson around a selected self-determination/self-advocacy topic. The WV Student Success Project showcases youth in WV. It might serve as a starting point for a local project for a class or an individual to develop an e-Portfolio about Pre-ETS experiences and activities. |
| **Reflection** | (5 minutes)<br>• Select 3 items from the How Self-Determined Am I? checklist that you are most interested in learning more about. Record these in your transition journal or portfolio. Describe how becoming more independent as an adult feels to you at this point in your life. |
| Post Instruction Notes/Reflections from Staff: | |

*Note: Shaded/Bold sections in column 1 require student action.*

## How Self-Determined Am I?

*Note: This activity adapted from Informal Assessments for Transition Planning, Self-Determination/Self-Advocacy Checklist, page 134, PRO-ED, Inc., with permission.*

Instructions: How well do you know yourself, your wants, your needs, your preferences, your interests? How well do you communicate these to others? This activity will help you identify areas of strength and areas that need improvement.

The following is a list of items that will help you think about a variety of skills and take a survey about self-determination and demonstrating self-advocacy. Individuals with disabilities are described as self-determined when they have the opportunity and skills to be independent as other people in their communities. When an individual demonstrates self-determination, he or she guides the process, often with the help of others, of living and planning their own life in the way they feel is best. This requires both responsibility and the ability to communicate one's needs clearly to others in living, learning, and work settings. Developing self-determination skills and demonstrating self-advocacy begin early in life and continue to develop through one's lifetime. It may involve various opportunities for mentoring, too.

Think about each item on this list separately and place a dot with a highlighter on the scale to indicate where you feel your skill level best describes you right now. If you don't know, place a check in the DK box.

| My Current Skills | Yes ———— Sometimes ———— No | DK |
|---|---|---|
| I can describe my strengths at school, home, work, and in the community.<br>- Self-Awareness | Yes ———— Sometimes ———— No | |
| I can describe my weaknesses at school, home, work, and in the community.<br>- Self-Awareness | Yes ———— Sometimes ———— No | |
| I can describe my strengths and weaknesses to others accurately.<br>- Self-Awareness | Yes ———— Sometimes ———— No | |
| I can describe my disability and label.<br>- Understanding My Disability | Yes ———— Sometimes ———— No | |
| I can describe how I learn best and explain what does not help.<br>- Understanding my Disability | Yes ———— Sometimes ———— No | |
| I can explain what I need from special education or 504 services.<br>- Understanding My disability | Yes ———— Sometimes ———— No | |

# Lesson 3

| My Current Skills | Yes ———— Sometimes ———— No | DK |
|---|---|---|
| I can explain what I need from special education or 504 services.<br>- Understanding My disability | Yes ———— Sometimes ———— No | |
| I can describe my interests.<br>- Self-Awareness | Yes ———— Sometimes ———— No | |
| I know my values.<br>- Self-Awareness | Yes ———— Sometimes ———— No | |
| I can request help in an acceptable manner.<br>- Request and Accept Help | Yes ———— Sometimes ———— No | |
| I can set goals for learning and training.<br>- Set Goals | Yes ———— Sometimes ———— No | |
| I can set goals for living.<br>- Set Goals | Yes ———— Sometimes ———— No | |
| I can identify my work and career goals.<br>- Set Goals | Yes ———— Sometimes ———— No | |
| I can develop a plan for reaching my goals.<br>- Set Goals | Yes ———— Sometimes ———— No | |
| I can make adjustments to my plans and goals when they are not working as I expected.<br>- Problem Solving/Decision Making | Yes ———— Sometimes ———— No | |
| I can make decisions based on information I have received.<br>- Decision Making | Yes ———— Sometimes ———— No | |
| I can make choices from a group of options.<br>- Decision Making | Yes ———— Sometimes ———— No | |
| I can identify what it means to be independent.<br>- Identify Independence | Yes ———— Sometimes ———— No | |
| I can identify reasonable accommodations and modifications I need for living, learning, and work.<br>- Disability Understanding | Yes ———— Sometimes ———— No | |
| I can request reasonable accommodations and modifications I need for living, learning, and work.<br>- Request and Utilize Accommodations | Yes ———— Sometimes ———— No | |

| My Current Skills | Yes ———— Sometimes ———— No | DK |
|---|---|---|
| I can request and accept help from others in an appropriate way for living, learning, and work.<br>- Request and Utilize Accommodations | Yes ———— Sometimes ———— No | |
| I can negotiate reasonable accommodations and modifications I need to live, learn, and work in an appropriate way.<br>- Request and Utilize Accommodations | Yes ———— Sometimes ———— No | |
| I can state my rights and responsibilities as a person with a disability.<br>- Know Your Rights and Responsibilities | Yes ———— Sometimes ———— No | |
| I can gather information to make decisions.<br>- Taking a Leadership Role | Yes ———— Sometimes ———— No | |
| I can evaluate information and make my own decisions.<br>- Decision Making | Yes ———— Sometimes ———— No | |
| I can take action when it is needed.<br>- Intrinsic Motivation | Yes ———— Sometimes ———— No | |
| I can be a leader and take charge when I am asked or when it is needed.<br>- Taking a Leadership Role | Yes ———— Sometimes ———— No | |
| I can make my desires known in a firm but thoughtful manner.<br>- Assertiveness | Yes ———— Sometimes ———— No | |
| I can listen to opinions of others and consider their recommendations in decision making.<br>- Decision Making | Yes ———— Sometimes ———— No | |
| I can solve problems that arise by myself or with help from others.<br>- Problem Solving | Yes ———— Sometimes ———— No | |
| I can evaluate and make decisions about completing things in my life.<br>- Progress Monitoring | Yes ———— Sometimes ———— No | |
| I can improve my thinking and actions when I get down or at a low point by using positive self-talk.<br>- Positive Self-talk | Yes ———— Sometimes ———— No | |
| I begin and finish my work on time.<br>- Intrinsic Motivation/Self-Responsibility | Yes ———— Sometimes ———— No | |

| My Current Skills | Yes ———— Sometimes ———— No | DK |
|---|---|---|
| I can follow a schedule for work, training, or school.<br>- Intrinsic Motivation/Self-Responsibility | Yes ———— Sometimes ———— No | |
| I can work independently and request help when needed.<br>- Intrinsic Motivation/Self-Responsibility | Yes ———— Sometimes ———— No | |
| I can complete my work on time by staying on task.<br>- Intrinsic Motivation/Self-Responsibility | Yes ———— Sometimes ———— No | |
| I can compare my work to a standard and evaluate its quality.<br>- Monitor Progress | Yes ———— Sometimes ———— No | |

Using the descriptions from **The 411 on Disability Disclosure**, page 1-6, for your responses, begin discussing and developing a plan for how to continue improving.

From **The 411 on Disability Disclosure**, reprinted here:

If you answered **YES** to many of the questions, you should be very proud of yourself! You definitely have a good sense of yourself and your disability. This means you're on the road to being a very self-determined individual! Of course, you realize that there will always be room for improvement. Reflect on the questions you answered with a NO, and create some short-term goals designed to strengthen your areas of limitations.

If you answered **SOMETIMES** to many of the questions, you possess some very good skills in understanding yourself and your disability, but you have some specific areas that need to be developed. Once you have identified your strengths (the question you answered with a YES), list the other areas that need work (the questions you answered with a NO) and prioritize them. Decide which areas of need are most important to focus on right now, and create some short-term goals to begin to strengthen your weaker spots.

If you answered **NO** to many of the questions, you are at the beginning stage of understanding yourself and your disability. Take the next step and seek out others whom you trust and who know you well; ask them to help you sort out your areas of strengths and needs (you probably have more strengths than you realize). Share the results of the questionnaire with these individuals and ask them for assistance in developing some short-term goals for the purpose of gaining a better understanding of yourself.

If you answered DK, include those in the areas for goal setting.

# Unit 1:
# Self-Determination... the BIG Picture

## PURPOSE

The purpose of Unit 1 is to introduce you to the process and the value of self-determination: making informed decisions through reflecting on and building on your strengths. Terminology provided in this unit will help you better understand the topic of self-determination. A questionnaire will help you examine your strengths in the area of self-determination and to consider some skills you would like to enhance. We strongly suggest that you read the discussion section on page 1-3.

## TERMINOLOGY

You may know some of these words already, or you may have just heard them in passing. First, define these words as you understand them. Then, check your definitions against the glossary located in the back of this workbook. Here are the terms used in Unit 1:

| | |
|---|---|
| Accommodation | Goals (long-term and short-term) |
| Informed choice | Respect |
| Self-determination | Values |

**Accommodation** _____

_____

**Goals (long-term and short-term)** _____

_____

**Informed choice** _____

_____

**Respect** _____

_____

**Self-determination** _____

_____

**Values** _____

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## NOTES

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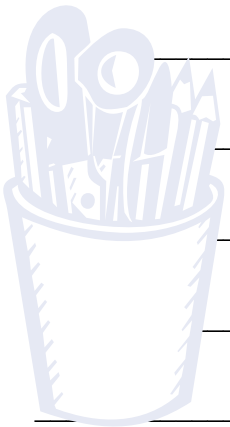

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# DISCUSSION

One of the key ways that adults define themselves and develop a sense of identity is through the many choices they have made throughout their lives. Young people as well as adults often struggle with the responsibility of making good decisions, oftentimes without accurate and complete information.

Teenagers make important choices such as choosing a part-time job, deciding which classes to take, selecting someone to date, and deciding what to do in their free time. These decisions aren't always easy. Although some of these decisions may only have short-term effects, other decisions will affect your life in the long term. You will make some of these decisions on your own, while you'll make other decisions in partnership with parents, friends, teachers, or advisors. Remember that some decisions must be made without having all of the necessary information available. Not all decisions can be well supported, but it's important to try to make the most informed decision.

Youth are rarely taught about **informed choice** while in high school. **Informed choice is the process of making a decision after considering relevant facts and weighing the pros and cons (positives and negatives) of the decision.** Making informed choices is a skill that must be practiced, encouraged, reflected upon (or thought about), and then practiced some more in order to be acquired. This process requires you to collect information before making a decision. You may be given information or you may research information on your own (perhaps by going online or talking to people).

Self-determination is the desire, ability, and practice of directing one's own life. It is often referred to as "The BIG Picture" because it has so much to do with the person you are and the person you want to be.

Informed decision-making is a skill that you will benefit from many times in your life when you are required to make crucial decisions.

**Self-determination is the desire, ability, and practice of directing one's own life. It is often referred to as "The BIG Picture" because it has so much to do with the person you are and the person you want to be.** You can think of it as an umbrella that covers the very important and personal matters that make up you. A self-determined person can set goals, make decisions, see options, solve problems, speak for him or herself, understand required supports, and evaluate outcomes (Martin & Marshall, 1996). Being a self-determined person helps you to make important choices and informed decisions in your life based on your abilities, interests, and attitudes. Self-determined people accept themselves, respect themselves, and **value** themselves for who they are and what they have to offer to others.

When people are self-determined, they can more easily identify their short-term and long-term personal **goals.** Sometimes short-term

goals are steps you take to get to your long-term goal. In addition, self-determined individuals understand that some personal goals (whether short-term or long-term) can be reached independently, while also recognizing that all people seek out others to help them achieve all their goals. **Self-determination empowers people to seek assistance when needed.**

One important decision that many young people face is whether or not to disclose their disability. The decision to disclose a disability belongs solely to the person with the disability. Disability disclosure is a very personal choice and should definitely be an informed choice. If you have a disability, **there are no requirements that you disclose your disability to anyone at any time,** but in order to receive accommodations at work or in school, you must disclose.

If you do not require **accommodations,** it is generally not necessary to disclose. A self-determined person with skills in making informed choices will be better equipped to make this important decision about disclosure after trying some of the strategies like weighing the pros and cons and considering all the facts. If you decide to disclose your disability after thoughtful reflection on the subject, it is important to practice disclosing effectively with people whom you **respect** and trust, and who know you and your strengths well.

It's not easy to share information about your disability with others. This workbook was created to help you make an informed decision about whether or not to disclose information about your disability and to prepare you to disclose information about yourself and your disability in an effective manner if necessary.

Complete the questionnaire on the following page to see just how much you know about yourself and your disability. Your answers can lead to an interesting discussion about your strengths and limitations, and how to accentuate and improve your skills in certain areas.

# ACTIVITY:
## JUST WHAT DO YOU KNOW ABOUT YOURSELF AND YOUR DISABILITY?

Complete the questionnaire below.
For each question, check the box (Yes, Sometimes, or No) that best describes yourself

| Questions | YES | SOMETIMES | NO |
|---|---|---|---|
| 1. Do you know what you do well in school? | | | |
| 2. Do you know what you do well outside of school? | | | |
| 3. Can you easily explain your skills and strengths to other people? | | | |
| 4. Do you know how you learn best? | | | |
| 5. Do you inform your teacher how you learn best? | | | |
| 6. Do you inform your employer how you learn best? | | | |
| 7. Do you ask for help when you need it? | | | |
| 8. Do you take responsibility for your own behavior? | | | |
| 9. Do you feel proud of yourself? | | | |
| 10. Do you set long-term and short-term goals for yourself? | | | |
| 11. Do you create lists for yourself to help you achieve your goals? | | | |
| 12. Are you present at your own IEP or 504 meetings? | | | |
| 13. Do you participate in your own IEP or 504 meetings? | | | |
| 14. Do you disclose your disability to others? | | | |
| 15. Do you like the reaction you get when you inform someone about your disability? | | | |
| 16. Do you practice disclosing your disability to others? | | | |
| 17. Do you describe your disability differently depending on the setting or the people? | | | |
| 18. Are there times you choose not to tell someone about your disability? | | | |
| 19. Do you know what "reasonable accommodation" means? | | | |
| 20. Do you know what accommodations you need in school in order to be successful? | | | |
| 21. Do you know what accommodations you need on the job in order to be successful? | | | |

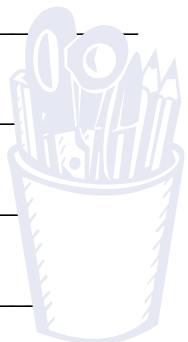
| Questions | YES | SOMETIMES | NO |
|---|---|---|---|
| 22. Do you practice asking for the accommodations you need in school? | | | |
| 23. Do you practice asking for the accommodations you need on the job? | | | |

**If you answered YES to many of the questions,** you should be very proud of yourself! You definitely have a good sense of yourself and your disability. This means you're on the road to being a very self-determined individual! Of course you realize that there will always be room for improvement. Reflect on the questions you answered with a **NO,** and create some short-term goals designed to strengthen your areas of limitations.

**If you answered SOMETIMES to many of the questions,** you possess some very good skills in understanding yourself and your disability, but you have some specific areas that need to be developed. Once you have identified your strengths (the questions you answered with a **YES**), list the other areas that need work (the questions you answered with a **NO**) and prioritize them. Decide which areas of need are most important to focus on right now, and create some short-term goals to begin to strengthen your weaker spots.

**If you answered NO to many of the questions,** you are at the beginning stage of understanding yourself and your disability. Take the next step and seek out others whom you trust and who know you well; ask them to help you sort out your areas of strengths and needs (you probably have more strengths than you realize). Share the results of the questionnaire with these individuals and ask them for assistance in developing some short-term goals for the purpose of gaining a better understanding of yourself.

## NOTES



# ACTIVITY:
## SELF-DETERMINED SHORT-TERM GOALS

Areas of need can be turned into areas of strength if you make a conscious effort and understand that this transformation won't happen overnight. Look over the results on the questionnaire and determine the areas you need to work on. Then develop three short-term goals that address these areas of need. Read the example below before completing the activity.

**Remember, the only goal you can't achieve is the one you don't attempt!**

**Example:**

If you answered NO to Question #1 ("Do you know what you do well (what your strengths are) in school?"), you may need to reflect on your areas of strengths and get input about your strengths from others who are familiar with you, such as your friends, parents, coaches, teachers, and employers. Make a list of the strengths they mention and select three of these strengths to develop goals around.

*For example, Mira has identified her strengths in the areas of math, computers, and art. She has also identified her area of need as explaining her disability.*

Now, keeping these strengths in mind (for example, math, computers, and art) answer the following questions:

**Question 1: How can I use my strengths to improve my areas of need?**

*Answer #1: Mira has difficulty describing her disability in writing or words (area of need), but she can use her artistic abilities to explain her disability through images. This would also show people that while she has a disability in some areas, she still excels in other areas such as art.*

**Question #2: What short-term goals can I develop to highlight these strengths?**

*Answer #2: Mira can join an extracurricular activity, such as the school newspaper or volunteer to maintain the school website, or design sets for school plays.*

Question #3: How can I use these strengths to reach my employment goals?
Answer #3: She can research which careers need people with strong skills in math, computers, and art. She may look into the graphic arts career field that interests her and highlights her skills. Maybe she can find a part-time job or internship in an art store or information technology firm.

**Question #4: How can I use these strengths to reach my social goals?**

*Answer #4: Mira would like to broaden her circle of friends, but she finds it difficult to meet new people. She will try to meet a few new people in her extracurricular activities and at her part-time job who have similar interests. She could also invite someone to an art exhibit.*

**Question #5: How can I use these strengths to reach my academic/educational goals?**

*Answer #5: Mira wants to improve her grades in English class this semester. She could improve her grade by talking to her teacher about using her artistic or technical skills to supplement her writing assignments or using these skills to aid in writing her final assignment.*

**Now, you try:**

**List your strengths noted on the questionnaire and any other strength you have identified.** __

_____

**Talk with others and list the strengths that they mention.** _____

_____

**Select three of these strengths to focus on in this activity.**

**1.** _____

**2.** _____

**3.** _____

*Focusing on these three strengths, answer the following questions:*

**Question 1: How can I use my strengths to improve my areas of need?** _____

_____

**Question #2: What short-term goals can I develop to highlight these strengths?** _____

_____

**Question #3: How can I use these strengths to reach my employment goals?** _____

_____

**Question #4: How can I use these strengths to reach my social goals?** _____

_____

**Question #5: How can I use these strengths to reach my academic and educational goals?** ____

_____

_____

# Lesson 4

**Pre-ETS Lesson Plan: Goal 5-Instruction in Self Advocacy**

Lesson # 4: How Do The Services I Have Received in High School and Adult Accommodations Relate? Where Can I Find Information about Job Accommodations?
*To be utilized with Goal 5 UbD Unit Design 2016-October*

Creator: Karen Ruddle (2016December; rev. 2022June)

Duration: 30 minutes

| | |
|---|---|
| WVDE CCR Standard(s) and/or Dispositions for CCR | ELA.9.4/ELA.10.4, ELA.9.5/ELA.10.5, ELA.9.10/ELA.10.10, ELA.9.19/ELA.10.19, ELA.9.21/ELA.10.21, ELA.9.30/ELA.10.30, ELA.9.39/ELA.10.39, ELA.9.41/ELA.10.41, HE.HS.4.03<br>Self Awareness, Clear and Effective Communication, Social and Personal Responsibility |
| Activity Type | Small group and/or individual |
| Resources-Materials-Websites | • Transition Guide for Students with Disabilities and their Parents at the Pathways WV, Medical History form at https://www.pathwayswv.org/docs/Pathways-Student-Transition-Guide_2019-FINAL.pdf pages 80-83<br>• My Personal Needs handout, attached<br>• Job Accommodation Network at https://askjan.org ) |
| **Work to be completed outside class (before or after)** | • Note to Instructor: This lesson is a follow up to Lesson 3 where the components of Self-Advocacy were introduced. It is a deeper look at knowing about individual support needs (or accommodations) and identifying some of the important details for personal medical needs and support needs for learning, training and work settings. The before and after assignments will enrich the lesson but can also be used as lessons themselves rather than independent activities, depending on the group or individual.<br>• Use the **How Self-Determined Am I?** checklist from **Goal 5 Lesson 3** to create additional lessons and in-depth activities for self-determination and self-advocacy skill development. |
| Method of assessment/Rubric(s) | Personal reflection and responses to questions from the handout. |
| Accommodations and Modifications-Universal Design for Learning (UDL) and Differentiated Instruction (DI) | • Items and/or responses are intended to be read aloud or recorded for students who have reading/writing challenges.<br>• Additional discussion of the meaning of some items or re-stating in a different manner may be necessary.<br>• Prompting and additional questioning is likely necessary to decipher current accommodations. |

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| | • The IEP document will provide additional support for discussion or can be used after the session to identify areas for additional follow up at a later time. |
| **Activating Prior Knowledge** | (5 minutes)<br>• Provide individuals with a copy of the Medical History form in the Transition Guide for Students with Disabilities and their Parents at the Pathways WV site - https://www.pathwayswv.org/docs/Pathways-Student-Transition-Guide_2019-FINAL.pdf pages 80-83, or provide them with the link.<br>*Instructions to the student:*<br>• Review the Medical History form in the Transition Guide for Students with Disabilities and their Parents that your instructor has provided. Think carefully about any medications you take and diagnoses that might impact learning, training, and work settings in your future as they may have while you are in school. Be ready to discuss these and how they have been handled by your family or caregiver. You can use this form later to record any information that you need to keep for your own records. |
| **Vocabulary Development** | (8 minutes)<br>Terms: **Disability, Accommodation**<br>• Present the two words to the student(s).<br>• Have them discuss what they know about each of these words, assisting them to decipher smaller word parts to help them arrive at a meaning and write a simple definition of each for class purposes. Guide discussion quickly/briefly to assure the following key points of each are included in their definitions.<br>• Add these to a word bank for Pre-ETS/Transition activities (consider keeping a notebook, poster/chalk board or note cards with vocabulary and definitions).<br>• **Disability**-(under ADA) a physical or mental impairment that substantially limits one or more major life activities, including (but not limited to) walking, eating, speaking, breathing, working, standing or thinking; some disabilities are considered hidden disabilities<br>• **Accommodation**-a strategy that lessens or gets rid of a particular barrier (i.e. glasses for a person with close vision challenges) |
| **Skill Lesson/Active Learning** | (15 minutes)<br>• Discuss disability and accommodations in broad terms, explaining that education and adult services apply labels when an individual is identified with a disability under very specific regulations. These regulations are not exactly the same for school-age individuals and adults, so it is important to begin to learn about this topic. Conduct a brief discussion to assess level of awareness for eligibility. This |

| | |
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| | begins the conversation about "talking about your disability" and "understanding your disability."<br>• Tell individuals that you will act as the interviewer. They need only to listen carefully and respond to the questions on the handout. Responses can be recorded in any manner desired.<br>• Explain that this activity will help each person define their disability in order to better understand and identify some accommodations they may need after leaving high school and to be able to speak clearly about this information.<br>• Using the My Personal Needs handout (attached), present each question individually. Allow time for a clear response and provide prompts if needed to gain clarity. **Caution: If you are working with a group of individuals, plan for responses to be kept confidential unless all individuals in the group are "practicing" talking about a disability. One way this can be done is to have each draw a ticket that assigns them a pseudo disability to have for the activity.*<br>• Write name/date at the top of the page. This activity may be re-assigned once individuals have an opportunity to learn and to practice speaking about a disability.<br>• Access the Job Accommodation Network (JAN) website and demonstrate the A to Z of Disabilities and Accommodations section of the site by using the category menu where a limitation or a disability can be selected, then a specific limitation or disability to show them details. Allow a brief practice time. There are also training modules and videos that can be searched, as well as a myJAN app to save information that is pertinent to each of them. These are excellent and lend themselves to deeper exploration or development of future lessons. Spend time familiarizing yourself with this valuable website resource so you are ready to help your clients more fully with their needs.<br>• Individuals should select one of the limitations or disability identified from the My Personal Needs handout and explore the information and details. Explain these are acceptable and appropriate types of accommodations for adult settings. Have individuals prepare a list of accommodations for adult settings of learning, living, work, and training they might want to consider. Explain that some accommodations used while in school may not be allowed in adult settings. Also, if an individual chooses to request an accommodation, they will need to disclose some personal information to justify the request, whether or not they are seeking a formal 504 Plan or not.<br>• After completing this lesson, the instructor should review the IEP/IPE with the individual to review accuracy of student responses, |

| | |
|---|---|
| | especially if he or she is not already familiar with the contents. Clarify any differences and discuss what has been learned about the JAN site. |
| **Reflection** | (2 minutes)<br>• Ask students to reflect in the student transition journal and aloud, regarding what they still need to know about supports after high school. This will, of course, lead to follow up lessons to answer their questions. |
| Post Instruction Notes/Reflections from Staff: | |

*Note: Shaded/Bold sections in column 1 require student action.*

**My Personal Needs**

Instructions: This activity helps you consider how you talk about your disability and how it impacts you in your school setting. Talking about a disability might be a sensitive subject, but it will allow you to practice while you are in a setting that is safe and to think about your future needs for learning, training, and working. If you need more space for any item, add a sheet of paper.

Describe the parts of your school day that are most and least challenging:

Most challenging: _____

_____

Least challenging: _____

_____

Name and describe your disability: _____

_____

_____

_____

_____

Describe any medical conditions, medications, medical needs that impact you at school: _____

_____

_____

_____

_____

What accommodations, modifications, and supports do you receive at school? _____

_____

_____

_____

_____

Have you or has anyone helped you think about what accommodations, modifications, and supports that you might need in adult learning, working, and training settings?

Circle your response: YES NO

If so, what supports do you think you will need in adulthood? _____

_____

_____

_____

Are you aware of the Job Accommodation Network (askjan.org) website?

Circle your response: YES NO

If so, describe how it might be helpful: _____

_____

_____

_____

**Pre-ETS Lesson Plan: Goal 5-Instruction in Self Advocacy**

Lesson # 5: I Want To Conduct My Own Individualized Education Program (IEP) Meeting
*To be utilized with Goal 5 UbD Unit Design 2016-October*

Creator: Karen Ruddle (2017January)

Duration: 30 minutes

| | |
|---|---|
| WVDE CCR Standard(s) and/or Dispositions for CCR | ELA.9.4/ELA.10.4, ELA.9.5/ELA.10.5, ELA.9.10/ELA.10.10, ELA.9.19/ELA.10.19, ELA.9.21/ELA.10.21, ELA.9.30/ELA.10.30, ELA.9.39/ELA.10.39, ELA.9.41/ELA.10.41, HE.HS.4.03, HE.HS.8 Self Awareness, Clear and Effective Communication, Social and Personal Responsibility |
| Activity Type | Small group and/or individual |
| Resources-Materials-Websites | • Agenda for Student Led IEP Meetings handout (attached)<br>• Obtain a copy of the most recent IEP for the student. This document is quite detailed and is sometimes better understood with discussion support of the case manager/teacher of record.<br>• Additional staff resources: The American Federation for the Blind (AFB) offers very specific student led IEP guidance for students with visual impairment. The information applies to all students with IEPs, but with some adjustment. Staff should familiarize themselves with the guidance and be prepared to introduce the process to the students. Use this as a supplement or a follow up lesson. Link: http://www.afb.org/info/living-with-vision-loss/for-job-seekers/transition-to-work-program-activity-guide/lesson-1-student-led-iep-meeting/1245 , I'm Determined Project at http://www.imdetermined.org , and the Iowa Department of Education at https://www.educateiowa.gov/pk-12/special-education/iowas-guidance-quality-individualized-education-programs-ieps |
| **Work to be completed outside class (before or after)** | **After** (10-15 minutes and multiple sessions when needed)<br>*Instructions to the student:*<br>• Identify a trusted adult familiar with the IEP document.<br>• Practice presenting the transition sections of the document to the adult that have been prepared using the Agenda for Student Led IEP Meetings |
| Method of assessment/Rubric(s) | • Personal recording of student information on the Agenda handout or other method of presentation. |
| Accommodations and Modifications- | • Items and/or responses may be read aloud or recorded for students who have reading challenges. |

| | |
|---|---|
| Universal Design for Learning (UDL) and Differentiated Instruction (DI) | • Additional discussion of the meaning of some items may be necessary.<br>• Teacher may need to facilitate the entire discussion and vary word choices to understanding level of specific students to clarify specific items. |
| **Activating Prior Knowledge** | (5 minutes)<br>• Lead a brief student discussion about previous participation in the IEP meetings to date<br>• Determine from students regarding participation rates of IEP and IPE themselves, their parents and educators/counselors<br>• Question students regarding their desire for an increased role in the IEP<br>• Note: Instructor should familiarize themselves with the current IEP and meeting agenda components to set the stage for the activity |
| **Vocabulary Development** | (8 minutes)<br>Terms: **Individualized Education Plan (IEP), Transition Planning**<br>• Present the terms to the student(s).<br>• Guide students to discuss what they know about each of these, assisting them to arrive at a meaning and write a simple definition of each for class purposes. Guide discussion quickly/briefly to assure that key points of each are included in their definitions.<br>• **IEP**-a legal document, components include assessments, transition services, present levels of performance, goals, services<br>• **Transition planning**-part of the IEP process when students will be 16 (in WV) during the current IEP; includes assessments, takes into account students strengths, interests, preferences; establishes post school goals for living, learning and work; identifies annual activities to assist the student in post school decision making<br>• Add these to a word bank for Pre-ETS/Transition activities (consider keeping a notebook, poster/chalk board or note cards with vocabulary and definitions). |
| **Skill Lesson/Active Learning** | (15 minutes)<br>• Using the agenda for the IEP document, explain each part in some detail, noting specific statements about what the student can/cannot do independently as they relate to academic, social and learning skills. Focus on transition planning sections.<br>• Assist students in completion of the IEP Agenda handout.<br>• Help students make notations about assessments that might be needed, specifically transition assessments and other items on the Transition Services section of the IEP, before the next IEP. |
| **Reflection** | (2 minutes)<br>• Reflect on sections discussed in the IEP. |

| | |
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| | • Identify assessments (formal and informal) that need completed prior to the next IEP. Set a goal for completion.<br>• If time, role play presenting My future plans section of the agenda.<br>• Write a statement of agreement with the IEP coordinator and Pre-ETS counselor for increasing student participation in the next IEP meeting. |
| Post Instruction Notes/Reflections from Staff: | |

*Note: Shaded/Bold sections in column 1 require student action.*

## Sample: Agenda for Student Led IEP Meetings

Staff: Provide student and parent/guardian with a copy of Special Education Procedures, Age of Majority and any other information to be shared.

Student:

- Introduce myself and the others members of the IEP Team or allow them to introduce themselves and their role.

Share **Transition Information**

- Share about my living skills (When I am done, ask my parent for input)
  - Things that I can do well:
  - Things that I still need to learn/improve
- Share about my learning skills (When I am done, ask my instructors for input)
  - My previous IEP goal areas are:
  - My current IEP goal areas are:
  - What helps me to learn best in the classroom is (be specific per subject if needed):
  - What classes/kinds of activities that are most difficult for me are:
- Ask the instructors (general and special education) to share information about how I am doing in classes and for other comments they would like to share.
- Share my current grades with the IEP Team
- Ask my special education instructors or IEP coordinator to discuss my learning data.
- Share about my working skills (When I am done, ask for input from others).
- Present my Future Plans for living, learning and work (Postsecondary goals).
  - Share assessments and activities that I have completed since my last IEP and share the results with the IEP Team.
  - After I graduate from high school, I plan to live:
  - After high school, I want to have a job/career as a:
  - The additional training or education I will need to do my desired job is:

- Share specific information about how the current school year is going:
  - Which are my best classes and why:
  - Which are my most difficult classes and why:
  - How is the social part of school going:
  - What are things I need help with that I have not yet shared:
- Ask my parents to share how they feel I am doing at school, home and other places. What are their goals and/or concerns for me at the present time?
- Ask my special education instructors or IEP coordinator to discuss any additional information about the goals from the previous year, any assessments and any new goals for the upcoming year.
- Share my goals for the upcoming year, particularly with working toward my future plans for living, learning and work.
- Discuss options for special education services and supports, with assistance from the special educator or IEP coordinator, if needed.
- Discuss my diploma status (standard diploma/modified diploma)
- Discuss options for post school service providers (interagency linkages) for the upcoming year.
- Discuss transition services needed for the upcoming year.
- Discuss Age of Majority, if it is appropriate. Check with the special educator or IEP coordinator.
- Ask others if they have other information they would like to share. The special educator or IEP coordinator should make sure other parts of the IEP are addressed.
- Thank everyone for attending my IEP meeting.

Note: This information may be shared by the student in multiple ways and with varying levels of support. Some options are: an ongoing conversation with the teacher prompting/guiding, a PowerPoint presentation, a picture presentation, a video, selecting only a few items the student will share.

*This agenda was developed using an Agenda for Student Led IEP Meetings from the Iowa State Department of Education, the American Federation for the Blind and the I'm Determined Project from the Virginia Department of Education.*

# I'm Determined!

## Understanding and Preparing for My IEP

Name:_____

**Source:**
**https://www.imdetermined.org/wp-content/uploads/2017/10/im_determined_understanding_and_preparing_for_my_iep.pdf**

(WV-specific information is in blue)

# What is My IEP?

- My Individualized Education Program (IEP) is a roadmap to help me reach my goals.

- Being a part of my IEP allows me to have a voice in decisions affecting my education.

All IEPs for students 16 (14 in WV) years and older include the following parts:

1. Present Level of Performance
2. Accommodations
3. Annual Goals
4. Services
5. Postsecondary Goals
6. Diploma Status
7. Participation in Statewide Testing
8. Transition Services
9. Interagency Linkages
10. Age of Majority

1. (In WV - Present Level of Academic Achievement and Functional Performance)

# Understanding the Parts of My IEP!

**Present Level of Performance:**
This part lists my preferences, interests, strengths and needs and may include a variety of academic and age appropriate transition assessment scores and explanations, observations, comments from me, teachers, parents/guardians, and others.

**Accommodations:**
How schools and my teachers adapt, adjust, or change the physical environment, instruction, or services for me so that my disability does not affect my learning. These accommodations are based upon my special needs.

**Annual Goals:**
What I intend to accomplish in one year.

**Services:**
Special supports I will need to benefit from school and reach my goals.

**Postsecondary Goals:**
These are goals that I have set for myself after I graduate/exit school. These goals are in the area of employment, education/training, and independent living/community participation.

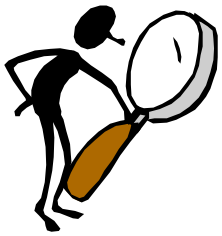
**Diploma Status:**
The type of diploma I am working to achieve. Diploma types include: advanced studies, standard, GED, certificate of program completion, modified standard, or special.
(In WV - Diploma types include: standard, certificate of completion, or alternate diploma)

**Participation in Statewide Testing:**
How I will be included in Virginia's statewide testing. This section of my IEP will include the accommodations that I will use during the testing.

**Transition Services/Linkages:**
This section of my IEP will address the services that I may need to meet my postsecondary goals. Identification of agency responsibilities and linkages are also included in this section.

**Age of Majority:**
The legal age of majority in Virginia is 18 years of age.

# Understanding and Participating in My IEP!



**Present Level of Performance:**

*Read the Present Level of Performance section in your current IEP with your teacher or parent/guardian and answer the following questions:*

---

1. **What questions do I have concerning my current Present Level of Performance?**

_____

_____

_____

2. **Does the Present Level of Performance section describe:**
   - **My strengths?** ☐ **Yes or** ☐ **No**
   - **My interests/preferences?** ☐ **Yes or** ☐ **No**
   - **My weaknesses or needs?** ☐ **Yes or** ☐ **No**
   - **How my disability affects me in the classroom?** ☐ **Yes or** ☐ **No**

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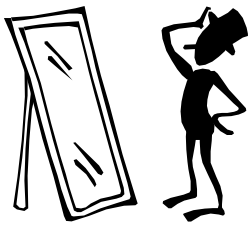


*Please answer the following questions so this information can be included in the Present Level of Performance in your new IEP:*

1. **What are my academic strengths?**

_____

_____

_____

2. **What subjects are difficult for me? What frustrates me about school?**

_____

_____

_____

**<u>Present Level of Performance</u>: *(Continued)***

3. **How do I learn the best?**

4. **How do I feel about school?**

5. **In the past year, how were my grades, attendance, and behavior?**

6. **What are some of my interests and hobbies? What do I enjoy doing on the weekends?**

7. **What do I want others to know about me?**

8. **What types of responsibilities do I have at home?**

9. **Where have I worked (paid or volunteer positions)? What were my responsibilities at these jobs?**

10. **What type of work do I enjoy and think I would be successful doing?**

**Accommodations:**

*Read the Accommodations section in your current IEP with your teacher or parent/guardian and answer the following questions:*

---

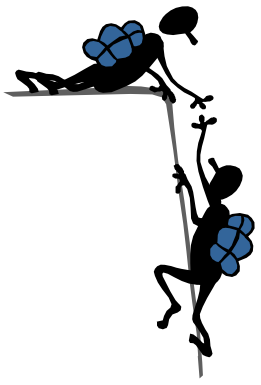
1. **What accommodations are most helpful to me in the classroom?**

2. **Are there any accommodations listed that I think I may not need?**
   ☐ **Yes or** ☐ **No (If Yes, please list them below.)**

3. **Are there any accommodations that I think need to be added?**
   ☐ **Yes or** ☐ **No (If Yes, please list them below.)**

4. **What accommodations do I think I will need after completing school (on a job site or in college)? Are these reasonable under the Americans with Disabilities Act?**

5. **Do I understand how to access these accommodations after I complete school?**
   ☐ **Yes or** ☐ **No (If Yes, please describe below.)**



## Annual Goals:

*Read the Annual Goals section in your current IEP with your teacher or parent/guardian and answer the following questions:*

---

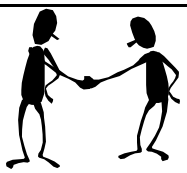
1. **Do I know the annual goals that are included in my IEP?** ☐ **Yes or** ☐ **No**
2. **Do I feel that I am getting close to meeting these goals?** ☐ **Yes or** ☐ **No**
3. **Do I understand how my goals will help me reach my postsecondary goals?**
   ☐ **Yes or** ☐ **No**
4. **What goals do I want to be included in my next IEP?**

## Services:

*Read the Services section of your current IEP with your teacher or parent/guardian and answer the following questions:*

---

1. **What special education services do I receive?**
2. **Who helps support me at school?**
3. **What natural supports do I use in school or in a job setting?**



## Postsecondary Goals:

*Read the Postsecondary goals section of your current IEP with your teacher or parent/guardian and answer the following questions:*

---

**1. Have I identified my postsecondary goal(s) in the area of Employment?**

☐ **Yes:**

**__ I want to include this goal in my new IEP.**

**__ I want to change my employment goal. My new goal for my future employment is:**

_____

_____

_____

☐ **No:**

**I should think about my strengths, preferences, vocational evaluations, and areas of needs when envisioning my future. I need to ask myself, five to ten years after graduating/exiting from school what do I want as my career, what type of job would I like to have, and where do I want to be working? Other questions to consider include:**

- **What do I like about the career/job/job location that I have identified?**
- **Do I want to work full-time or part-time?**
- **Do I plan to work in competitive employment or supported employment?**
- **Do I understand how to obtain a job in this area?**
- **Am I willing and prepared to meet the requirements for this job?**
- **Is my course of study helping me reach my postsecondary employment goal?**
- **Will I need supports to achieve my goals in this area?**

**Here are my thoughts:**

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

**Postsecondary Goals: (*Continued)***

**2. Have I identified my postsecondary goals in the area of Education/Training?**

☐ **Yes:**

**__ I want to include this goal in my new IEP.**

**__ I want to change my education/training goal. My new goal for my education/training after high school is:**

_____

_____

_____

☐ **No:**

**I need to think about what type of education/training I will need in order to reach my future employment goals. Possible options include: four year colleges/universities, community colleges, technical schools, apprenticeships, state supported programs (Woodrow Wilson Rehabilitation Center), and the military. Other questions to consider include:**

- **What I would like/need to study at this placement?**
- **What are the requirements that I will need to meet to be accepted at the placement of my choice?**
- **If I don't get accepted into my first choice of placements, do I have alternative choices?**
- **Do I know how I will finance my education/training after high school?**
- **Is my course of study helping me to reach my postsecondary education/training goals?**
- **Will I need supports to achieve my goals in this area?**

**Here are my thoughts:**

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**Postsecondary Goals: (*Continued)***

3. **Have I identified my postsecondary goal in the area of Community Participation/Independent Living?**

☐ **Yes:**

**__ I want to include this goal in my new IEP.**

**__ I want to change my community participation/independent living goal. My new goal for after high school is:**

_____

_____

_____

☐ **No:**

**I need to think about where I would like to live and how I would like to participate in my community. Some questions I need to ask myself include:**

- **As an adult, do I want to live:**
  - **in my own home/apartment by myself or with my family.**
  - **in my own home/apartment with others.**
  - **in a group home/supported living arrangement.**
  - **in my parents'/guardians' home.**
- **I plan to access transportation in the community by:**
  - **obtaining my driver's license and buying my own car.**
  - **learning how to use public transportation.**
  - **I need specialized transportation.**
- **Do I know the clubs/groups/organizations/resources that are available in the community?**
- **Are there ways that I can volunteer or contribute to others in my community?**
- **How can I develop friendships in my community?**
- **Are there skills that I need to learn that will help me reach my community participation/independent living goals?**
- **Is my course of study helping me to reach my community participation/independent living goals?**
- **Will I need supports to achieve my goals in this area?**

**Here are my thoughts:**

_____

_____

_____

_____

_____

_____

## Diploma Status:

*Read the Diploma Status section of your current IEP with your teacher or parent/guardian and answer the following questions:*

---

1. **Have I identified the type of diploma that I am working to earn? (**Do not answer this question if you have not yet completed the eighth grade)** ☐ **Yes or** ☐ **No**
   - **Type of diploma** _____
2. **Do I understand the requirements I will need to meet to earn this diploma?** ☐ **Yes or** ☐ **No**
3. **Will the type of diploma I am working to earn meet the requirements of my postsecondary goals?** ☐ **Yes or** ☐ **No**
4. **I plan to graduate during the _____ school year.**

## Participation in Statewide Testing:

*Read the Participation in Statewide Testing section of your current IEP with your teacher or parent/guardian and answer the following questions:*

---

1. **Do I understand how I will be included in Statewide Testing?** ☐ **Yes or** ☐ **No**
2. **Do I know the accommodations that I will use to participate?** ☐ **Yes or** ☐ **No**
3. **Do I know the testing requirements of the type of diploma that I am working to earn?** ☐ **Yes or** ☐ **No**

## Transition Services/Linkages:

*Read the Transition Services/Linkages section of your current IEP with your teacher or parent/guardian and answer the following questions:*

---

1. **Are there any specialized services that are not included in my IEP that I believe need to be added?** ☐ **Yes or** ☐ **No (If Yes, please list them below.)**

   _____

   _____

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2. **Do I know how to contact the agencies/organizations/individuals that have been identified as transition linkages in my IEP?** ☐ **Yes or** ☐ **No**

**Transition Services/Linkages**: (*Continued*)

3. Do I know the services these agencies/organizations/individuals can provide?
   ☐ Yes or ☐ No

4. Do I understand the difference between entitlement and eligibility? ☐ Yes or ☐ No

**Age of Majority**:

1. I understand that the legal age of majority in the State of Virginia is 18 years of age.
   ☐ Yes or ☐ No

# Learning More

*Read these two brochures with your teacher or parent/guardian:*

- Suggestions for Your Participation in the IEP Process
- What are My Rights as a Student with a Disability?

Here is a list of questions that I have about my IEP.

Here is a list of suggestions for how I can participate in my IEP Meeting.

# Lesson 6

**Pre-ETS Lesson Plan: Goal 5-Instruction in Self Advocacy**

Lesson # 6: I Want To Take A More Active Role In My Individual Plan for Employment (IPE) Meeting

*To be utilized with Goal 5 UbD Unit Design 2016-October*

Creator: Karen Ruddle (2017January)

Duration: 30 minutes

| | |
|---|---|
| WVDE CCR Standard(s) and/or Dispositions for CCR | ELA.9.4/ELA.10.4, ELA.9.5/ELA.10.5, ELA.9.10/ELA.10.10, ELA.9.19/ELA.10.19, ELA.9.21/ELA.10.21, ELA.9.30/ELA.10.30, ELA.9.39/ELA.10.39, ELA.9.41/ELA.10.41, HE.HS.4.03, HE.HS.8<br>Self Awareness, Clear and Effective Communication, Social and Personal Responsibility |
| Activity Type | Small group and/or individual |
| Resources-Materials-Websites | • WV IPE documents (PT, HS, Initial) – Obtain most current form from WV DRS Staff member<br>• Obtain a copy of the most recent IPE for the student from the Rehabilitation Services Pre-ETS Counselor<br>• The state of Wisconsin provides a series of questions for the individual to consider when choosing an Employment goal. The questions will assist the Pre-ETS Counselor/TRC with background information from the student to assist with determination of the employment goal. Source (link no longer active): http://dwd.wisconsin.gov/dwd/publications/dvr/pdf/dvr_18143_p.pdf Wisconsin Department of Workforce Development DVR: https://dwd.wisconsin.gov/dvr/<br>• Resource: The information provides an explanation of possible services for the IPE. Review this section with the student to assist them in completion of the employment goal. Link: http://www.visionaware.org/info/working-life/training-resources/individualized-plan-for-employment/125<br>• Resource: Supplement for discussing and planning parts of the IPE when more detail is needed for a student. Link: http://mn.gov/mnddc/extra/publications/choice/Choice4c-Ind_Plans-iep.pdf |
| **Work to be completed outside class (before or after)** | **After** (10-15 minutes)<br>*Instructions to the student:*<br>• Identify a trusted adult familiar with the IPE document.<br>• Practice explaining the sections of the document to the adult that you will be presenting at your IPE meeting. |

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| Method of assessment/ Rubric(s) | • Personal reflection and recording in student journal<br>• Student suggested targets for the IPE document |
| Accommodations and Modifications- Universal Design for Learning (UDL) and Differentiated Instruction (DI) | • Items and/or responses may be read aloud or recorded for students who have reading challenges.<br>• Additional discussion of the meaning of some items may be necessary.<br>• Teacher may need to facilitate the entire discussion and vary word choices to understanding level of specific students to clarify specific items. |
| **Activating Prior Knowledge** | (8 minutes)<br>*Note: The Rehabilitation Services (RS) professional is knowledgeable about the IPE process, assessments and plan development, while the student/client has a relatively minor role, often speaking less during the meeting and typically agreeing to the information and recommendations being presented. RS staff usually guide the IPE meeting and development; however, the IPE process presents a unique opportunity for the individual to develop self-advocacy skills and a more meaningful role in process. RS staff and the student/client can learn as partners to balance active participation during the IPE meeting. Some students may have active roles in the special education meetings to develop the Individualized Education Plan (IEP) at school and are ready to learn a new process for adulthood with the IPE development. Pre-planning to increase meaningful student/client IPE participation is necessary for success. This lesson may need to be extended to one or more additional sessions to allow the student/client the opportunity for practice and to develop a deeper understanding of RS.*<br>• Present the Vocabulary section of this lesson first to assure students know the difference in their IEP for education and the IPE for Rehabilitation Services.<br>• Explain that Rehabilitation Services identifies students as clients and that this term is used in the IPE document.<br>• Lead a brief discussion about previous student participation in and understanding of the IPE meeting(s) to date.<br>• Ask each to describe their most recent IPE meeting, noting who was there and their roles during the meeting.<br>• Ask students to explain how they participated in their most recent IPE meeting. |
| **Vocabulary Development** | (5 minutes)<br>Terms: **Individual Plan for Employment (IPE) Pre-Employment Transition Services (PT)**<br>• Present the terms to the student(s).<br>• Have them discuss what they know about each of these, assisting them to arrive at a meaning and write a simple definition of each for |

| | |
|---|---|
| | class purposes. Guide discussion quickly/briefly to assure key points are included in their definitions.<br>• **IPE PT**-Assure students area aware of the various components for identifying student goals (interests, preferences, choices, personality, aptitudes, abilities, learning/performance requirements, previous experience, availability of jobs, assessments) and the 5 goal areas for development of the intermediate goals (job exploration counseling, work-based learning, post-secondary training options, workplace readiness skills, self-advocacy)<br>• Add these to a word bank for Pre-ETS/Transition activities (consider keeping a notebook, poster/chalk board or note cards with vocabulary and definitions). |
| **Skill Lesson/Active Learning** | (15 minutes)<br>*Note: It is important that the instructor become familiar with the resource documents regarding the IPE from the Resources/Materials section of this lesson. Utilize the questions in the Wisconsin RS document to assist student understanding of their role in the IPE process.*<br>• Explain the purpose of the IPE. Tell students that they will be reflecting about various sections of the IPE and how they can have a more active role during the IPE meeting.<br>• Using the blank IPE document, explain each part in brief detail, pausing to check student understanding. Focus particularly on the following IPE sections: work goal, intermediate goals, services needed and initial program explanation. Make note of areas that are unclear to the student.<br>• Ask students to find and identify their specific IPE work goal from their most recent IPE document.<br>• Guide students to find the "In choosing my goal, I considered:" section. Ask students to provide a brief explanation of how they arrived at their specific work goal, noting the items marked on each IPE that were considered. Try to determine if there is full understanding of these items. If not, suggest there are formal and informal assessments or activities that help individuals select a work goal. This part of the activity will provide insight regarding background knowledge the student possesses about developing a work goal. If the student merely indicates an interest (as many 9$^{th}$ and 10$^{th}$ graders do), they may not be selecting the best career option. Explain that many factors should be considered when making a significant decision about the kind of work one might select for their adult life. This "considerations" section guides the identification of intermediate goals, because there is still time to broaden the individual's knowledge base for possible careers. |

| | |
|---|---|
| | • Guide students to locate the "Intermediate Goals" section and to read the goals listed. Guide students to understand that the intermediate goals will ultimately assist in final work goal development. Help the student/client understand the statements in the intermediate goals.<br>• Guide students to locate the "Pre-Employment Transition Services (Pre-ETS)" section and to read the services that are selected in the most recent IPE. Present and discuss all 5 options for services. Review the first intermediate goal (previous IPE section) and locate which of the service options best matches the goal. Do this with each of the intermediate goals, matching the best option in the Pre-ETS Services section. Note: This activity may identify other Pre-ETS Services that may be necessary prompting a review of the current IPE.<br>• Guide students to locate the Program Explanation-Initial section of the document. Read the information and discuss the purpose and information found in this section. Discuss assessment results and/or recommendations that have been completed. Respond to any student questions.<br>• Explain other parts of the IPE document briefly.<br>• Identify areas where additional guidance or coaching will be needed during future sessions to increase understanding and meaningful participation in the development of the IPE.<br>• Schedule with your RS Counselor to revise and practice presenting identified sections of your IPE before the next meeting. |
| **Reflection** | (2 minutes)<br>Instructions to the student:<br>• Reflect on what you now know about your IPE.<br>• Finish the following statements:<br>○ I need to know what is written in my IPE, because…<br>○ If I have a significant role in my IPE development and meeting, I will… |
| Post Instruction Notes/Reflections from Staff: | |

*Note: Shaded/Bold sections in column 1 require student action.*

DWD
Department of Workforce Development

# Education Resource Guide for Students and Families

**DVR-18143-P**

Created: May 2016

Reviewed: January 2018

# CONTENT QUICK GUIDE

| Post-Secondary Steps ► | Choosing an Employment (IPE) Goal ► | Choosing an Educational or Training Program ► | Choosing a School ► | Getting Ready for an Educational or Training Program ► | Paying for Your Educational or Training Program ► | Making the Most of Your Education or Training Program ► |
|---|---|---|---|---|---|---|
| **Questions For Consideration and Exploration** | What do you want to do?<br><br>Will the goal meet your needs?<br><br>Are there steps involved?<br><br>Does this goal require education or training?<br><br>What are the options for exploration for High School/GED/ HSED students? | Is training required for your vocational goal?<br><br>Is it a Business Recognized Credential?<br><br>What questions should you ask when selecting or reevaluating a training program? | What is the location?<br><br>What does the data tell you?<br><br>What steps are necessary to go to school there?<br><br>What supports are available? | What are prerequisites and requirements for ALL students?<br><br>What do I need to do if I am a High School/GED/HSED student?<br><br>What do I need to do if I am an older student? | How do I use financial aid/ scholarships?<br><br>How does the DVR training grant work?<br><br>What do I need to know if I receive public benefits (Social Security, Workers' Compensation, VA)?<br><br>Can I work while in school?<br><br>What do I need to know about student debt? | How do I use an academic course schedule to stay on track?<br><br>How do measure progress and identify roadblocks?<br><br>How do I use educational/ training resources for employment during my program? |
| **Resources** | Web links<br><br>Supporting Documents/ Guides | Web links<br><br>Supporting Documents/ Guides | Web links<br><br>Supporting Documents/ Guides | Web links<br><br>Supporting Documents/ Guides | Web links<br><br>Supporting Documents/Guides<br><br>Calculators | Web links<br><br>Supporting Documents/ Guides |

**Resources for DVR Counselors**

**Notes:**

NOTES:

## ► Choosing an Employment (IPE) Goal

Choosing an employment goal is the first step. It may take a while for you to decide what kind of job you want. Most of the time people do a lot of exploration and try different kinds of jobs before they decide on and plan for a job. Ask yourself the questions below. You may move around between the questions and steps before you make any decisions. Your DVR Counselor is available to help you.

**What do you want to do?**

- ☐ How do you like spending your time?
- ☐ Is there a class you have taken where you did well?
- ☐ Are there some jobs you know you do not want?
- ☐ Are there hobbies that you like?
- ☐ Have other people told you that you would be good at a certain type of job?
- ☐ How have you explored different jobs?
- ☐ Do you know someone who does this type of job?
- ☐ Have you visited a workplace?
- ☐ Have you tried out the job?

**Will the goal meet your needs?**

- ☐ If you have chosen a job, how many hours will you be expected to work (full or part-time)?
- ☐ What is the typical hourly wage or salary?
- ☐ If you are getting public or other benefits, have you had a benefits analysis?
- ☐ Where are the expected job openings?
- ☐ Is there any part of the job that you think will be difficult?
- ☐ Do you think you will require accommodations to work in that job?
- ☐ How have you found out more information about the job in which you are interested?
- ☐ Have you visited a workplace?
- ☐ Have you tried out the job?
- ☐ Do you know what tasks make up the job? If so, are they a good fit for your skills, interests, and abilities?

**Are there steps involved?**

- ☐ Is there an expected training program or schooling required?
- ☐ How long will the training take?
- ☐ Are you willing to put in the time to reach the goal?
- ☐ Do you know what type of training is required?
- ☐ Do you know where the schools are for the training?
- ☐ Will you need to move?
- ☐ Have you completed a job shadow or informational interview?
- ☐ Have you talked to DVR? Do they agree that this is a good goal for you?

**Does this goal require education or training?**

- ☐ Do you have the skills now or can you learn the skills to do the job?
- ☐ Is the job market competitive?
- ☐ What is the training?
- ☐ Where is the training/school?

☐ How long will it take?
☐ Will it lead to an accepted certificate or credential?
☐ How much will it cost?

**Other Assignments**

☐ _____
☐ _____
☐ _____
☐ _____

## RESOURCES

**Web Links**

- JobNet: http://www.jobs.net/Wisconsin.htm
- WorkNet: https://worknet.wisconsin.gov/worknet/
- Skill Explorer: http://skillexplorer.wisconsin.gov/Search.aspx
- My Next Move: https://www.mynextmove.org/

**Supporting Documents/Guides**

Printed Documents Available at all Wisconsin high schools can be ordered by WDA via DPI Publishing at https://pubsales.dpi.wi.gov/contact-us/.

- Opening Doors to Post-Secondary: Planning for Life after High School
- Opening Doors to Self Determination Skills
- Opening Doors: Transition Resources
- Opening Doors: A Guide to Adult Services

Guides from the Board for People with Developmental Disabilities can be ordered by topic (most are free of charge) at http://wi-bpdd.org/index.php/bpdd-publications/.

**Options for Exploration High School/GED/HSED Students**

- Career Cruising: http://public.careercruising.com/en/
- Academic and Career Plans: http://dpi.wi.gov/acp

***NOTE**: Some sites may require login/password.

**Adult/Career Professional Level Resources**

- Ten Tips on Starting a New Career: http://www.dummies.com/how-to/content/ten-tips-on-how-to-start-a-new-career.html
- How to Successfully Change Careers: http://www.quintcareers.com/career-change/

## ►Choosing an Educational/Training Program

Once you have selected a goal, it may be necessary for you to go to school or participate in a specific training program. It is important that you choose a program that will meet the requirements of your job goal. Not all programs are equal. Ask yourself the questions below. You may move around between the questions and steps before you make any decisions. Your DVR Counselor is available to help you and may suggest some ideas to help you find answers.

**Is training required for your vocational goal?**

- ☐ What is the expected academic or training requirement for people working in the job that you want?
- ☐ Have you researched required training by asking existing businesses?
- ☐ Have you talked to someone who is doing the job that you want?
- ☐ Have you researched required training by completing internet research or reviewed other written material?
- ☐ If you are a high school student, have you researched required training by asking high school personnel?

**Is it a business-recognized credential?**

- ☐ Does the training you are considering meet the requirements of your chosen job?
- ☐ How do you know?
- ☐ Is there a state licensing requirement?
- ☐ Is the program accredited/does it meet an expected standard?
- ☐ Is there going to be more than one training required to reach your chosen job?
- ☐ Is there going to be additional hours of practice required to reach your chosen job goal?
- ☐ Once you have reached your job goal, is there a requirement for continuing education?

What questions should you ask when selecting or reevaluating a training program? Below you will find listings of the academic, financial, and disability-related questions to consider when making your training program selection or reevaluating your current program:

**Academic Considerations**

- ☐ What are the job placement and graduate report statistics (from an independent source)?
- ☐ Is there online availability (communication accessibility, travel)?
- ☐ What are the internship rates?
- ☐ Is there an offering for a unique area of specialty to help with employment?
- ☐ Does your IPE goal require attendance in a specialized training program?
- ☐ Compared to in-state programs, are the admission requirements or academic rigor of the program lesser or greater?
- ☐ Is there a work experience component in the academic schedule?
- ☐ What are the real or expected time delays (i.e. waiting lists, course availability) for the program?
- ☐ Is there accreditation and ability for licensure for the IPE goal if this is necessary?

**Financial Considerations (see also: Paying For your Educational or Training Program)**

- ☐ Are scholarships or other financial sources available?
- ☐ What living arrangements are allowed by the school?
- ☐ Are there academic scholarships to consider?
- ☐ Are there athletic or other scholarships (non-academic) to consider?

**Disability Considerations**

- ☐ What are the physical and mental demands of the training program?
- ☐ What accommodations can be made to assist you?
- ☐ Can some more difficult elements/courses be waived?
- ☐ Will you need to move and live on campus?
- ☐ Will you need accommodations to live on campus?

**Other Assignments**

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

## RESOURCES

**Web Links**

- Wisconsin Department of Safety and Professional Services: http://dsps.wi.gov/Home
- College Navigator: http://nces.ed.gov/collegenavigator/

Federal Student Aid - Checklist for Educational and Financial Preparation:

- 9th Grade: https://studentaid.ed.gov/sa/prepare-for-college/checklists/9th-grade
- 10th Grade: https://studentaid.ed.gov/sa/prepare-for-college/checklists/10th-grade
- 11th Grade: https://studentaid.ed.gov/sa/prepare-for-college/checklists/11th-grade
- 12th Grade: https://studentaid.ed.gov/sa/prepare-for-college/checklists/12th-grade

**Supporting Documents and Guides**

- Federal Student Aid - Choosing a School: https://studentaid.ed.gov/sa/prepare-for-college/choosing-schools/types

## ►Choosing a School

It is important for you to compare different schools and programs if there is more than one that will meet your goal. Ask yourself the questions below. You may move around between the questions and steps before you make any decisions. Your DVR Counselor is available to help you and may suggest activities and resources to help answer the questions.

**What is the location?**

- ☐ Will you need to move?
- ☐ Can you commute?
- ☐ Are the classes and activities in the same location? (multiple campuses/locations)
- ☐ Is the school out of state?
- ☐ Will there be increased costs because of the location?

**What does the data tell you?**

Financial:

- ☐ What does the financial aid package look like?
- ☐ Do you know what the DVR training grant amount will be?

Program/school data:

- ☐ Is the school approved and in good standing?
- ☐ Schools are required to report their program graduate success rates. Find out the following:
  - o What is the completion rate?
  - o What is the wage/salary of recent graduates?
  - o How many of the graduates got jobs in the field/area of study?

**What steps are necessary to go to school there?**

- ☐ What is the application process?
- ☐ Are you qualified to be accepted?
- ☐ How do you know?
- ☐ What is your plan if you do not get accepted?
- ☐ What are your options?
- ☐ Will you need to change your employment goal if you do not get accepted?
- ☐ Are you applying to multiple schools?
- ☐ How did you decide which school(s) will meet your needs?
- ☐ What are the deadlines?
- ☐ How/when will you know you have been accepted into the program?
- ☐ Do you know the difference between school and program acceptance?
- ☐ Is there testing required?
- ☐ Do you know what the tests are?
- ☐ Will you need to arrange for accommodations to apply or for other admission requirements?
- ☐ Is there a waiting list for the program you want?
- ☐ What documents will you need to collect and send?
- ☐ Have you applied for financial aid?
- ☐ How do you connect with the office for students with disabilities?

**What supports are available?**

- ☐ Will you need accommodations to attend the program?
- ☐ Will you need accommodations to participate in activities outside of the classroom?
- ☐ Do you have the necessary disability records and know how to request them?
- ☐ Do you understand the process for requesting accommodations?
- ☐ Have you connected with the office for students with disabilities?
- ☐ Will you need specialized equipment related to your disability or other program requirement?

**Other Assignments**

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

## RESOURCES

**Web links**

- Educational Approval Program: https://dsps.wi.gov/Pages/Programs/EducationalApproval/Default.aspx
- Federal Student Aid - Taking Required Tests: https://studentaid.ed.gov/sa/prepare-for-college/tests

**Supporting Documents /Guides**

- Pathways 2 Positive Futures - Handout on Types of Schools: http://www.pathwaysrtc.pdx.edu/pdf/pbForProfitCollegeFAQ.pdf
- Federal Student Aid - Choosing a School: https://studentaid.ed.gov/sa/prepare-for-college/choosing-schools/types
- College Simply: http://www.collegesimply.com/
  (Enter in GPA and test scores to get a listing of schools where you may gain acceptance)

## ►Getting Ready for an Educational/Training Program

It is important for you to be prepared for your school or training program. Ask yourself the questions below. You may move around between the questions and steps before you take further action. Your DVR Counselor is available to help you and may suggest activities and resources to help you answer the questions.

**What are prerequisites and requirements for ALL students?**

- ☐ Have you been accepted into the academic program or the school for general education?
- ☐ Have you identified program length, requirements, and prerequisites?
- ☐ Have you talked with your identified academic program counselor/advisor?
- ☐ Have you registered with the office for students with disabilities?
- ☐ Have you completed all admission steps? **Confirm with the school.**
- ☐ Have you completed all admission steps? For financial aid, see Paying for your Educational or Training Program.
- ☐ Do you know how to register for classes?
- ☐ Do you have your living situation/housing secured?
- ☐ Do you know and understand your available transportation options?
- ☐ Are you aware of all necessary deadlines?
- ☐ Do you know what books and supplies are required?

**What do I need to do if I am a High School/GED/HSED student?**

- ☐ Have you submitted your test scores (e.g., ACT, SAT, AP, or on-campus testing)?
- ☐ Have you sent in your final high school transcript?
- ☐ Did you get your diploma?
- ☐ Have you met with an academic advisor and verified your schedule and carry over credits (if applicable)?
- ☐ Is prerequisite or remedial course work needed? If so, what courses, and when do they need to be completed?
- ☐ Do you have advanced coursework to apply to your program (AP or college courses)?

**What do I need to do if I am an older student?**

- ☐ Have you submitted your test scores? (e.g., ACT, SAT, AP, or on-campus testing)?
- ☐ Have you sent in your final high school or other school transcript(s)?
- ☐ Have you met with an academic advisor and verified your schedule and carry over credits (if applicable)?
- ☐ Is prerequisite or remedial course work needed? If so, what courses, and when do they need to be completed?

**Other Assignments**

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

# RESOURCES

**Web Links**

- Department of Education FAFSA preparation checklists for students and adults: https://studentaid.ed.gov/sa/prepare-for-college/checklists
- UW System link: https://www.wisconsin.edu/
- Wisconsin Tech College System: http://www.wtcsystem.edu/
- WAICU (Wisconsin Association of Independent Colleges and Universities): http://www.waicu.org/home/
- Federal Student Aid - Estimating your Aid: https://studentaid.ed.gov/sa/fafsa/estimate

**Supporting Documents and Guides**

- 10 Things You Should Know Before You Start College: https://www.thoughtco.com/what-you-need-to-know-before-starting-college-787027

## ►Paying for your Educational/Training Program

It is important for you to understand how your program will be paid. It will likely be paid using multiple sources, each source with its own requirements and responsibilities. Ask yourself the questions below. You may move around between the questions and steps before taking action. Your DVR Counselor is available to help you and may suggest activities and resources to help you answer the questions.

**How do I use financial aid/scholarships?**

- ☐ Have you applied as early as possible for financial aid each year (January 1)? Tax filing is not required.
- ☐ Have you reviewed what specialized scholarships you may be eligible for with the financial aid office and your program advisor? These can be based on ethnicity, school program, religion, GPA, gender, disability, income, etc.
- ☐ Have you agreed to accept work-study?
- ☐ Do you have an expected family contribution (EFC)?
- ☐ Will you be considered an emancipated student?
- ☐ Will your family be assisting you with educational costs? If so, how will your family be assisting with these costs?

**How does the DVR training grant work?**

- ☐ Do you know how to get a copy of the DVR training grant?
- ☐ Do you understand how it is completed?
- ☐ Do you know what DVR includes as the DVR cost of attendance budget?
- ☐ Do you understand what your responsibilities are?
- ☐ Do you know what you need to do if there is a problem?

**What do I need to know if I receive public benefits (e.g., Social Security, Veteran Services, Workers' Compensation)?**

- ☐ Have you had a benefits analysis to determine how to use work incentives?
- ☐ Do you know if you can accept work-study as a form of income while in school? If so, have you planned how you will use work incentives and report earnings to Social Security and others?
- ☐ Have you looked into all the benefits for which you may be entitled or eligible (e.g., housing, food assistance)?

**Can I work while I'm in school?**

- ☐ Can you hold a job while you are in school?
- ☐ How would a job affect your school progress? Your disability?
- ☐ Will working help you establish professional-level work skills, credentials, or references once your program is complete?
- ☐ Have you looked into employment options on and off campus?

**What do I need to know about student debt?**

- ☐ Are you attending a for-profit school?
- ☐ Have you calculated the costs of attendance for the whole program?

- ☐ What financial resources do you or your parents have to fund your program?
- ☐ Have you accepted student loans? If so, do you know what type of loans you took and when you need to begin to pay?
- ☐ Do you know how to pay?
- ☐ Do you need to ask for a loan deferment?

**Other Assignments**

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

## RESOURCES

**Web Links**

- Wisconsin Higher Educational Aids Board: http://www.heab.state.wi.us/
- Federal Student Aid Website: https://studentaid.ed.gov/sa/
- ABLE Accounts: http://529.wi.gov/section.asp?linkid=1848&locid=188
- Wisconsin 529 Plans: http://529.wi.gov/section.asp?linkid=1806&locid=188

**Supporting Documents /Guides**

- Federal Student Aid - Adult Checklist for Educational and Financial Preparation: https://studentaid.ed.gov/sa/prepare-for-college/checklists/adult-student
- Federal Student Aid - Creating Your Budget: https://studentaid.ed.gov/sa/prepare-for-college/budgeting/creating-your-budget

**Calculators**

- Financial Aid Loan Calculator: http://www.finaid.org/calculators/loanpayments.phtml
- Mapping Your Future - Debt Wizard: https://mappingyourfuture.org/paying/debtwizard/
- Federal Student Aid-Repayment Estimator: https://studentloans.gov/myDirectLoan/mobile/repayment/repaymentEstimator.action

## ►Making the Most of your Education/Training Program

While you are in school, it is important for you to use all options and resources available to help you become employed so that you can reach your goals. Ask yourself the questions below. You may move around between the questions and steps before you take further action. Your DVR Counselor is available to help you and may suggest activities and resources to help you answer the questions.

**How do I use an academic course schedule to stay on track?**

- ☐ Do you have a copy of the suggested course of study for your program, often called an *academic course schedule*?
- ☐ Have you provided a copy of your academic course schedule to DVR?
- ☐ Have you reviewed your academic course schedule with DVR and your academic advisor?
- ☐ Does your progress match up? If not, why not?
- ☐ Do you need to take a course during the summer or other alternative term, like a *Winterim*, to get back on track?
- ☐ If there is a lack of progress, does it affect your financial aid status with your school?
- ☐ If there is a lack of progress, does it affect your DVR training grant?
- ☐ Stay current with the schedule/catalog in case of changes.
- ☐ Student should be encouraged to meet with the school academic advisor as needed and close to graduation.
- ☐ Have you taken courses outside of requirements? If so, why? (e.g., trying out a different area of interest, adding to employability skills)

**How do measure progress and identify roadblocks**?

- ☐ Are you having difficulty with a particular course or type of course?
- ☐ Would a tutor or other special assistance help you to complete the requirement?
- ☐ Have you had to drop classes during a semester because you have not done well in a class?
- ☐ Do you take advantage of study assistance provided by your school for all students?
- ☐ Have you requested accommodations or other assistance to address your disability in class?
- ☐ Have you talked to a program counselor or advisor when you have struggled?
- ☐ Are you still motivated to reach your employment goal?

**How do I use educational/training resources for employment during my program?**

- ☐ Are you aware of the built-in employment-related aspects of your training program?
- ☐ Have you sought out or taken advantage of the built-in employment-related aspects of your training program?
- ☐ Have you worked while in school and tried to build on previous experience?
- ☐ Have you done networking and received references that you can use professionally?
- ☐ Does your chosen occupation require specialized professional credentials (e.g., portfolios, CV, photos)?
- ☐ Does it make sense for someone in your program to take a semester abroad?
- ☐ Have you reached out to or participated in any of the following:
  - o Job Centers?
  - o Internship seminars?
  - o Built-in programming or academic work-based opportunities (student teaching)?
  - o Campus job/career fairs?

- Resume preparation mini courses?
- Networking with instructors and fellow students?
- On campus newspaper for posted job openings relevant to your goal?
- Work study with your school/school department through financial aid?
- Internships/fellowships offered by your school/school department?
- Licensure training by your school/school department?
- Related professional organizations that offer student participation?
- Volunteer work that offers skill building opportunity?
- Student organizations that offer skill building opportunities?
- On campus employment activities?

**Other Assignments**

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

## RESOURCES

**Web links**

- Money Crashers - What to Do in College to get the Most out of Your Experience: http://www.moneycrashers.com/getting-most-out-of-college-education/

**Supporting Documents /Guides**

- Purdue Student Guide: http://www.purdue.edu/checklist/BGR/

# DVR COUNSELOR RESOURCES

**►Choosing an Employment (IPE) Goal**

- Rapid Engagement Tip Sheet
- Your Employment Plan (Consumer Handout)
- Use of Paid Work Options
- Youth On-the-Job Training
- DVR Youth Transition Services
- Career Exploration

**►Choosing an Educational or Training Program**

- Transition Action Guide
- Transition Action Guide: Short Version
- Text Law (School Accommodations)
- Wisconsin Disability Documentation (School Accommodations)

**►Choosing a School**

**►Getting Ready for an Educational or Training Program**

**►Paying For your Educational or Training Program**

- DVR Training Grant Webpage
- DVR Training Grant Checklist (Consumer Handout)

**►Making the Most of your Education or Training Program**

- Internship/Temporary Work Website
- Internship/Temporary Work Guidance
- Summer School Work Activities for Post-Secondary Students

**►General Resources**

- Pathways 2 Positive Futures: https://www.pathwaysrtc.pdx.edu/featured-products (features multiple handouts related to transition, mental health, and self-advocacy)
- Department of Education – FAFSA: https://studentaid.ed.gov/sa/
- Department of Public Instruction: https://dpi.wi.gov/
- DVR School Liaison Counselors: https://dwd.wisconsin.gov/dvr/pdf_files/school_liaisons.pdf