



PATHWAYS to the **FUTURE**

Presented By



Pre-Employment Transition Services

Sample Lessons

For Life After High School for Individuals
with the Most Significant Disabilities



Goal 1: Job Exploration / Career Counseling

Goal 2: Work-Based Learning Experiences

Goal 3: Counseling on Opportunities for
Enrollment in Comprehensive Transition or
Post-Secondary Educational Programs

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

Goal 5: Instruction in Self-Advocacy

Sample Lessons

For Life After High School for Individuals
with the Most Significant Disabilities



PATHWAYS
to the **FUTURE**

Presented By



Overview	3
Unit and Sample Lessons for Youth with Most Significant Disabilities	9
Goal 1: Job Exploration Counseling or Career Counseling	11
<ul style="list-style-type: none">• Introduction• Sample Lesson 1: Help Me Make An Informed Choice For A Career• Sample Lesson 2: What Skills and Interests Do I Have Right Now?• Pre-ETS Goal 1: Job Exploration Counseling or Career Counseling Blank Lesson Template	
Goal 2: Work-Based Learning Experiences	24
<ul style="list-style-type: none">• Introduction• Sample Lesson 1: What Are My Options for Work-Based Learning Experiences?• Sample Lesson 2: My Plan for Work-Based Learning Experiences• Pre-ETS Goal 2: Work-Based Learning Experiences Blank Lesson Template	
Goal 3: Counseling on Opportunities for Enrollment in Comprehensive Transition or Post-Secondary Educational Programs	36
<ul style="list-style-type: none">• Introduction• Sample Lesson 1: Let's Explorer Career Clusters• Sample Lesson 2: Let's Learn About Specialized Post-Secondary Programs• Pre-ETS Goal 3: Counseling on Opportunities for Post-Secondary Programs Blank Lesson Template	
Goal 4: Workplace Readiness Training to Develop Social Skills and Independent Living Skills	48
<ul style="list-style-type: none">• Introduction• Sample Lesson 1: A Clear Picture of My Current Social Skills and Independent Living Skills• Sample Lesson 2: How Can I Work On My Independent Living Skills When I Live With My Family?• Pre-ETS Goal 4: Workplace Readiness Training to Develop Social Skills and Independent Living Skills Blank Lesson Template	
Goal 5: Instruction in Self-Advocacy	59
<ul style="list-style-type: none">• Introduction• Sample Lesson 1: A Good Day• Sample Lesson 2: Identifying Personal Preferences• Pre-ETS Goal 5: Instruction in Self-Advocacy Blank Lesson Template	

Pre-Employment Transition Services: Sample Lessons for Life After High School for Students with Most Significant Disabilities

Overview

This Lessons for Life After High School manual has been organized for individuals that provide and support instruction for youth with most significant disabilities. It has two distinct sections.

Section one is a narrative discussion of topics related to Pre-Employment Transition Services (Pre-ETS). Division of Rehabilitation Services (DRS), Education providers, and families share the responsibility for guiding youth to adulthood, so it is vital that each can view this information from various perspectives and engage in any difficult conversations necessary to implement Pre-ETS services. It is recommended that one review the informational section first.

Section two contains an Introduction and details for each of the five Pre-ETS goal areas. Included for each goal area is a Unit Plan, Sample Lessons, and a blank Lesson template. Providers will be able to use this section to consider each Pre-ETS goal area individually by reviewing the Unit Plan, exploring the Sample Lessons, and developing additional lessons using the Lesson Template. The Unit Plan includes a list of ideas and titles for the provider to develop additional lessons.

Introduction

The individual nature of designing rich career development opportunities for youth with most significant disabilities presents a unique challenge for the community of supports that assist the individual to reach his or her maximum potential. The West Virginia (WV) Division of Rehabilitation Services (DRS) Systemic Transition Enhancement Project (STEP21) has developed this manual to facilitate purposeful implementation of secondary transition requirements as prompted by regulations of the Workforce Innovation and Opportunity Act (WIOA) and Section 504 of the Rehabilitation Act. It is intended to provide guidance for DRS, Education professionals, families and others charged with youth transition for those with the most significant disabilities, specifically for the five Pre-Employment Transition Services (Pre-ETS) goal areas.

Federal guidance emphasizes cooperation among agencies without duplication of services and blending of those services to create a seamless pathway for youth to find their way purposefully to adulthood. Pre-ETS target these shared areas where DRS and Education can partner to develop powerful supports for youth with most significant disabilities experiencing extraordinary barriers to employment and challenges to attaining maximum independence as adults.

Purpose of This Manual

This manual is intended as a companion to the original Sample Lessons for Life After High School that was developed primarily for DRS and Education staff to provide instruction for most youth with disabilities as they transition from school to adult supports. These school age youth have been determined by Education to have such significant disabilities that they are “unable, even with extended learning opportunities and significant instructional accommodations, to meet state and county standard graduation requirements” as specified in the WV Department of Education Policy 2419: Regulations for the Education of Students with Exceptionalities (WVDE

Policy 2419). These youth are instructed in course work following the WVDE Alternate Academic Achievement Standards (AAAS) and earn a State-Defined Alternate Diploma or reach the age at which a free appropriate public education (FAPE) ends (age 21 in WV) at exit from high school. DRS recognizes the need for intensive supports and extended services for this same group of individuals as they transition from Education settings.

Background Information and Connections

Rehabilitation Services

It is important to clarify Rehabilitation Services Act eligibility requirements for individuals with a significant disability below. Guidance for Pre-ETS goal areas is available at the Workforce Innovation Technical Assistance Center (WINTAC) website.

The Rehabilitation Act of 1973 as amended by title IV of WIOA defines a Significant Disability as:

INDIVIDUAL WITH A SIGNIFICANT DISABILITY [29 U.S.C. Sec. 705(21)]

(A) IN GENERAL. —Except as provided in subparagraph (B) or (C), the term “individual with a significant disability” means an individual with a disability:

- (i) who has a severe physical or mental impairment which seriously limits one or more functional capacities (such as mobility, communication, self-care, self-direction, interpersonal skills, work tolerance, or work skills) in terms of an employment outcome;
- (ii) whose vocational rehabilitation can be expected to require multiple vocational rehabilitation services over an extended period of time; and
- (iii) who has one or more physical or mental disabilities resulting from amputation, arthritis, autism, blindness, burn injury, cancer, cerebral palsy, cystic fibrosis, deafness, head injury, heart disease, hemiplegia, hemophilia, respiratory or pulmonary dysfunction, intellectual disability, mental illness, multiple sclerosis, muscular dystrophy, musculo-skeletal disorders, neurological disorders (including stroke and epilepsy), paraplegia, quadriplegia, and other spinal cord conditions, sickle cell anemia, specific learning disability, end-stage renal disease, or another disability or combination of disabilities determined on the basis of an assessment for determining eligibility and vocational rehabilitation needs described in subparagraphs (A) and (B) of paragraph (2) to cause comparable substantial functional limitation.

DRS may provide an array of services for Pre-ETS, including authorized services: Work Skills Assessment, Community Based Assessment, Life Skills, Work Adjustment, and Work-Based Learning Experiences. Direct Placement, Supported Employment, and Job Coaching are additional options when the individual is ready. Some of these services may be provided through a Community Rehabilitation Program (CRP) if determined by DRS. Education and DHHR are vital partners in this DRS planning process, too. Each provides overlap services for the transition to adult learning, living, and work. Each must understand the services provided by the other. Families need to understand all services in order to be a valuable member of the team. This process can be overwhelming at times, but the individual is depending on this team to help him or her achieve their work goal, whatever it looks like for that person.

Special Education

Under the Individuals with Disabilities Education Act (IDEA) regulations the subgroup of school-age youth in WV that participate in regular education less than 40% of the time is a small but diverse group. A majority of those individuals meet special education eligibility criteria primarily in the areas of autism, deaf-blind, emotional disturbance, intellectual disability, orthopedic impairment, and traumatic brain injury according to public data from WVDE. This group is comprised of students that have substantial limitations of functional capacities (comparable to DRS identified areas) frequently requiring multiple services while in school. These individuals need the most intensive support and frequently exit school without a Standard Diploma but a State-Defined Alternate Diploma. Some of these students participate in regular education programs more than 40% of their time as a result of inclusive practices; however, they most typically require significant support while in regular education and have goals identified on the Individual Education Plan (IEP) that are different from the content standards specified for courses in state education policy.

IDEA requires transition services for all youth with disabilities beginning at age 14 and documented on the IEP. These services typically involve job exploration, work experiences, identification of post-secondary education or training, soft skills, self-advocacy skills, and independent living skills development. Youth with most significant disabilities often require assistive technology and accessible educational materials. When DRS becomes a member of the IEP planning team for youth the stage is set for a seamless transition to post school settings and development of the Individual Plan for Employment (IPE).

Coordination Between Rehabilitation Services, Special Education and Other Agencies

Federal regulation language is not only clear but intentionally describes seamless transition services. These services are documented on the IEP at age 14, and at the same age DRS is required to begin providing Pre-ETS planning for those youth that are eligible or potentially eligible for services through development of an IPE. When DRS and Education effectively coordinate these services no gap in support should occur. As a result, individuals and their families are afforded adequate time to adjust to new post school supports. The significance of this coordination between DRS and Education is noted in the letter dated August 31, 2020, from the United States Department of Education, Office of Special Education and Rehabilitation, (USDE OSERS) noted in the resources section.

Families sometimes decide that seeking Medicaid Waiver Services support through the Department of Health and Human Resources (DHHR) is best. These decisions should be based on discussions with medical, education, Rehabilitation, and other provider staff beginning when the child is just starting to be connected to support services, possibly as early as the Birth to Three level. Developing the most robust transition plan at age 14 involves a wide range of individuals. Waiver services identify similar goals, to Education and Rehabilitation, for the individual in areas of learning, living, and work through development of an Individual Program Plan (IPP); however, there is usually a long waitlist for receiving these services, especially for those seeking Intellectual and Developmental Disabilities (IDD) Waiver. DRS may help connect families to DHHR for application of various Waiver services if they have not already completed that process.

Regardless, provision of services may go hand in hand, and all options need to be clearly understood since the family or other adult might be the designated representative to make

decisions for the individual with most significant disabilities. Additionally, services and supports should be in place prior to exit from school. The Education requirement for transition planning and the DRS requirement for Pre-ETS to begin at least by the age of 14 provides the minimum amount of time prior to exit from school. When DRS, Education, DHHR and families work together, post school goals for a meaningful adult life are more likely to be clarified early along with links for coordination of other services.

High expectations for potential participation in the workforce will provide this group of individuals with rich planning for post school settings and to experience a meaningful community life. Utilizing DRS as a lead agency for these youth can potentially change the life path for an individual. Youth supported by DRS may potentially have reduced need for Waiver Services in the future when a strong plan is in place.

It is important to note here that services provided by these agencies must complement one another to reach that end goal of maximum independence. If the IEP, IPE, and IPP documents are viewed side by side, all should share goals to support transition needs of the individual. More information about the content of these various plans can be found at the policies links that follow.

Both Rehabilitation and Special Education law use the term most significant disability; however, the term is not used in exactly the same context. Developing a clear understanding of what most significant disability means from each perspective is important for all individuals involved to provide clarity during discussions. In general, use of the term focuses on the impact of the disability on vocational goals and the intensive supports needed for the individual to achieve their goals.

The West Virginia University (WVU)-Center for Excellence in Disabilities (CED) is an excellent resource for families and providers to investigate various benefits and services for individuals with disabilities, in addition to understand how to maintain benefits while being able to work and participate meaningfully in the community. The WVU CED Country Roads Program provides post-secondary education for individuals with intellectual disabilities in WV.

Assessment

Pre-ETS (DRS) and Secondary Transition Services (Education) depend on comprehensive assessment in order to develop goals for learning, living and work for adulthood. Youth with most significant disabilities may present challenges for assessment when they are unable to be assessed using traditional methods. A thorough vocational assessment for this group of individuals is typically comprised of a variety of tools and continues to evolve over time as youth progress through school and beyond, again requiring coordinated services between DRS and Education. Types of assessments vary widely in these groups and utilize both formal and informal measures. Observation and daily activities are two areas for valuable informal assessment to occur, in addition to interviews of individuals that know the youth well. Simple groupings for thinking about assessment can assist the services team in identifying what types of assessments or areas to consider. Development of a progressive assessment plan beginning at age 14 contributes to a comprehensive assessment upon exit from school and assists the team in post school planning and identification of a vocational goal.

One way to simplify and group these assessments is:

- **Interest:** Interest assessment types most often include interviews, observation, student rating scales or questionnaires, simulated and situational assessments, and work samples. Many of these can be found online.
- **Vocational aptitude:** Vocational aptitude assessment types most generally include career technical certifications, credentials, and occupation specific assessments.
- **Academic:** Academic skills assessments may include statewide achievement assessment, individual formal assessments and even adult assessments.
- **Learning styles and work readiness:** Learning styles and work readiness skills assessments may include areas considered as generalizable (i.e. basic academics, motor skills, stamina), employability or soft skills for work (i.e. following orders, attendance), communication, and assistive technology/accessibility educational materials/universal design considerations.
- **Independent living:** Independent living skills assessment types include self-determination, personal care and hygiene, knowledge of safety, mobility, and home maintenance.
- **Psychological and cognitive:** Intelligence assessments, adaptive behavior, social/emotional, and medical measures may typically be grouped in the psychological and cognitive skills areas.

It is important to determine which assessments are needed and when. Since secondary transition begins as early as age 14, there is time to develop a plan for assessment to meet the needs of the individual. Those with most significant disabilities benefit from a progressive assessment plan through high school and coordination with RS. This plan may periodically include reassessing skills over time as growth occurs. Assessments can help the team determine if skills have been generalized to home, community, and work settings, including long and short-term therapy skills and goals. Families and providers gain the ability to see a clear purpose for instruction and progress toward shared IEP and IPE goals.

Pre-Employment Transition Services

Five distinct goal areas are specified for Pre-ETS:

1. Job Exploration Counseling or Career Counseling,
2. Work-Based Learning Experiences,
3. Counseling on Opportunities for Enrollment in Comprehensive Transition or Postsecondary Educational Programs,
4. Workplace Readiness Training to Develop Social Skills and Independent Living, and
5. Instruction in Self-Advocacy.

Within each of these goal areas are recommended topics for services implementation. This provides a level of consistency though each individual has a wide range of need areas that require services to be tailored to best meet his or her learning profile. Education may go about identifying and achieving transition services using a different path, but these are essentially the same. It is important here to use the five areas of Pre-ETS to focus on the next step after graduation and clearly assist team members in considering all areas for transition. More information and detail is available on the WINTAC website.

Resources

Multiple media resources for transition are available through the internet. The following are helpful resources to improve understandings, supports, and the implementation of transition services and activities. A Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities published by USDE OSERS, is a useful document to assist providers and families in developing a meaningful transition services plan. The Zarrow Institute on Transition and Self-Determination at the University of Oklahoma is another resource for individuals with most significant disabilities. The focus on self-determination and assessment materials makes the Institute a valuable resource. These materials are provided for public use and are free of charge. The materials include both assessment measures and self-determination skills guidance. Explore the links that follow for more information.

WEB PAGE OR DOCUMENT TITLE	LINK
A Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities and Joint Letter from the Commissioner and Director	https://sites.ed.gov/idea/idea-files/policy-guidance-transition-guide-postsecondary-education-employment-students-youth-disabilities-august-2020/
NOCTI	https://www.nocti.org
Pathways WV	https://www.pathwayswv.org
The Iris Center	https://iris.peabody.vanderbilt.edu/resources/iris-resource-locator/
Think College	https://thinkcollege.net
Understanding by Design-Wiggins and McTighe	https://cft.vanderbilt.edu/guides-sub_pages/understanding-by-design/ https://files.ascd.org/staticfiles/ascd/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf
US Department of Labor-Office of Disability Employment Programs	https://www.dol.gov/agencies/odep https://www.dol.gov/agencies/odep/program-areas/employment-supports/universal-design/resources https://askjan.org
WINTAC-Workforce Innovation Technical Assistance Center	http://www.wintac.org
WV Department of Education Policies	https://wvde.state.wv.us/policies/
WV Department of Education-Office of Special Education	https://wvde.us/special-education/
WV Department of Health and Human Resources, Bureau for Medical Services, Medicaid Waiver Programs	https://dhhr.wv.gov/bms/Programs/WaiverPrograms/Pages/default.aspx
WV Division of Rehabilitation Services	http://www.wvdrs.org/index.cfm
WVDE Guidance for AAAS	https://wvde.us/special-education/policies-and-compliance/policy-2520-16/
WVDHHR Chapter 513 Intellectual and Development Disabilities Waiver (IDDW) Policy	https://dhhr.wv.gov/bms/Provider/Documents/Manuals/Chapter%20513%20IDDW%20Policy%20Manual.pdf
WVU Center for Excellence in Disabilities	https://cedwvu.org/about-ced/
WVU Country Roads Program	https://countryroads.cedwvu.org
Zarrow Institute on Transition and Self Determination, University of Oklahoma	https://www.ou.edu/education/centers-and-partnerships/zarrow

Unit and Sample Lessons for Youth with Most Significant Disabilities

Purpose

These unit plans and lessons are tools for anyone that supports youth with most significant disabilities including families, DRS, Education, and other providers. They are designed to be flexible and customizable for the individual or small groups and presented in a variety of settings from home, school or training locations, and the community. They are designed to be used beginning at age 14, depending on developmental or readiness level. DRS and Education are encouraged to consider co teaching lessons. As a result, they have been organized by the five Pre-ETS goal areas and matched to WVDE Alternate Academic Achievement Standards (AAAS). The lessons match the color and design of the Pathways WV website www.pathwayswv.org for ease of goal area identification.

How to Use the Unit Plans and Sample Lessons

Considerations

The Unit Plan for each of the 5 Pre-ETS areas is applicable for all individuals, regardless of the nature of the disability; however, the Sample Lessons are generally a starting point for the instructor/provider. Lessons should be differentiated for the individuals in a group or as needed for the individual if it is taught in a one-to-one setting. Lessons are best presented aloud, given discussion and necessary assistance for recording responses. The instructor should tailor each lesson to meet learner needs of the group using Differentiated Instruction and Universal Design for Learning practices. The range of skills for those identified with most significant disabilities is broad, especially in academics (from identification of pictures to basic reading, math, and writing); physical stamina (sitting with physical support to strength and stamina adequate for physical labor); social skills (eye gaze to well-developed interpersonal skills); requirements for human support (dependent on personal and hygiene needs to caring for one's own personal needs); and self-advocacy (dependent on others to make decisions to consulting with others to make decisions).

Unit and Lesson Format

The unit format for each of the five Pre-ETS goal areas utilizes the backward design process formalized by Wiggins and McTighe. The Understanding by Design (UbD) Planning Template was utilized to develop a unit plan for each of the five goal areas as was the original Lessons for Life After High School. Beginning with the "end in mind" guides attention to both Education and Rehabilitation established goals for transition and makes the connection to Standards. Three stages comprise the unit plan template.

- Stage 1 describes the understandings one will have when the lessons in the unit are completed, presents essential questions for framing the unit and identifies key knowledge and skills participants will acquire.
- Stage 2 describes both performance tasks and evidence of learning.
- Stage 3 provides a list and summary of the learning activities or instruction that will support acquisition of the desired skills. It includes Sample Lessons and additional ideas for lessons that might be developed for the goal area. DRS and Education may elect to generate ideas for additional lessons from materials that are used by Rehabilitation, Education, and various CRP staff such as the Job Club Handbook, various work adjust curriculums, and school-based materials to sponsor shared professional development activities.

Unit Plans and Sample Lessons for each Pre-ETS goal area are color-coded as the original Lessons for Life After High School. The Sample Lessons are clearly connected back to the Unit Plan design for each goal area. Each is one component of the larger goal to assist youth with most significant disabilities to reach their desired long-term plan for adulthood. Lessons are intended to be brief with a target of 15-30 minutes per session. Depending on the student(s) the lesson may be taught in its entirety or broken into smaller segments. The instructor knows the learning styles best for each group and should adjust accordingly.

Lessons are presented in a simple template that is intended to bring providers together to share expertise and enrich outcomes for youth with most significant challenges without time consuming lesson planning. They are designed to stand alone; therefore, those providing the instruction are able to choose only lesson(s) they plan to use for the individual or group of youth they are teaching. A blank template is included as part of each section for development of additional lessons or for customizing an existing lesson to meet individual needs. See Stage 3 Sample Lessons of each unit plan for a list of lessons and lesson ideas.

The lesson format includes two major parts:

- Lesson Goals and Detail Information: Pre-ETS Goal Area (DRS), WVDE AAAS specific to the lesson, a list of resources or materials specific to the lesson, assessment recommendations, and a notes or reflection section for the instructor.
- Lesson Narrative: The actual lesson progression with notations for instruction that might occur before or after the lesson. This section includes an idea to get the youth interested, any vocabulary to be emphasized, the skill to be taught, and a simple reflection or assessment. The assessment may be as simple as a “thumbs up/thumbs down” for the activity or might produce some type of product. Refer back to the unit plan at the beginning of each section to review a list of possible assessments and artifacts for that goal area. Any original handouts for the lesson are attached at the end of the lesson.

Strategies for Instruction

The environment for teaching the lesson may vary depending on several factors, but the lesson focus and goals will remain the same. Student age and developmental level is another consideration for the instructor. Preparation or follow-up to the lesson may be an activity where family or caregivers might be involved either at home or in the community. Families and caregivers might receive notice of the lesson and provide conversation or activities outside of the instructional setting as preparation or follow-up. There are endless possibilities.

Compiling results of Pre-ETS and transition activities into a portfolio will benefit youth with most significant disabilities. The instructor should develop an organizational plan for these results in order to use this evidence to help the youth build and maintain a resume. Youth with most significant disabilities may have a nontraditional portfolio style resume developed and presented using technology that accompanies the recommended one-page resume document that demonstrates skills and experiences in visual and auditory format. A unique and professional look could be the deciding factor when an employer is considering hiring an individual. Employers want motivated and skilled people on their team that helps to develop the business, so highlighting one’s story may be that edge needed to land a desired job.

Goal 1: Job Exploration / Career Counseling



Goal 1: Job Exploration Counseling or Career Counseling

- Introduction
- Sample Lesson 1: Help Me Make An Informed Choice For A Career
- Sample Lesson 2: What Skills and Interests Do I Have Right Now?
- Pre-ETS Goal 1: Job Exploration Counseling or Career Counseling Blank Lesson Template

Goal 1: Job Exploration Counseling or Career Counseling

Introduction

The lessons in this section target job exploration or 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 lesson ideas in Stage 3 for individuals with most significant disabilities.

Job exploration counseling begins to bring structure and organization to thinking about careers and plans for the future. As individuals begin to recognize the people around us have jobs and get paid in order to live as an adult, ideas about what one will do once school is complete begin to take shape. New vocabulary is developed, and recognition that work can be described in multiple ways. Individuals with most significant disabilities benefit from guidance to assist how we think about work to make informed decisions about the future. Experiences that expand knowledge about work and careers bring an awareness that can motivate the individual to set goals for adult work.

STAGE 1 – DESIRED RESULTS	
<p>Unit Title: Goal 1 - What exactly is Job Exploration or Career Counseling as it relates to Pre-ETS for individuals with most significant disabilities?</p> <p>Established Goals:</p> <ul style="list-style-type: none"> • Understand job exploration or career counseling activities for Pre-ETS assist in selecting career options • Understand how assessments for job exploration or career counseling contribute to development of a vocational goal for school and post school services • Understand and assist in developing a plan for job exploration or career counseling for areas of learning, living, and work 	
<p>Understandings: Students will understand that...</p> <ul style="list-style-type: none"> • Assessments are part of a process that contribute to activities for job exploration or career counseling • The plan for job exploration or career counseling includes consideration of career-related challenges for selected career options • Job exploration or career counseling activities support informed choice making 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How will my disability impact my life during adulthood in the areas of learning, living, and work? • What information and experiences do I need to make informed choices now and for my future?
<p>Students will know:</p> <ul style="list-style-type: none"> • How job exploration or career counseling assists in goal setting for adult learning, living, and work • How job exploration or career counseling contributes to decisions for learning, living, and work 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Set goals, with assistance, for participation in job exploration or career counseling activities • Present information, with assistance if needed, about job exploration or career counseling assessments, goals, and needed supports for the future

STAGE 2 – ASSESSMENT EVIDENCE

Performance tasks:

- Participate in at least 3 job exploration or career counseling activities annually
- Document results of job exploration or career counseling activities and personal reflections as part of portfolio development
- Document experiences and set new goals for job exploration or career counseling on the IEP, IPE, and/or IPP

Other Evidence:

- EP, IPE, and/or IPP documents bearing youth signature
- Assessment results and notes for job exploration or career counseling activities
- Job exploration or career counseling components of the portfolio

Key Criteria:

- 100% participation in learning activities for job exploration or career counseling
- 100% participation in the formal IEP, IPE, and/or IPP meetings where job exploration or career counseling are noted

STAGE 3 – ASSESSMENT EVIDENCE

Summary of Learning Activities:

- Complete overview lesson for Career Awareness to identify initial career opportunities
- Complete 3 career awareness inventories with assistance
- Participate in at least 2 workplace simulations or tours in identified areas of interest
- Participate in 2 job shadow experiences
- Participate in at least one volunteer experience
- Discuss potential careers/occupations of interest and specific jobs of interest with agency or school staff
- Identify potential challenges and training/education needs for career interest areas
- Discuss, reflect (journal), and record a summary from job exploration or career counseling activities for inclusion in portfolio document

Sample Lessons:

- Lesson 1: Help Me Make An Informed Choice For A Career
- Lesson 2: What Skills And Interests Do I Have Right Now?

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

- What Do I Need To Know To Design My Career Path? (Job vs Career)
- What Skills Do I Need For My Selected Jobs and Career
- Job Shadowing: How Do I Really Know What A Person Does In _____ Job?
- Just Words: My New Vocabulary (Examples: career, career pathway, job exploration, vocational goal, profession, occupation, transition, post-secondary, work-based learning, career counseling, workplace readiness, self-advocacy, self-determination, labor market, non-traditional employment, summary of performance)
- What If I Can Only Do Part Of A Job?
- What Is A Career Pathway And How Do I Make A Plan?
- What First Jobs in My Interest Areas Are Good To Shadow Right Now?
- Use Pathways WV website to design more lessons for the Job Exploration Counseling or Career Counseling Pre-ETS goal such as a lesson to take the personality test at: <https://www.pathwayswv.org/career-planning.php> or to explore the careers on the Career Planning page of the Student tab.

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

Design Topic: WV Pre-Employment Transition Services (Pre-ETS) 2022

Subject(s): Secondary Transition Services Activities for Individuals with Most Significant Disabilities

Age(s): 14+

Designer(s): KRuddle

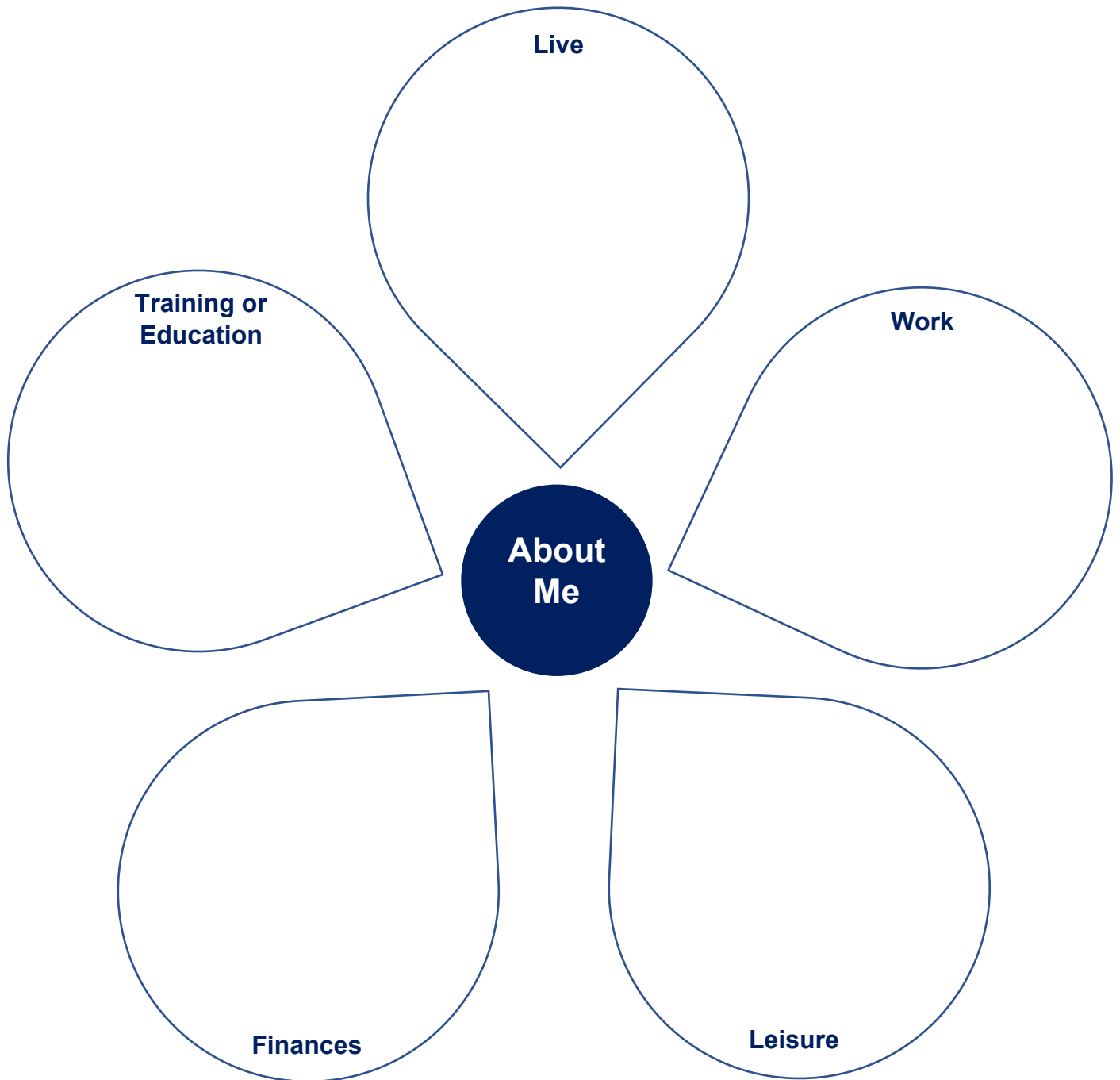
**Pre-ETS Goal 1 Sample Lesson 1:
Help Me Make An Informed Choice For A Career**

Lesson Summary	Making an informed choice about a career requires more than just choosing a job that one likes. It involves making choices based on information and participation in multiple experiences about a wide range of work, sometimes over a long period of time. It involves discussions with others, observations, and practical activities. As new information is gained, those choices begin to be formulated until a decision becomes more apparent for the individual. Some individuals require more guidance and supports than others, especially those with most significant disabilities. This might be used as one of the initial activities for youth that are beginning the journey for pre-employment transition services.
WVDE AAAS (Alternate Standards)	A.ELA.9.4, -9.5, -9.6, -9.12, -9.14, -9.17, -9.19, -9.23, -9.24, -9.25, -9.28, -9.29, -9.37, -9.39; SS.C.31, -.32, -.33; A.K.9.13 Note: Grade 9 was selected for English Language Arts, Science and Social Studies alternate standards identification; however, there are parallel standards at other secondary grade levels. These are an example only.
Resources and Materials	<ul style="list-style-type: none"> • Transition Planning Questions to Consider (attached) • Picture of My Future handout (attached)
Assessment	Completion of the activities for the lesson, including youth reflection activity to summarize where they see themselves after high school.
Lesson Narrative (vocabulary words in bold type)	<ul style="list-style-type: none"> • Introduce the term transition planning. Have the group discuss what they know about the word, transition, guiding the discussion if needed. Write a simple definition of the transition planning as a group. Add this to a word bank for Pre-ETS. • Provide individuals with attached handout, Picture of My Future • Instructor: While in school you are in a “protected environment” where adults typically guide instructional activities. Once you graduate, things will begin changing. There is much to learn about, and you will need to be prepared to take action. • Exploring and discovering information about yourself while you are still in school allows you to plan ahead. That way your are better prepared to tackle life rather than have life tackle you. You will be faced with many decisions, so you might want to get • started now. If not, others may still be directing your life once you graduate. Training for and finding the best job suited for you and your needs takes time and effort. Let’s get started on your plan by thinking about what your plans look like right now. • Things may change, but right now you may have a picture of what your life will look like after you leave high school. • Instructor: Using the words on this page to start your thinking, make a picture of what your future will look like when you finish high school. You may draw a picture, just list words or phrases to describe each part of your future. You will have 5 minutes to complete this activity. Let’s begin. • After 5 minutes allow individuals to share if they like. Remind the group that this is just a starting point to begin to help in formulating a plan for the future. There is much more to come.

	<ul style="list-style-type: none">• Instructor: 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 about career planning.
Post Instruction Notes/Changes and Adjustments (Staff)	
<i>Creator: Karen Ruddle (2022May)</i>	

Picture of My Future

Instructions: Using the words on this page to start your thinking, make a picture of what your future will look like when you finish high school. You may draw pictures, paste pictures, or just list words and phrases to describe each part of your future.



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. Enter the year you will likely graduate.	<input type="checkbox"/> Standard Diploma <input type="checkbox"/> Alternate Diploma 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.	<input type="checkbox"/> Work <input type="checkbox"/> Attend Training/Education <input type="checkbox"/> 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.	<input type="checkbox"/> With family <input type="checkbox"/> My own home/apartment <input type="checkbox"/> 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.	<input type="checkbox"/> Car <input type="checkbox"/> Public transportation <input type="checkbox"/> Bike <input type="checkbox"/> 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.

**Pre-ETS Goal 1 Sample Lesson 2:
What Skills and Interests Do I Have Right Now?**

Lesson Summary	Making an informed choice about a job or career requires more than just choosing a job that one likes. Informal interest inventories are one way an individual may identify interest in one or more areas of work. Further discussion usually reveals more information regarding the selected areas of interest. Identifying personal skills is another area that can match to jobs that require certain skills. Multiple opportunities for interest and skills identification are necessary; however, at the early stages job exploration/career counseling probes characteristics, interests, and preferred activities. Families, caregivers, and staff record their observations of youth unable to voice their areas of interest.
WVDE AAAS (Alternate Standards)	A.ELA.9.4, -9.5, -9.6, -9.12, -9.14, -9.17, -9.19, -9.23, -9.24, -9.25, -9.28, -9.29, -9.37, -9.39; SS.C.31, -.32, -.33; A.K.9.13 Note: Grade 9 was selected for English Language Arts, Science and Social Studies alternate standards identification; however, there are parallel standards at other secondary grade levels. These are an example only.
Resources and Materials	<ul style="list-style-type: none"> • Pictorial Interest Inventory: https://www.questar.org/wp-content/uploads/2017/08/pictorial-interest-inventory.pdf • My Skills (attached)
Assessment	Completion of the activities for the lesson, including youth reflection activity to summarize interests identified from the Pictorial Interest Inventory and the My Skills handouts.
Lesson Narrative (vocabulary words in bold type)	<ul style="list-style-type: none"> • Introduce the term informal interest inventory. Have the group discuss what they know about each of the words, guiding the discussion if needed. Write a simple definition of the informal interest inventory as a group. Add this to a word bank for Pre-ETS. • Lead a short discussion about the various ways we develop job and career interests. Explain that at the elementary age we see jobs that our family members have and begin to talk about different jobs in our neighborhood and community. We see jobs that characters do on the television and in movies. Explain that many of those jobs we see on media sometimes are a result of others having opportunities that might be different than our own. Talk about some of the glamorous kinds of jobs and have them identify some of those types. Talk very briefly about different levels of education that might be needed for some jobs and that is a factor in later decisions we make about our goals for work (would be for a later more detailed discussion lesson). • Bring the group back to the idea of forming interests based on different jobs that we are exposed to in various ways. Avoid getting into other factors such as places where some jobs are found, education attainment, etc. The idea of career clusters may also arise. If any of this becomes part of the discussion make a notation for this kind of lesson to occur in the near future without going off into this realm now. • Access the link for the Pictorial Interest Inventory in the Resources section. Display the same on a projection for the group and/or have individuals access the link on their computers. Provide oral instructions and guidance for completion and have each begin to indicate their interests in these 8 interest areas. Make sure they know that some may not truly be interested in any of the areas presented at this time, but it is a good practice to at least make the best

	<p>choice for each item. When finished, compile the results for each and have individuals briefly talk about most and least areas of interest based on this inventory.</p> <ul style="list-style-type: none"> • Provide individuals with attached handout, My Skills. Lead a short discussion about identifying current skills and how skills that one has may lead to ideas for jobs and careers. Complete the handout as a group allowing for discussion. Individuals may want to share a few skills that they identified and name some jobs that require that type of skill(s). • Have individuals complete a reflection in their journal or on an index card listing 1-2 ideas about themselves that they have realized today as a result of completing the inventory and Skills handout. • Note to staff: Informal Inventories that help individuals describe themselves, their skills, hobbies, accomplishments, strengths, interests, activities they like/dislike are widely available. You may find additional inventories to complete over a period of time or develop your own.
<p>Post Instruction Notes/Changes and Adjustments (Staff)</p>	
<p><i>Creator: Karen Ruddle (2022May)</i></p>	

My Skills: This Is Who I Am

Instructions: Think about your personality and how you might describe yourself. What are your strengths? What do you like or dislike? What are your hobbies? What kinds of choices do you make? Complete this handout to the best of your ability. (2 pages)

1	Name 5 hobbies or activities you like to do:	1
		2
		3
		4
		5
2	Name 5 things you are best at doing:	1
		2
		3
		4
		5
3	Name 5 things you do well in school:	1
		2
		3
		4
		5
4	Name 5 positive things about your personality:	1
		2
		3
		4
		5
5	Name 5 dreams for your future:	1
		2
		3
		4
		5

6	Name 5 things you would like to learn:	1
		2
		3
		4
		5
7	I would like a job that:	
8	My family thinks I am good at:	
9	My teacher thinks I am good at:	
10	The best word that describes me is:	

Blank Lesson Template

Pre-ETS Goal 1: Job Exploration or Career Counseling Blank Lesson Template	
Lesson #:	
Lesson Title:	
Lesson Summary	[Provide a summary of the lesson.]
Pre-ETS Goal	Area 1: Job Exploration / Career Counseling
WVDE AAAS (Alternate Standards)	
Resources and Materials	
Assessment	[Describe how this lesson will be assessed using activities, acceptable level of completion, products.]
Lesson Narrative (vocabulary words in bold type)	[Describe the lesson details listing what the instructor does and what the individual does.]
Post Instruction Notes/Changes and Adjustments (Staff)	
Note: Remember to save your new lesson plan document to a folder.	
Creator: _____ Date: _____	

Goal 2: Work-Based Learning Experiences



Goal 2: Work-Based Learning Experiences

- Introduction
- Sample Lesson 1: What Are My Options for Work-Based Learning Experiences?
- Sample Lesson 2: My Plan for Work-Based Learning Experiences
- Pre-ETS Goal 2: Work-Based Learning Experiences Blank Lesson Template

Goal 2: Work-Based Learning Experiences

Introduction

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

Forward thinking on the part of some Education and DRS staff have provided individuals with most significant physical and intellectual disabilities similar opportunities of others that have traditionally participated in work-based learning experiences, sometimes called Work Exploration in Education (Non-paid work experience in RS terms). More information about Work Exploration can be found on the Pathways WV site.

<https://www.pathwayswv.org/docs/Pathways%20Work%20Exploration%20Manual%20-%202019%20FINAL.pdf>

Experiences for this group require creative planning and development of job sites using customized work skills where tasks are identified for the individual sometimes rather than the broader job. This experience sometimes motivates the business to create a new job title where the individual can provide a valuable service and get paid while contributing meaningfully to the bottom line of the business. This is probably one of the most successful models when families and friends of individuals with most significant disabilities can develop a new business or customize a work task into a job, also called job carving. One example to explore is Bitty and Beau’s Coffee. The possibilities are endless. <https://www.bittyandbeauscoffee.com/about/video/>

STAGE 1 – DESIRED RESULTS	
<p>Unit Title: Goal 2 - What exactly are Work-Based Learning Experiences as they relate to Pre-ETS for individuals with most significant disabilities?</p> <p>Established Goals:</p> <ul style="list-style-type: none"> • Understand components of work-based learning experiences for Pre-ETS • Understand how assessments for work-based learning experiences contribute to development of a vocational goal for school and post school services • Understand and assist in developing a plan for work-based learning experiences to achieve goals for learning, living, and work 	
<p>Understandings: Students will understand that...</p> <ul style="list-style-type: none"> • Assessments are part of a process that contribute to decisions for work-based learning experiences • The plan for work-based learning experiences includes consideration of career-related challenges for selected career options • Work-based learning experiences support informed choice making 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How will my disability impact my life during adulthood in the areas of learning, living, and work? • What information and experiences do I need to make informed choices now and for my future?

<p>Students will know:</p> <ul style="list-style-type: none"> • How work-based learning experiences assist in goal setting for adult learning, living and work • How work-based learning experiences contribute to decisions for learning, living and work 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Set goals, with assistance, for participation in work-based learning experiences • Present information, with assistance if needed, about work-based learning experiences results, goals, and needed supports for the future
--	---

STAGE 2 – ASSESSMENT EVIDENCE

<p>Performance tasks:</p> <ul style="list-style-type: none"> • Participate in at least 3 work-based learning experiences annually • Document results of work-based learning experiences and personal reflections as part of portfolio development • Document experiences and set new goals for work-based learning experiences on the IEP, IPE, and/or IPP 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • IEP, IPE, and/or IPP documents bearing youth signature • Assessment results and notes for work-based learning experiences • Work-based learning components of the portfolio
--	---

<p>Key Criteria:</p> <ul style="list-style-type: none"> • 100% participation in learning activities for work-based learning experiences • 100% participation in the formal IEP, IPE, and/or IPP meetings where work-based learning experiences are noted

STAGE 3 – ASSESSMENT EVIDENCE

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 support and guidance from important adults in my life
- Develop a work-based learning experiences plan with at least 3 opportunities, then discuss and finalize with the Pre-ETS counselor and other staff
- Discuss, reflect (journal), and record pertinent information from work-based learning experiences and the impact on living

Sample Lessons:

- Lesson 1: What Are My Options for Work-Based Learning Experiences?
- Lesson 2: My Plan For Work-Based Learning Experiences

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

- Why Is It Important to Participate in Work-Based Learning Experiences in the Community?
- What Is Written in the IEP, IPE, and/or IPP About Work-Based Learning Experiences?
- How Do The Classes I Am Taking In 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? Who Can Help Me?)
- Reflecting On My Work-Based Learning Experiences
- How Do I Include My Work-Based Learning Experiences And Skills On My Resume Portfolio?

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

Design Topic: WV Pre-Employment Transition Services (Pre-ETS) 2022

Subject(s): Secondary Transition Services Activities for Individuals with Most Significant Disabilities

Age(s): 14+

Designer(s): KRuddle

**Pre-ETS Goal 2 Sample Lesson 1:
What Are My Options for Work-Based Learning Experiences?**

Lesson Summary	Making an informed choice about work-based learning experiences requires more than just choosing a job that one likes. It involves making choices based on information and prior experiences about a wide range of work. It involves discussions with others, observations, and participation in real work-based learning experiences. Work-based learning experiences are appropriate throughout the entire Pre-ETS and Transition process and through DRS and Education alike. The goal of work-based learning experiences is to provide the individuals skills to connect education to their future and to support the learning process. Broadening one's understanding of what work-based learning experiences entails is the goal of this lesson.
WVDE AAAS (Alternate Standards)	A.ELA.9.4, -9.5, -9.6, -9.12, -9.14, -9.17, -9.19, -9.23, -9.24, -9.25, -9.28, -9.29, -9.37, -9.39; SS.C.31, -.32, -.33; A.K.9.13 Note: Grade 9 was selected for English Language Arts standards identification; however, there are parallel standards at other secondary grade levels. These are an example only.
Resources and Materials	<ul style="list-style-type: none"> • It is recommended that the instructor becomes familiar with Goal Area 2: Work-Based Learning details for Pre-ETS prior to implementing this lesson. There are both terms and time limits that need to be understood. Access the WINTAC link for this goal area. Become familiar with the various types of work-based learning experiences using the descriptions for each at the same page on the site. http://www.wintac.org/topic-areas/pre-employment-transition-services/overview/work-based-learning-experiences • It is recommended that the instructor becomes familiar with Bitty and Beau's Coffee story about work for individuals with most significant disabilities prior to implementing this lesson. https://www.bittyandbeauscoffee.com/about/video/ • Work Experience (attached) • Work-based Learning Experiences: Terms and Simple Descriptions (attached) and cut apart. Box/basket for adding terms once they are discussed.
Assessment	Completion of the activities for the lesson, including youth reflection activity to summarize their ideas for work-based learning.
Lesson Narrative (vocabulary words in bold type)	<ul style="list-style-type: none"> • Introduce the terms listed on the Work-Based Learning Experiences handout. Key in on words such as paid work experience, non-paid work experience, simulated workplace experience, interviews, job shadowing, volunteering. Have the group discuss what they know about the words with the instructor guiding the discussion as needed, but do not write a definition at this time. Tell the group to listen for some of these terms during the lesson. • Briefly discuss the purpose of work-based learning experiences (to gain knowledge and skills to connect school experiences to real life work activities). Make sure they understand the purpose of these experiences is to help in decision making about careers and aptitudes (promising skills) using real world settings. Tell them there are lots of options to think about. • Using the Work Experience handout (or display this simple graphic on a screen or large paper), guide the group through a brief brainstorming activity. Ask students to think about how youth and adults get experience for the workplace. Give each a turn at responding, providing prompts and examples if

	<p>an individual is having difficulty. Record the responses on the display. Use prompts such as help out at home, clean your room, cut grass, walk a dog, pass out sale advertisements, go to work with a parent, talk to someone about a job, go on a tour of a business, etc. Try to fill the page with ideas that represent the various kinds of work-based learning experiences. After about 5 minutes, tell the group they are going to learn how to group these kinds of experiences. Leave the display for them to see.</p> <ul style="list-style-type: none"> • Present the terms in large type on either index cards/cardstock or electronically on a screen. Say the term and have the group repeat the term. Have various members of the group tape the terms throughout the room until all have been named. Then move to each term and describe each simply. After each explanation give the card with the description to an individual to add to a box/basket. Once completed mix the descriptions and have group members select one-by-one until all cards have been taken. Instruct them to find a partner and find the term that matches the description around the room. They are to tape the description to the term. Once all are finished review and fix any mistakes. You might ask for volunteers to repeat the term and the description they selected. • At the end of the lesson add this to a word bank for Pre-ETS. • Have students complete a reflection card to select two different types of work-based learning experiences they would like to have and where.
<p>Post Instruction Notes/Changes and Adjustments (Staff)</p>	
<p><i>Creator: Karen Ruddle (2022May)</i></p>	



**Work
Experience**

Work-Based Learning Experiences

Matching Activity

Instructions: Print cards and cut apart. Match the term to the definition. (2 pages)

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

Working with someone to learn all or part of a job	Workplace activity that blends community service with classroom instruction
Learning from a more experienced person	Groups of youth produce goods or services in a school business
Activities that show skills a person has learned about a career area	Getting workplace experiences in a setting much like a real setting
Discussing a career or job that interests you	Learning general workplace skills in a paid setting
On-the-job training to learn specific job-related skills that is paid	Learning general workplace skills in an unpaid setting
On-the-job training to learn specific job related skills that is not paid	Donating your time or effort without being paid
Supervised practical training in a specialized field	Observing real work at different work sites

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

Lesson Summary	Making an informed choice about work-based learning experiences requires more than just choosing a job that one likes. It involves making choices based on information and prior experiences about a wide range of work. This lesson helps individuals explore careers that are growing and to identify possibilities for types of work-based learning experiences.
WVDE AAAS (Alternate Standards)	A.ELA.9.4, -9.5, -9.6, -9.12, -9.14, -9.17, -9.19, -9.23, -9.24, -9.25, -9.28, -9.29, -9.37, -9.39; SS.C.31, -.32, -.33; A.K.9.13 Note: Grade 9 was selected for English Language Arts standards identification; however, there are parallel standards at other secondary grade levels. These are an example only.
Resources and Materials	<ul style="list-style-type: none"> • Access the O*Net site at https://www.mynextmove.org • Matching: My Interests and Skills for the Job
Assessment	Completion of the activities for the lesson
Lesson Narrative (vocabulary words in bold type)	<ul style="list-style-type: none"> • No new vocabulary for this lesson • Briefly discuss the purpose of work-based learning experiences (to gain knowledge and skills to connect school experiences to real life work activities). Make sure they understand the purpose of these experiences is to help in decision making about careers and aptitudes using real world settings. Tell them there are lots of options to think about. • Using the Matching: My Interests and My Skills for the Job handout, review the instructions. Complete one example by accessing the link on the worksheet for the O*Net site section, • My Next Move. Make this a link Display a copy of the worksheet and complete one column to demonstrate what they each will do to complete the sections. • Allow 15 to 20 minutes for the activity. • For discussion purposes, have each individuals share one career area they selected and how they completed the rest of the information. • If time, briefly talk about entry level jobs in a few of the selected careers indicating that most people do not start at the salary level listed for the career. • Have students reflect and respond regarding the value of an activity such as this and interest in further exploration.
Post Instruction Notes/Changes and Adjustments (Staff)	
<i>Creator: Karen Ruddle (2022May)</i>	

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 boxes labeled: **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)			

Blank Lesson Template

Pre-ETS Goal 2: Work-Based Learning Experiences Blank Lesson Template	
Lesson #:	
Lesson Title:	
Lesson Summary	[Provide a summary of the lesson.]
Pre-ETS Goal	Area 2: Work-Based Learning Experiences
WVDE AAAS (Alternate Standards)	
Resources and Materials	
Assessment	[Describe how this lesson will be assessed using activities, acceptable level of completion, products.]
Lesson Narrative (vocabulary words in bold type)	[Describe the lesson details listing what the instructor does and what the individual does.]
Post Instruction Notes/Changes and Adjustments (Staff)	
Note: Remember to save your new lesson plan document to a folder.	
Creator: _____ Date: _____	

Goal 3: Counseling on Opportunities for Enrollment in Comprehensive Transition Or Post- Secondary Educational Programs



Goal 3: Counseling on Opportunities for Enrollment in Comprehensive Transition or Post-Secondary Educational Programs

- Introduction
- Sample Lesson 1: Let's Explorer Career Clusters
- Sample Lesson 2: Let's Learn About Specialized Post-Secondary Programs
- Pre-ETS Goal 3: Counseling on Opportunities for Post-Secondary Programs Blank Lesson Template

Goal 3: Counseling on Opportunities for Enrollment in Comprehensive Transition Or Post-Secondary Educational Programs

Introduction

The lessons in this section target Counseling on opportunities for enrollment in comprehensive transition or post-secondary educational programs. The following backward design unit plan details the comprehensive goals in Stage 1, evaluation considerations in Stage 2, and both developed and future lesson ideas in Stage 3 for individuals with most significant disabilities.

In recent years even individuals with the most significant physical and cognitive disabilities, that 1% of the working age population, are afforded opportunities for post school training, education, and work. Forward thinking families and providers are responsible for this movement, when traditionally this group of individuals was presented with a day habilitation program or sheltered workshop setting as the best training option. Successful models for post school training and education provide motivation for those hesitant to consider post-secondary education. Colleges with programs for individuals with intellectual disabilities have grown significantly in the past 10+ years. At Think College one can explore post-secondary education options available in various states. <https://thinkcollege.net/>

Additionally, some Career Technical Education programs are beginning to realize the benefit of developing programs for individuals with most significant disabilities. Use of the NOCTI Micro-Credential System to explore occupations and to gain knowledge and skills in a targeted occupation offer distinct opportunities for this group of diverse learners. <https://www.nocti.org/>

The specialized skills required for some technical jobs are a good fit for the individual interested in a particular area, but who does not yet have the full range of skills or experiences for earning the industry credential. Helper jobs in many technical careers often require knowledge and skills specific to an area, so participating in specific training programs and earning various micro-credentials may give an individual the edge they need to be selected for a job or the experiences to develop increased confidence in the career area. Post-secondary training and education programs provide multiple opportunities to seek further training, and the Rehabilitation Counselor is one person that can guide the individual and family along the career decision making path, as well as assist with making sure the range of options is clearly understood.

STAGE 1 – DESIRED RESULTS

Unit Title: Goal 3 - What exactly is Counseling on Post-Secondary Education as it relates to Pre-ETS for individuals with most significant disabilities?

Established Goals:

- Understand components of counseling on opportunities for enrollment in comprehensive transition or post-secondary educational programs
- Understand how assessments contribute to counseling on post-secondary education activities and development of a broader vocational goal
- Understand and assist in developing a plan for counseling on post-secondary education for areas of learning, living, and work

<p>Understandings: Students will understand that...</p> <ul style="list-style-type: none"> • Assessments are part of a process that contribute to activities for counseling on post-secondary education • The plan for counseling on post-secondary education includes consideration of career related challenges for selected career options • Counseling on post-secondary educational activities support informed choice making 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How will my disability impact my life during adulthood in the areas of learning, living, and work? • What information and experiences do I need to make informed choices now and for my future?
<p>Students will know:</p> <ul style="list-style-type: none"> • How counseling on post-secondary education assists in goal setting for adult learning, living, and work • How counseling on post-secondary education contributes to decisions for learning, living, and work 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Set goals, with assistance, for participation in counseling on post-secondary educational activities • Present information, with assistance if needed, about counseling on post-secondary educational assessments goals and needed supports for the future

STAGE 2 – ASSESSMENT EVIDENCE	
<p>Performance tasks:</p> <ul style="list-style-type: none"> • Participate in at least 3 counseling on postsecondary educational activities annually • Document results of counseling on postsecondary educational activities and personal reflections as part of portfolio development • Document experiences and set new goals for counseling on post-secondary education on the IEP, IPE, and/or IPP 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • IEP, IPE, and/or IPP documents bearing youth signature • Assessment results and notes for counseling on opportunities for enrollment in comprehensive transition or post-secondary educational programs
<p>Key Criteria:</p> <ul style="list-style-type: none"> • 100% participation in learning activities for counseling on opportunities for enrollment in comprehensive transition or post-secondary educational programs • 100% participation in the formal IEP, IPE, and/or IPP meetings where counseling on post-secondary education is noted 	

STAGE 3 – ASSESSMENT EVIDENCE

Summary of Learning Activities:

- Complete overview lesson for counseling on post-secondary education to survey the array of clusters, options, strategies, and opportunities for adult learning, living, and work for youth with most significant disabilities
- Explore career cluster areas
- Explore opportunities for enrollment in comprehensive transition or post-secondary educational programs through counseling activities
- Identify and develop strategies for a smooth transition from school to post-secondary programs
- Identify current and needed accommodations and services
- Develop a current “snapshot” of interests, abilities, talents, needs, learning style preferences, and goals
- Develop a plan for comprehensive transition or post-secondary education programs, utilizing input from families and staff
- Discuss, reflect (journal) and record pertinent information from counseling on post-secondary programs

Sample Lessons:

- Lesson 1: Let’s Explore Career Clusters
- Lesson 2: Let’s Learn About Specialized Post-Secondary Programs

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

- Goal 3 Overview: What Does Counseling on Post-Secondary Educational Programs Involve?
- Let’s Learn About the Labor Market
- What Choices for Post-school Education and Training Opportunities Are There AND What Options Make the Most Sense for Me Right Now?
- What Are Some Experiences I Can Have While I am In School That Will Help me Make Decisions About Post-secondary Options
- How Are Supports Different for Post-secondary Education Than They Are Now AND What Do I Need?
- Let’s Be Honest About My Academics...Where Do I Stand AND What Will It Take To Be Ready?
- What Skills Do I Need for My Selected Jobs?
- 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?
- Do I Need Other Assessments to Help Me Make Good 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?
- 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?
- What Supports Do I Need To Achieve My Career Goal?
- How Do I Enroll In the Post-secondary Setting I Need for My Career Goal?
- Putting It All Together: My Interests, My Realities
- How Do I Make This A Smooth Move From School to Post-secondary?
- How Can The Summary of Performance Document Help Me?
- Update: My New Current Portfolio
- Reflecting On My Counseling On Transition Or Post-secondary Educational Programs

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

Design Topic: WV Pre-Employment Transition Services (Pre-ETS) 2022

Subject(s): Secondary Transition Services Activities for Individuals with Most Significant Disabilities

Age(s): 14+

Designer(s): KRuddle

**Pre-ETS Goal 3 Sample Lesson 1:
Let's Explorer Career Clusters**

Lesson Summary	Jobs and careers are terms often used interchangeably, but do they mean the same thing? How might learning about the career clusters guide our thinking about our future? This lesson helps clarify the terms and introduces the individual to the various career clusters. Using career clusters to develop a plan for the future is a transition tool where Rehabilitation and Education can coordinate services for youth.
WVDE AAAS (Alternate Standards)	A.ELA.9.4, -9.5, -9.6, -9.12, -9.14, -9.17, -9.19, -9.23, -9.24, -9.25, -9.28, -9.29, -9.37, -9.39; SS.C.31, -.32, -.33; A.K.9.13 Note: Grade 9 was selected for English Language Arts, Science and Social Studies alternate standards identification; however, there are parallel standards at other secondary grade levels. These are an example only.
Resources and Materials	<ul style="list-style-type: none"> • https://www.careeronestop.org/ExploreCareers/Learn/career-clusters.aspx • Career Clusters (attached) • Note: This lesson may take longer to complete depending on the depth of exploration and discussions. Exploring the clusters thoroughly will give individuals a broader view of the • possibilities and options for post school work.
Assessment	Completion of the activities for the lesson, including youth reflection activity.
Lesson Narrative (vocabulary words in bold type)	<ul style="list-style-type: none"> • Introduce the terms career, career cluster, and job. Have the group discuss what they know about each, guiding the discussion if needed. Make sure that job refers to work that we do to earn a paycheck so we can pay our bills; that career refers to groups of jobs that are related to one's passion and dreams, usually for one's entire working life; and career cluster refers to a way that jobs are grouped. Write a simple definition for each. Add this to a word bank for Pre-ETS. • Lead a brief discussion about early jobs that one might get to earn money so they can do the things they like and to pay their own expenses. Talk about the fact that some individuals only want to go to work, but that often these jobs are considered "entry level" that do not require specialized training and traditionally earn about minimum wage. On the other hand, careers are considered more long term and require specialized education or training after high school. A career is usually a series of jobs and experiences that might be considered one's life work. Salaries and benefits are usually more substantial. Also, exploring jobs versus careers may help an individual to make a more informed choice that provides direction for work. • Use the Career Clusters handout to present the 16 career clusters identified by the US Department of Labor. Help the group find and connect to the CareerOneStop link https://www.careeronestop.org/ExploreCareers/Learn/career-clusters.aspx and show each how to find the "overview video" on the page. Play a video to demonstrate and demonstrate how information on the page can be explored. • Distribute the handout (2 pages) and explain the instructions. Complete one entire example of selecting a cluster, exploring jobs of interest, then selecting 2 jobs to explore further. Each person will select only 3 cluster areas, then 2 jobs in each of those 3 cluster areas, watching the respective videos for each. Videos are 3 minutes or less in length.

	<ul style="list-style-type: none"> • Individuals may present their 3 selected clusters and jobs from the clusters of interest to them. This information can be used for further exploration and activities in all Pre-ETS areas. • This lesson is a starting point for deeper exploration of various occupations of interest, and a follow up lesson might be developed. • Note: A variation of this activity would have each individual watch the overview for each cluster area, then select 2 or more jobs in each of the clusters for further exploration. This activity provides a broad range of information about the cluster and may generate interest that the original activity may not. • Instructor: 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 about career planning.
<p>Post Instruction Notes/Changes and Adjustments (Staff)</p>	
<p><i>Creator: Karen Ruddle (2022May)</i></p>	

Career Clusters

Instructions: Connect to the Career Clusters page on the US Department of Labor, Career One Stop site at <https://www.careeronestop.org/ExploreCareers/Learn/career-clusters.aspx> then explore the various clusters selecting 3 that are most interesting to you. List the 3 clusters on the next page, then choose 2 or more jobs in each that were discussed in the videos that you might like to explore further.

Career Cluster (from US Department of Labor Career One Stop website)	Place an X beside the 3 most interesting clusters
Agriculture, Food, and Natural Resources	
Architecture and Construction	
Arts, Audio/Video Technology and Communications	
Business Management and Administration	
Education and Training	
Energy	
Finance	
Government and Public Administration	
Health Science	
Hospitality and Tourism	
Human Services	
Information Technology	
Law, Public Safety, and Corrections	
Manufacturing	
Marketing	
Science, Technology, Engineering, and Math	
Transportation, Distribution, and Logistics	

Career Cluster of Interest #1	List 2 jobs of interest from this cluster
	1
	2
Career Cluster of Interest #1	List 2 jobs of interest from this cluster
	1
	2
Career Cluster of Interest #1	List 2 jobs of interest from this cluster
	1
	2

**Pre-ETS Goal 3 Sample Lesson 2:
Let's Learn About Specialized Post-Secondary Programs**

Lesson Summary	College programming has historically been missing for individuals with significant disabilities, especially those identified with intellectual disabilities. Programs have emerged in most states over the past ten years or more to allow youth to continue their journey to adulthood. Many plan to go straight to work, remain at home while enrolled in post-secondary training or education programs, and even return home with no interest in work or postsecondary training. West Virginia has one post-secondary training program that might be an option for some individuals; however, all need the opportunity to learn about transition programs at the post-secondary level and to make an informed choice about the future.
WVDE AAAS (Alternate Standards)	A.ELA.9.4, -9.5, -9.6, -9.12, -9.14, -9.17, -9.19, -9.23, -9.24, -9.25, -9.28, -9.29, -9.37, -9.39; SS.C.31, -.32, -.33; A.K.9.13 Note: Grade 9 was selected for English Language Arts, Science and Social Studies alternate standards identification; however, there are parallel standards at other secondary grade levels. These are an example only.
Resources and Materials	<ul style="list-style-type: none"> • https://thinkcollege.net (home page of the Think College website) • https://thinkcollege.net/resources/rethinking-college (Video about college for individuals with significant disabilities) • https://thinkcollege.net/college-search (Search page for programs in all states) • https://countryroads.cedwvu.org/ (WVU program access) • Higher Education, Is It for Me? (handout)
Assessment	Completion of the activities for the lesson, including youth reflection activity to summarize where they see themselves after high school.
Lesson Narrative (vocabulary words in bold type)	<ul style="list-style-type: none"> • Introduce the term informed choice. Engage in a brief conversation about the meaning of each word separately. Combine the meaning of the terms to discuss a unique definition for informed choice, making a decision about something based on information that has been learned and understood. Explain that decisions about post-school activities and programs should be based on knowledge. • Instructor: Has anyone in the group considered college? If so, where? What kind of program? (Allow discussion and responses, probing with further question.) • Instructor: Explain that the group will be exploring college as an option and using the Think College website. Help them access the site. • Instructor: Lead a brief discussion about programs across the country, including one in WV. Ask if any would consider attending out of state for a program, moving to a different part of the state to attend a program. Proceed to help youth access the WVU Country Roads Program site and description. Review the curriculum and components of the program. After reviewing the Country Roads program in WV, return to the Think College site, and have each individual find another program that might be of interest to them. Each individual will be completing a reflection about what they learn, then have an opportunity to discuss their responses. • Note: Before or after teaching this lesson have the youth and their families (and the instructor) view the film, Rethinking College - https://thinkcollege.net/resources/rethinking-college and discuss whether or not this might be an option for post school.

	<ul style="list-style-type: none">• Instructor: This reflection 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 about career planning.
Post Instruction Notes/Changes and Adjustments (Staff)	
<i>Creator: Karen Ruddle (2022May)</i>	

Higher Education, Is It for Me?

Instructions: After exploring the Think College and Country Roads websites complete the following reflections. Be ready to discuss your responses.

<p>1. After exploring the two websites, might you be interested in talking to someone about attending a specialized college program? Why or Why not?</p>	
<p>2. What important decisions would you have to make if you might want to move to another state for a program?</p>	
<p>3. Would you be interested in going to observe the program at WVU in Morgantown, WV? What would you most want to know about?</p>	
<p>4. What fears might you have about attending a college program away from home?</p>	
<p>5. What skills would you need to develop to attend a program away from home?</p>	
<p>6. Find a program in a state where you might be interested in attending, explore that program on the Think College website, then write 3 questions you have about attending the program.</p>	

Blank Lesson Template

Pre-ETS Goal 3: Counseling on Opportunities for Post-Secondary Programs Blank Lesson Template	
Lesson #:	
Lesson Title:	
Lesson Summary	[Provide a summary of the lesson.]
Pre-ETS Goal	Area 3: Counseling on Opportunities for Post-Secondary Programs Blank Lesson Template
WVDE AAAS (Alternate Standards)	
Resources and Materials	
Assessment	[Describe how this lesson will be assessed using activities, acceptable level of completion, products.]
Lesson Narrative (vocabulary words in bold type)	[Describe the lesson details listing what the instructor does and what the individual does.]
Post Instruction Notes/Changes and Adjustments (Staff)	
Note: Remember to save your new lesson plan document to a folder.	
Creator: _____ Date: _____	

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



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

- Introduction
- Sample Lesson 1: A Clear Picture of My Current Social Skills and Independent Living Skills
- Sample Lesson 2: How Can I Work On My Independent Living Skills When I Live With My Family?
- Pre-ETS Goal 4: Workplace Readiness Training to Develop Social Skills and Independent Living Skills Blank Lesson Template

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 topics. The following backward design unit plan details the comprehensive goals in Stage 1, evaluation considerations in Stage 2, and both developed and future lesson ideas in Stage 3 for individuals with most significant disabilities.

As youth with most significant disabilities continue to make strides to more inclusive settings rather than “sheltered” settings, development of acceptable social and independent living skills is more important than in the past. When any of us are in groups, we tend to mimic the behavior of the group we are with in general. At one time certain behaviors might be overlooked, because “others” did the same. The movement in recent years has been for individuals with most significant disabilities to learn, live, and work where typical peers do the same. Learning what is acceptable requires explicit instruction and is frequently most successful when practiced in the real world setting. It is realized that some individuals will always need some level of support, but reaching one’s maximum level of independence is the goal.

STAGE 1 – DESIRED RESULTS	
<p>Unit Title: Goal 4 - What exactly is Workplace Readiness Training to Develop Social Skills and Independent Living Skills as it relates to Pre-ETS for individuals with most significant Disabilities?</p> <p>Established Goals:</p> <ul style="list-style-type: none"> • Understand range of components for workplace readiness training to develop social skills and independent living skills for Pre-ETS assist in selecting career options • Understand how assessments for workplace readiness training to develop social skills and independent living skills contribute to development of a vocational goal for school and post school services • Understand and assist in developing a plan for workplace readiness training to develop social skills and independent living skills for areas of learning, living, and work 	
<p>Understandings: Students will understand that...</p> <ul style="list-style-type: none"> • Assessments are part of a process that contribute to activities for workplace readiness training to develop social skills and independent living skills • The plan for workplace readiness training to develop social skills and independent living skills includes consideration of career-related challenges for selected career options • Workplace readiness training to develop social skills and independent living skills support informed choice making 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How will my disability impact my life during adulthood in the areas of learning, living, and work? • What information and experiences do I need to make informed choices now and for my future?

<p>Students will know:</p> <ul style="list-style-type: none"> • How workplace readiness training to develop social skills and independent living skills assists in goal setting for adult learning, living, and work • How workplace readiness training to develop social skills and independent living skills contributes to decisions for learning, living, and work 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Set goals, with assistance, for participation in workplace readiness training to develop social skills and independent living skills • Present information, with assistance if needed, about workplace readiness training to develop social skills and independent living skills from assessments, goals, and needed supports for the future
--	--

STAGE 2 – ASSESSMENT EVIDENCE	
<p>Performance tasks:</p> <ul style="list-style-type: none"> • Participate in at least 3 workplace readiness training activities to develop social skills and 3 workplace readiness training activities to develop independent living skills annually • Document results of workplace readiness training to develop social skills and independent living skills activities and personal reflections as part of portfolio development • Documents experiences and set new goals for workplace readiness training to develop social skills and independent living skills on the IEP, IPE, and/or IPP 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • IEP, IPE, and/or IPP documents bearing youth signature • Assessment results and notes for workplace readiness training to develop social skills and independent living skills activities • Workplace readiness training to develop social skills and independent living skills components of the portfolio
<p>Key Criteria:</p> <ul style="list-style-type: none"> • 100% participation in learning activities for workplace readiness training to develop social skills and independent living skills • 100% participation in the formal IEP, IPE, and/or IPP meetings where workplace readiness training to develop social skills and independent living skills are noted 	

STAGE 3 – ASSESSMENT EVIDENCE

Summary of Learning Activities:

- Complete overview lesson for Workplace Readiness Training to identify initial areas in need of development
- Complete 3 workplace readiness training to develop social skills inventories with assistance
- Complete 3 workplace readiness training to develop independent living inventories with assistance
- Participate in at least 2 workplace readiness simulation activities to develop social skills and independent living
- Participate in at least 2 job shadow experiences to observe targeted workplace readiness skills in need of instruction
- Participate in at least 5 activities at home and in the community to develop identified social skills and independent living skills
- Identify workplace readiness skills that provide the greatest challenges and develop a plan for improvement
- Discuss, reflect, and record a summary from workplace readiness training

Sample Lessons:

- Lesson 1: A Clear Picture of My Current Social Skills and Independent Living Skills
- Lesson 2: How Can I Work On My Independent Living Skills When I Live With My Family?

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

- What Is Workplace Readiness and What Does It Mean For Me?
- What Kinds Of Supports Do I Need To Help Me Get The Workplace Readiness Skills I Need?
- What Are My Greatest Workplace Challenges To Employment?
- What Are Some IEP and IPE Goals That Will Help Me Improve My Workplace Readiness Skills?
- What Are My Options For Living As Independently As Possible?
- Will I Always Need Help With My Finances AND Who Might Help Me?
- What Community Activities Might I Like To Try?

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

Design Topic: WV Pre-Employment Transition Services (Pre-ETS) 2022

Subject(s): Secondary Transition Services Activities for Individuals with Most Significant Disabilities

Age(s): 14+

Designer(s): KRuddle

Pre-ETS Goal 4 Sample Lesson 1:
A Clear Picture of My Current Social Skills and Independent Living Skills

Lesson Summary	Identifying which social and independent living skills are in an acceptable range and which are in need to development requires a team with the individual at the center. Informal interviews and rating scales, as well as outside observations. This lesson will guide the next steps after assessing social and independent living skills areas.
WVDE AAAS (Alternate Standards)	A.ELA.9.4, -9.5, -9.6, -9.12, -9.14, -9.17, -9.19, -9.23, -9.24, -9.25, -9.28, -9.29, -9.37, -9.39; SS.C.31, -.32, -.33; A.K.9.13 Note: Grade 9 was selected for English Language Arts, Science and Social Studies alternate standards identification; however, there are parallel standards at other secondary grade levels. These are an example only.
Resources and Materials	<ul style="list-style-type: none"> • Workplace Readiness Assessment (copies for the individual, a family member or support staff, an instructor)
Assessment	Completion of the activities for the lesson, including youth reflection activity to summarize where they see themselves after high school.
Lesson Narrative (vocabulary words in bold type)	<ul style="list-style-type: none"> • 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. Add these terms to a word bank for Pre-ETS. • 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. • 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. • Present the Workplace Readiness Skills Assessment to the individuals. 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. • 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. • Develop a plan for practicing and developing insufficient skills areas most critical for the individual. Determine which skills will likely always need support and note accordingly.

	<ul style="list-style-type: none"> • This will be placed in a document file and reviewed at the end of a time period after you have participated in other preemployment activities. Reviewing this at a later time will • demonstrate your knowledge and growth regarding workplace readiness skills.
Post Instruction Notes/Changes and Adjustments (Staff)	
<i>Creator: Karen Ruddle (2022May)</i>	

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

Pre-ETS Goal 4 Sample Lesson 2:
How Can I Work On My Independent Living Skills When I Live With My Family?

Lesson Summary	Individuals with most significant disabilities typically gain independent living skills at a slower rate than peers. Families and caregivers often are protective and hesitant to allow the individual to have reduced supervision in various settings. They also are more likely to continue doing some tasks for the individual because of both time constraints and quality of follow through. Individuals interested in improving their independence or families interested in developing greater independence in their young adult may benefit from discussion and planning to improve independence. Identifying the most critical skills is the target of this lesson.
WVDE AAAS (Alternate Standards)	A.ELA.9.4, -9.5, -9.6, -9.12, -9.14, -9.17, -9.19, -9.23, -9.24, -9.25, -9.28, -9.29, -9.37, -9.39; SS.C.31, -.32, -.33; A.K.9.13 Note: Grade 9 was selected for English Language Arts, Science and Social Studies alternate standards identification; however, there are parallel standards at other secondary grade levels. These are an example only.
Resources and Materials	<ul style="list-style-type: none"> • Daily Living Skills handout
Assessment	Participation in activities for the lesson in conjunction with the family and summary of levels of independence for each skill.
Lesson Narrative (vocabulary words in bold type)	<ul style="list-style-type: none"> • This activity is dependent on the individual and the family or caregiver. It involves the family or caregiver for providing information about daily living skills and their involvement in goal setting/activities. • Prior to the lesson send the Daily Living Skills handout home for parent or caregiver completion. On the day of the lesson meet individually with each person to discuss results. Identify goals, prioritize, and develop a plan to focus on improvement. Develop a monitoring system with the family or caregiver and discuss their part of the implementation plan. • If possible, schedule a student led conference with a family member or caregiver to discuss the plan. Write the first goal, date started, and date completed on an index card (or other) to post at home for a visual reminder. Staff will maintain list with same information and monitor, moving from goal to goal as each skill is met. Skills should be demonstrated for a reasonable length of time before each goal is considered met. • Periodically communicate with the family or caregiver, adjusting the plan as needed. • Note: Additional goals not on the list should be added as they are identified. • Instructor: This activity will be placed in a document file and reviewed at least annually. Reviewing this at a later time will demonstrate growth of independent living skills while living at home.
Post Instruction Notes/Changes and Adjustments (Staff)	
<i>Creator: Karen Ruddle (2022May)</i>	

Daily Living Skills

Instructions: Youth and family or caregiver indicates areas for improvement and provides details. Add more on the revers of this page if needed.

		Choose 3 to 5 areas by checking the box	Indicate current skill level
Hygiene and Personal Care	Can care for gender specific hygiene needs		
	Cleans body thoroughly on a daily basis		
	Chooses own clothing and accessories, dresses self effectively for the setting		
	Cares for own clothing		
	Keeps clothing organized and finds items easily		
	Asks for assistance with dressing when needed		
Everyday Living	Is able to stay at home alone without supervision		
	Maintains a clean apartment or home		
	Maintains a neat home appearance using storage appropriately		
	Follows a cleaning schedule for the home		
	Shops for groceries and prepares simple meals		
	Follows a recipe		
	Keeps own room clean and neat		
	Arranges for transportation to/from the local store		
	Crosses streets safely		
	Uses alarm to get up by specified time		

Blank Lesson Template

Pre-ETS Goal 4: Workplace Readiness Training to Develop Social Skills and Independent Living Skills Blank Lesson Template	
Lesson #:	
Lesson Title:	
Lesson Summary	[Provide a summary of the lesson.]
Pre-ETS Goal	Area 4: Workplace Readiness Training to Develop Social Skills and Independent Living Skills
WVDE AAAS (Alternate Standards)	
Resources and Materials	
Assessment	[Describe how this lesson will be assessed using activities, acceptable level of completion, products.]
Lesson Narrative (vocabulary words in bold type)	[Describe the lesson details listing what the instructor does and what the individual does.]
Post Instruction Notes/Changes and Adjustments (Staff)	
Note: Remember to save your new lesson plan document to a folder.	
Creator: _____ Date: _____	

Goal 5: Instruction in Self-Advocacy



Goal 5: Instruction in Self-Advocacy

- Introduction
- Sample Lesson 1: A Good Day
- Sample Lesson 2: Identifying Personal Preferences
- Pre-ETS Goal 5: Instruction in Self-Advocacy Blank Lesson Template

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 lesson ideas in Stage 3 for individuals with most significant disabilities.

Self-Advocacy skills vary widely and develop gradually over a period of years. Youth with most significant disabilities often face an uphill battle. Families, providers, and caregivers want to protect and represent the individual in all aspects of life. They struggle with fading their support and allowing the individual to take on more responsibility. Self-advocacy skills will be needed throughout life, so starting at an early age will make the transition a little less bumpy. Self-Advocacy skills include: self-awareness, disability understanding, disability disclosure, decision making, goal setting, evaluating options, identifying independence, learning about accommodations, knowing one's rights and responsibilities, self-determination, intrinsic motivation, leadership, assertiveness, listening to input from others, problem solving, and positive self-talk. It is important to be creative and open-minded with self-advocacy skills development for the individual with a significant disability.

STAGE 1 – DESIRED RESULTS	
<p>Unit Title: Goal 5 - What exactly is Instruction in Self-Advocacy as it relates to Pre-ETS for individuals with most significant Disabilities?</p> <p>Established Goals:</p> <ul style="list-style-type: none"> • Understand instruction in self-advocacy activities for Pre-ETS assist in selecting career options • Understand how assessments for instruction in self-advocacy contribute to development of a vocational goal for school and post school services • Understand and assist in developing a plan for self-advocacy for areas of learning, living, and work 	
<p>Understandings: Students will understand that...</p> <ul style="list-style-type: none"> • Assessments are part of a process that contribute to activities for instruction in self-advocacy • The plan for instruction in self-advocacy includes consideration of career-related challenges for selected career options • Instruction in self-advocacy activities support informed choice making 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How will my disability impact my life during adulthood in the areas of learning, living, and work? • What information and experiences do I need to make informed choices now and for my future?

<p>Students will know:</p> <ul style="list-style-type: none"> • How instruction in self-advocacy assists in goal setting for adult learning, living, and work • How instruction in self-advocacy contributes to decisions for learning, living, and work 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Set goals, with assistance, for participation in instruction for self-advocacy activities • Present information, with assistance if needed, about instruction in self-advocacy results, goals, and needed supports for the future
--	---

STAGE 2 – ASSESSMENT EVIDENCE

<p>Performance tasks:</p> <ul style="list-style-type: none"> • Participate in at least 3 instruction in self-advocacy activities annually • Document results of instruction in self-advocacy activities and personal reflections as part of portfolio development • Document experiences and set new goals for instruction in self-advocacy on the IEP, IPE, and/ or IPP 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • IEP, IPE, and/or IPP documents bearing youth signature • Assessment results and notes for instruction in self-advocacy activities • Instruction in self-advocacy components of the portfolio
<p>Key Criteria:</p> <ul style="list-style-type: none"> • 100% participation in learning activities for instruction in self-advocacy • 100% participation in the formal IEP, IPE, and/or IPP meetings where instruction in self-advocacy is noted 	

STAGE 3 – ASSESSMENT EVIDENCE

Summary of Learning Activities:

- Complete overview lesson for Instruction In Self-Advocacy to identify initial areas for improvement
- Complete 3 instruction in self-advocacy inventories with assistance
- Participate in at least 3 simulations for instruction in self-advocacy
- Participate in at least 2 job shadow experiences where self-advocacy skills are observed
- Discuss potential challenges and solutions for self-advocacy skills areas of need
- Use the internet and other resource materials to identify the best accommodation solutions for individual needs
- Practice self-advocacy through at least 3 role play activities
- Discuss, reflect, and record a summary of instruction in self-advocacy activities for inclusion in portfolio document
- Learn and make decisions about various mentoring options
- Discuss

Sample Lessons:

- Lesson 1: A Good Day
- Lesson 2: Identifying Personal Preferences

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

- What Do I Know About Myself
- What Is Disclosure And How Does It Apply To Me?
- What Is Job Carving And Who Can Help Me Find A Job That Works For Me?
- How Can I Be More Active In My IEP Or IPP Meeting?
- What Jobs Am I Best Suited For Right Now?
- Updating My Portfolio To Reflect My Self-Advocacy Skills
- What If I Need More Time To Develop My Self-Advocacy Skills

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

Design Topic: WV Pre-Employment Transition Services (Pre-ETS) 2022

Subject(s): Secondary Transition Services Activities for Individuals with Most Significant Disabilities

Age(s): 14+

Designer(s): KRuddle

**Pre-ETS Goal 5 Sample Lesson 1:
A Good Day**

Lesson Summary	Youth want to be heard and need to have an opportunity to practice while they are in a protected school setting. Early Self-Advocacy skill development is being able to identify what it is that makes for a “good day” in the life of the individual with most significant disabilities. This lesson helps the individual begin to organize his or her thoughts about a good day and how to make it happen.
WVDE AAAS (Alternate Standards)	A.ELA.9.4, -9.5, -9.6, -9.12, -9.14, -9.17, -9.19, -9.23, -9.24, -9.25, -9.28, -9.29, -9.37, -9.39; SS.C.31, -.32, -.33; A.K.9.13 Note: Grade 9 was selected for English Language Arts, Science and Social Studies alternate standards identification; however, there are parallel standards at other secondary grade levels. These are an example only.
Resources and Materials	<ul style="list-style-type: none"> • https://imdetermined.org/wp-content/uploads/2021/04/180130_IMD_Good-Day-Plan.pdf (Blank form-Good Day Plan) • https://imdetermined.org/wp-content/uploads/2021/04/Good-Day-Plan-Implementation-guide.pdf (Resource supports for Good Day Plan)
Assessment	Completion of the activities for the lesson and participation in the discussion.
Lesson Narrative (vocabulary words in bold type)	<ul style="list-style-type: none"> • Introduce assertiveness and self-determination vocabulary. Explain that assertiveness generally means speaking up for yourself while being respectful. Self-determination means having the same opportunities that others do to plan their lives and to pursue those things important the individual. • Instructor: One way to begin to speak up for yourself is to be able to describe those things that make for a “Good Day.” Often caregivers and providers just assume they know what that day would look like, but may fail to ask. This activity gives the individual a voice. Ask someone to write your responses on the Good Day Plan from the I’m Determined website - https://imdetermined.org/wp-content/uploads/2021/04/180130_IMD_Good-Day-Plan.pdf • Instructor will facilitate the discussion using the questions from the Resource Supports page for a Good Day Plan- https://imdetermined.org/wp-content/uploads/2021/04/Good-Day-Plan-Implementation-guide.pdf to help the individual develop a description of a Good Day. The instructor can also play the 2-minute video for individuals to hear how a Good Day Plan might be completed. https://www.imdetermined.org/resource/good-day-plan/ Continue with the other columns. This information is a good opportunity for youth participation in the next IEP or IPP meeting. • Instructor: 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 about career planning.
Post Instruction Notes/Changes and Adjustments (Staff)	

Creator: Karen Ruddle (2022May)



Good Day Plan

Name:

Today's Date:

Good Day	Now	Action	Support
<p>What happens on a Good Day?</p> <p>What do I need to Do to have a good day?</p> <p>What are my strengths?</p> <p>What makes me happy?</p> <p>What things are always present on good days?</p>	<p>Does it happen now?</p> <p>Am I getting what I need during the day?</p> <p>If yes, GREAT! Keep it up</p> <p>If not, move to next column to think of options and alternatives</p>	<p>What needs to happen to make it a Good Day?</p> <p>What do I need to make this happen?</p> <p>What strategies should I create?</p> <p>What goals should I set for myself?</p> <p>What do others do to make this happen?</p> <p>Is there a reasonable alternative?</p>	<p>Who can help me?</p> <p>What people can help me have a good day?</p> <p>What people do I need in order to increase the chance of good things happening?</p> <p>Who is my network of support?</p> <p>Can I be the support person for this?</p>



Good Day Plan

Name:	
Today's Date:	

Good Day What happens on a Good Day?	Now Does it happen now?	Action What needs to happen to make it a Good Day?	Support Who can help me?

**Pre-ETS Goal 5 Sample Lesson 2:
Identifying Personal Preferences**

Lesson Summary	Individuals with most significant disabilities frequently have significant limitations in communication; therefore, it is the family, caregiver, provider that is charged with identifying personal preferences to assist in the planning process for post-high school. Thinking about and documenting what one knows about specific characteristics of the individual is one way of demonstrating self-determination. Planning tools are used to guide this process.
WVDE AAAS (Alternate Standards)	A.ELA.9.4, -9.5, -9.6, -9.12, -9.14, -9.17, -9.19, -9.23, -9.24, -9.25, -9.28, -9.29, -9.37, -9.39; SS.C.31, -.32, -.33; A.K.9.13 Note: Grade 9 was selected for English Language Arts, Science and Social Studies alternate standards identification; however, there are parallel standards at other secondary grade levels. These are an example only.
Resources and Materials	<ul style="list-style-type: none"> • https://www.ou.edu/content/dam/Education/zarrow/transition-resources/other-resources/Significant%20transition%20materials/personal-preference-indicator.pdf (Personal Preference Indicators-Zarrow Center)
Assessment	Plan for Self-Determination
Lesson Narrative (vocabulary words in bold type)	<ul style="list-style-type: none"> • Introduce the Personal Preferences Indicators: A Guide for Planning to families, caregivers and providers that know the individual well. Have them make selections from the descriptors and respond to the questions that are presented in the guide. There are seven areas for consideration which result in a method for beginning the future planning process for the individual with most significant disabilities. It will help to identify possible counseling and work experiences that are sensitive to the interests and preferences of the individual as well to allow the individual to give “voice” to wants and needs for learning, living, and working in the future. • The instructor will present the Personal Preferences Indicators: A Guide for Planning to the individual to identify areas the individual select. • The instructor will discuss the preferences that have been identified by families, caregivers, and providers with the individual and make any notations that the individual indicates. • This information will be incorporated into the resume portfolio for the individual.
Post Instruction Notes/Changes and Adjustments (Staff)	

Creator: Karen Ruddle (2022May)

Personal Preference Indicators

A Guide for Planning



Preferences
Choices
Self-determination





The Personal Preference Indicators were developed by the Center for Learning and Leadership/UCE specifically to support our work with self-advocates, families, professionals and our academic and community colleagues. If you would like additional copies please contact the Center for Learning and Leadership Headquarters Office in Oklahoma City. The information in this booklet is updated each year. Please contact the Center for Interdisciplinary Learning and Leadership dissemination (publications) coordinator if you would like additional copies. Phone 405-271-4500 and press “0” to have your call directed.

If you use material in this booklet a suggested citation follows:

Moss, Jan. 1997, 2006. The Personal Preference Indicator. Center for Interdisciplinary Learning and Leadership/UCE, College of Medicine, University of Oklahoma Health Sciences Center, Publication No. CA298.jm Revised 2002, 2006vnm

The Center for Interdisciplinary Learning and Leadership/UCE is a collaborative initiative of the University of Oklahoma Health Sciences Center with support from the U.S. Administration for Developmental Disabilities grant number 90DD034101.

Acknowledgment

This booklet was originally produced by Jan Moss for Training Oklahoma Providers of Service (TOPS) a U.S. Department of Education funded project #H029G60186, Center for Interdisciplinary Learning and Leadership, University of Oklahoma Health Sciences Center, College of Medicine and may be reproduced for educational purposes only.

The University of Oklahoma is an equal opportunity institution.

**Center for Learning and Leadership
is an Academic Partnership with:**

East Central University, Ada
University of Oklahoma Health Sciences Center – Graduate
and Professional Schools
University of Tulsa

This publication, printed by The Center for Learning and Leadership, is issued by the University of Oklahoma. Copies have been prepared and distributed at no cost to the taxpayers of the State of Oklahoma. Director, V.N. Williams, Ph.D.

Personal Preference Indicators

A Guide for Planning

The purpose of this index is to assist you in planning with and for a person with a developmental disability.

The **Personal Preference Indicators are *not* checklists, but are a guide to accessing information** about the person's preference. The items listed are intended to be used as cues or prompts to remind you about important subjects to bring up in your informal talks with the person. These informal conversations can give you a base line of preferences from which to begin planning.

Change is often frightening for persons with developmental disabilities, and most of us resist doing things that frighten us. So, beginning to plan, utilizing the preference indicators can be an essential accommodation. Understanding a person's preferences is critical to developing an individualized plan. A plan that uses what the person knows about his or her likes and dislikes is a more personalized approach to making any changes or choices *and* constructively involves the individual in decision making about his or her life.

Using the following domain areas in informal conversations with the person, or with someone who knows and has a positive relationship with the person, over a period of time will assist everyone in getting to know each other better. If used by any member of the interdisciplinary team in their interaction with the person, these indicators have the potential to unfold a picture of the person which will show where to begin planning in a considerate, appropriate and positive manner.

Included are:

- Preference indicators which identify the person's "**favorites**,"
- Emotion indicators which focus on the person's "**feelings**,"
- Socialization indicators to highlight the person's "**social world**" and relationships,
- Self-Determination indicators which focuses on "**choices**" the person makes,
- Physical indicators which center on the person's "**body clock**."
- Health indicators to be considered that focus on the person's "**health**"
- How does the person view his "**role**" in the family, community?

Following the physical indicators are two additional domain topics that may need input from other people who are with the person on a regular basis. The first is **health**. We add just a note of extra caution here. When talking about the health indicators you may learn about information that should not be discussed casually with others, by you or the person. As people move into adult life, understanding the concept of **privacy** is important. The final domain area is about **family roles**. Here we suggest keeping in mind that this may be an area that is changing. The person is probably becoming more involved in school, community life, a work setting, or a growing social network that includes, but also reaches beyond the immediate family.



Preference Indicators
F•A•V•O•R•I•T•E•S

What are the person's favorites? Do you know why? How can you tell? Any other things?

- outside
- inside
- friend
- structure
- non-structure
- daytime
- nighttime
- foods
- music
- words
- being alone
- being sung to
- movement
- color
- games
- smells
- sounds
- activities
- tv show
- time of day
- toys
- Touch, smooth, rough, etc.
- clothes
- place to go
- animals



Who are the person's favorite people?

Do you know why? How can you tell?

What are the person's favorite things about himself or herself?



Emotion Indicators

F•E•E•L•I•N•G•S

What calms the person? Do you know why? How can you tell? Anything else?

- holding
- rocking
- smells/odors
- music
- lights
- laughter
- being sung to
- colors
- being talked to
- animals (which ones?)
- playing (alone? with others?)
- other???

What makes the person happy? How do you know?

- outdoors
- games
- a special place
- food
- playing (alone? with others?)
- indoors
- visiting
- music or sounds
- toys (which ones?)
- other???

What motivates the person? How can you tell?

- free time
- animals
- kind of privileges?
- toys
- colors
- a particular person?
- other
- playtime
- food
- tv
- money
- music
- sounds



Emotion Indicators
F•E•E•L•I•N•G•S
continued

What does the person dislike? How can you tell?

- noise
- foods
- certain tastes
- eating
- rules
- other?
- rushing
- smells
- being alone
- Tactile (touch, rough, soft)
- crowds

What does the person fear? How can you tell?

- sounds
- slipping/falling
- animals
- movement
- other children/youth
- colors
- crowds
- adults
- water
- falling
- darkness
- lights/brightness

What does the use as a coping mechanism? How do you know?

- safe person
- body movement (rocks or twirls)
- withdrawal (lack of eye contact)
- familiar object (toy or blanket)
- safe place
- hyperactivity
- oral stimulation (hand to mouth)
- other?

Socialization Indicators
S•O•C•I•A•L



1. *How does the person communicate on his/her own?*
2. *Does the person have a nickname? If so, what is it?*
3. *How accurately does the person relate information to you and to others?*
4. *Does the person have a sense of humor?*
5. *How does the person show affection?*
6. *Does the person prefer to be alone or do activities alone or with someone? If with someone, who?*
7. *How would you describe the person's relationship with his/her peers?*



8. *Does the person request to be with or visit someone, relative, friend, etc.?*
9. *Does the person have a concept about being very cautious with strangers?*
10. *Does the person respond to facial expressions? Which ones? How?*
11. *Does the person use facial expressions to communicate? Which ones? What do they mean?*

Self Determination Indicators
C●H●O●I●C●E●S



Does the person make choices? If not, why?

- **food**
mealtime
restaurant
- **bedtime**
bedroom decor
night light
time to arise
- **smells**
- **sounds**
- **activities**
- **tv show**
- **time of day**
- **direct care staff**
- **equipment**
- **medication**
- **therapies**
- **refer to other preferences**
- **Other?**
- **dressing**
clothing preference
- **music**
soft
loud
- **activities**
chores
exercise
private time
free time
hobbies
- **sports**
tv
sporting events
participation
- **bathing or showering**
Soap/deodorant
- **hygiene**
cologne/perfume
toothpaste/mouthwash
- **travel/vacation**
- **friends**





B•O•D•Y C•L•O•C•K

What is the person's best functioning time? How can you tell?

- morning
- afternoon
- mid-morning
- evening

Preference for rising?

- early
- late

Preference for eating?

- indifferent
- shows hunger

Preference for working?

- morning
- afternoon
- mid-morning
- evening

Preference for going to bed?

- afternoon
- evening
- nighttime

When does the person tire?

- mid-morning
- afternoon
- evening

If the person takes regular medication(s), what time of day does he/she take them and what are the effects?

Do they plan activities to coincide with his/her body clock? Explain.



Health Indicators
H●E●A●L●T●H

What information about the person's health do you have available?

- frequently ill?
- affected by allergies?
- well most of the time?
- susceptible to infections?

- | | | | |
|-------------|-----------------------------------|-------------------------------------|--------------------------------|
| Headaches | <input type="checkbox"/> frequent | <input type="checkbox"/> infrequent | <input type="checkbox"/> never |
| Stomachache | <input type="checkbox"/> frequent | <input type="checkbox"/> infrequent | <input type="checkbox"/> never |
| Earache | <input type="checkbox"/> frequent | <input type="checkbox"/> infrequent | <input type="checkbox"/> never |
| Seizures | <input type="checkbox"/> frequent | <input type="checkbox"/> infrequent | <input type="checkbox"/> never |
| Fevers | <input type="checkbox"/> frequent | <input type="checkbox"/> infrequent | <input type="checkbox"/> never |



*How do you know when the person feels bad?
Good?*

How does the person feel about going to the doctor?

R●O●L●E I●N●D●I●C●A●T●O●R●S



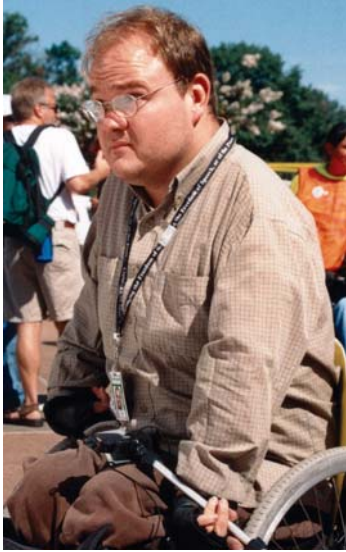
How is the person involved with family?

- some
- not at all
- hierarchy, etc.
- little
- responsibilities

Who are the caregivers for the person? Who is relief to the primary caregivers?

How is the person included in choice making? How often? Why or why not?

What kind of discipline is used by caregivers? Time out, redirection, other...? (If none, why not?)



R•O•L•E I•N•D•I•C•A•T•O•R•S

continued

How does the person conceptualize the future? Next year? 5 years? 10 years?

What are your greatest concerns or worries for the person? Why?

- educational
- medical
- housing
- financial
- employment
- other?

NOTES:

ACKNOWLEDGEMENT:

This article was produced by Jan Moss for Training Oklahoma Providers of Service (TOPS) a U.S. Department of Education funded project #H029G60186, Center for Learning and Leadership/UCE, University of Oklahoma Health Sciences Center, College of Medicine and may be reproduced for educational purposes only.

References:

- McConkey, Roy (1985) "Working with Parents," Brookline Books, Cambridge, Mass.
- Rainforth B., York J., MacDonald E., (1992) Collaborative Teams for Students with Severe Disabilities, Paul H. Brookes, Baltimore, Maryland.
- Turnbull, H.R., Turnbull, A.P, Bronicki G.J., Summers J.A., (1989) "Disability and the Family," Paul H. Brookes, Baltimore Maryland.
- Benson, R. (1996). An asset checklist. Minneapolis, MN: Search Institute.
- Dunst, C.J. (1998). Child interest inventory. Unpublished instrument.
- Dunst, C.J. & Novak, C. (1997) Personal assets inventory. Unpublished instrument.
- Dunst, C.J. & Novak, C. (1998). Community assets inventory. Unpublished instrument.
- Dunst, Carl J., Ph.D., Puckett Institute, Smokey Mountain Research Institute, New Decade, New Innovations, New Practices.
- Trivette, C.M., & Dunst, C.J. (1998, December). Family-centered helping practices. Paper presented at the 14th Annual Division for Early Childhood International Conference on Children with Special Needs, Chicago.

Blank Lesson Template

Pre-ETS Goal 5: Instruction in Self-Advocacy Blank Lesson Template	
Lesson #:	
Lesson Title:	
Lesson Summary	[Provide a summary of the lesson.]
Pre-ETS Goal	Area 5: Instruction in Self-Advocacy
WVDE AAAS (Alternate Standards)	
Resources and Materials	
Assessment	[Describe how this lesson will be assessed using activities, acceptable level of completion, products.]
Lesson Narrative (vocabulary words in bold type)	[Describe the lesson details listing what the instructor does and what the individual does.]
Post Instruction Notes/Changes and Adjustments (Staff)	
Note: Remember to save your new lesson plan document to a folder.	
Creator: _____ Date: _____	