



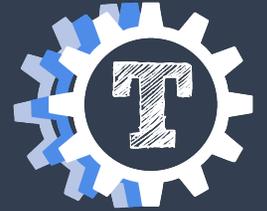
**Transition**  
T E N N E S S E E

# Incorporating a Person-Driven Approach into Pre-Employment Transition Services

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Presented By: Hope Armstrong and Leah Burgess

# Objectives



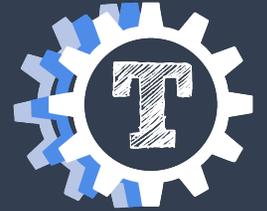
- Define and discuss a person-driven mindset
- Describe the components of a person-driven meeting
- Explore how collaboration enhances person-driven services
- Personalize Pre-ETS instruction
- Apply person-driven concepts





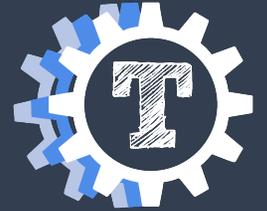
What does Pre-ETS look like  
from a person-driven  
perspective?

# Birthday Party Scenario



- Imagine being a small child hearing your parents talk about your birthday party and no one invited you
- Several years later, you finally receive an invitation to your party
- You are confused why you would want to be involved since you have never been included before
- Now imagine the birthday party is an IEP meeting
- *“Why is This Cake on Fire? Inviting Students into the IEP Process”*

# Student Involvement



- Students hear about transition meetings
- Student feelings around transition meetings
- Students may not understand the process
- We want students to be excited about planning their futures
  - How powerful could these meetings be if students are driving the direction of the meetings?

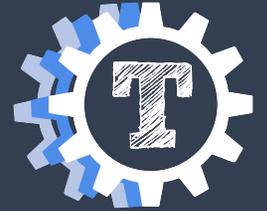
# Person-Driven Approach



- Designed to look at the individual first
- Understanding a person as a whole
- Student self-awareness
- Helps students:
  - Gain control of their lives
  - Develop a plan to turn dreams into reality
  - Develop skills and abilities needed to achieve their goals

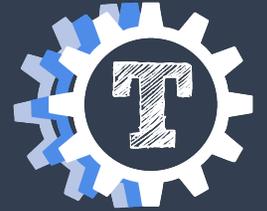


# Purpose of Person-Driven Approach Mindset



- Ongoing problem-solving process used to help individuals with disabilities plan for their future
  - Empowerment
  - Vision for life
  - Desires and interests
  - Opinions
  - Informed choice and decision making
  - Dignity of risk
  - Supported decision making
  - Change
  - Current knowledge and skills

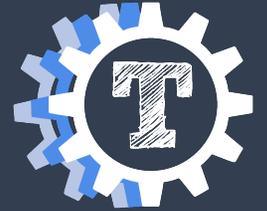
## Purpose of Person-Driven Meeting



- New way of thinking about the future
- Gives student a voice
  - What is important to them and for them
- Student shares their vision
  - Nothing about me, without me

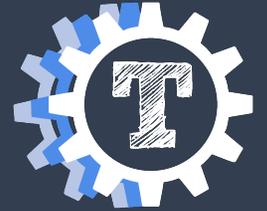


## Purpose of Person-Driven Meeting



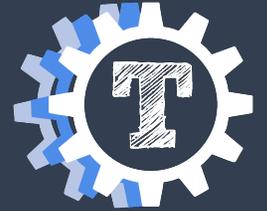
- Identifies opportunities for the student to
  - Develop relationships
  - Participate in the community
  - Increase control
  - Develop skills
- Team effort to develop a plan to turn dreams and goals into a reality
  - Preferences, strengths, capabilities and barriers
  - Requires active listening

# Pre-planning Meeting



- Planning meeting will occur prior to the first meeting
  - Develop a personal story of focus person
  - Discuss students' personal preferences

# Structure of a Person-Driven Meeting



## Provider

- Assist student in preparing for the meeting
- Walk the student through the process
- Support focus student as they share:
  - Preferences
  - Strengths
  - Capabilities
  - Any potential barriers

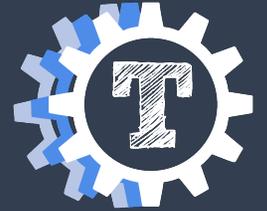


# Who is Involved?



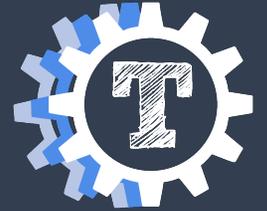
- Focus person (student) and who they choose to invite
- Facilitator
  - Neutral and unbiased
  - Leads the group through the process
  - Handles conflict
  - Ensures equal opportunities for all to participate and be heard

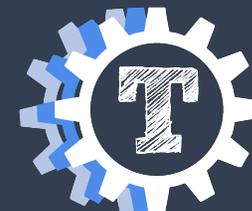
# Structure of the Meeting



- Review the focus person's personal story
- Participants share visions of focus person's future
- Brainstorm ways to increase opportunities
- Identify potential obstacles
- Identify action steps
- Identify needs for service delivery
- Schedule next meeting

# Where We Are and What We Should Be Striving For





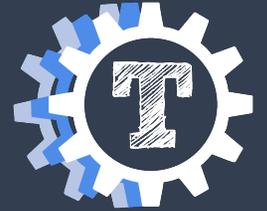
Traditional Planning	Person-Driven Planning
Focus on student's challenges and barriers	Focus on specific examples of positive experiences and life situations
Planning identifies all service options and including options that are segregated	Planning identifies options and roles within community-based settings
Goals and objectives are somewhat limited and reflect changes that can be made easily within existing programs	Goals and objectives are broader in nature and involve thinking creatively and outside the box
Plan looks similar from one student to the next	Plans reflect the unique interests, gifts and qualities of the student and take into consideration the unique characteristic, setting and local community
Many plans don't have a component that includes personal relationships or community life	Plan emphasizes creative way to focus on the development and deepening of personal relationships and community life

# Advantages



- Strikes a balance between risk and opportunity
- Promotes dialogue around student's preferences, strengths, capabilities, and barriers
- Increases opportunities to become active members of their community

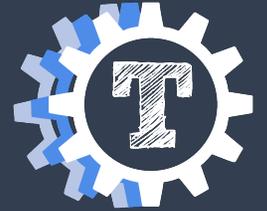
# Additional Advantages



- Supports the focus person to gain greater control over their life
- Helps the student rediscover themselves as a person with strengths and interest beyond their disability

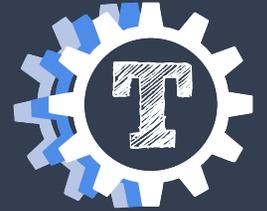


# Importance of Collaboration



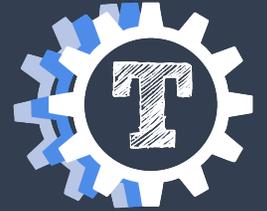
- Meet the transition needs of students
- Provide access to enriching experiences
- Connect students to community organizations and agencies
- Expand students' network of supports
  - Help students meet individuals that could provide an employment opportunity

# Teaching Collaboration



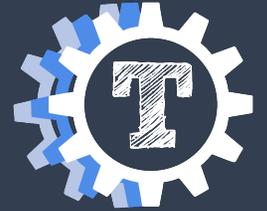
- What do you need to teach your student about collaboration?
  - Life is about interdependence
  - Their support network must be larger than their parents/family and teacher
  - Students need to understand what supports are available

# Person-Driven Collaboration



- In plain language
  - Explain to students who you are and why you are there
  - Work with students to map their current transition network
  - Help students understand who they would need in their network
  - Encourage students to connect with new contacts
  - Practice communicating with their supports

# TransitionTN Resources



## *Under for educators*

- [Supports and Partnerships page](#)

## *Under for providers*

- [Connecting with Families and Employers course](#)
- [Developing Strong Partnerships course](#)
- [Partnership Overviews](#)

## *Webcasts*

- [It's All About Who You Know: Connecting to Community Resources](#)
- [Social Security Disability Benefits and Youth](#)
- [Virtual Community Resource Maps: Tools, Tips, and Tricks](#)

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# Personalizing Pre-Employment Transition Services

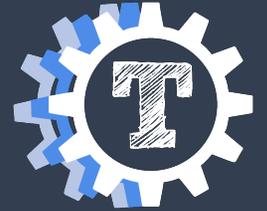
# What is Individualization?



- Personalizing instruction
- Tailoring service delivery to meet student needs
- Self-paced learning based on goals
- Targeting one need at a time



# Individualization vs Accommodations



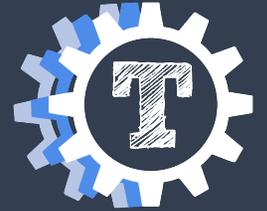
- **Individualizing Instruction**
  - What is taught is based on student interests and needs
- **Providing Accommodations**
  - How the information is shared or how students participate
  - All students receive the same content

# Individualization and Person-Driven Approach



- Focus on the student's vision for their lives
- Deliver services with the student's goals leading the way
- Build from what your student already knows and ensure they are being instructed on skills they will need
- Listen to what the student wants and structure services to help get them there

## Recipe Example



Flour  
Sugar  
Baking powder  
Milk  
Eggs  
Butter  
Salt

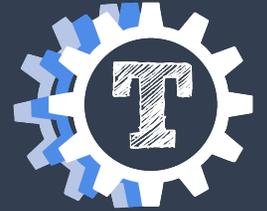
# Recipe Outcomes



Cookies  
Pancakes  
Muffins  
Cakes

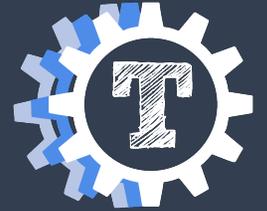


# Personalizing Pre-ETS



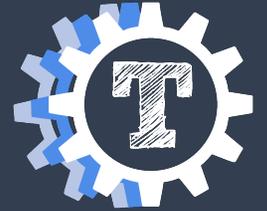
- Identify student goals, interests, preferences, capabilities, and potential barriers
- Identify current progress and skills
- Work backwards from the student's goals to identify what they will need in order to achieve these goals

# Personalizing Pre-ETS Examples



- Review an example of a group-based Pre-ETS Activity
- Examine what the standard approach may be to implementing this activity
- Provide an example of how the activity could be enhanced
- Participate by answering some discussion questions

# Job Exploration Group Activity

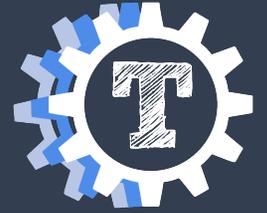


A provider has arranged a career speaker activity. A local photographer who owns their own business is willing to come speak to the group of students about their career.

The provider knows this is a great opportunity, but only one of the six students in the group has specific career goals related to photography.



# Job Exploration Standard vs Personalized



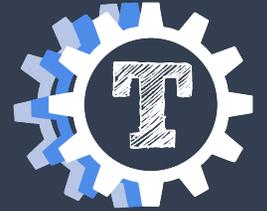
## Standard Approach

All students attend and listen. It is good for them to all be exposed to this career even if it doesn't exactly align with their career goals.

## Personalized Approach

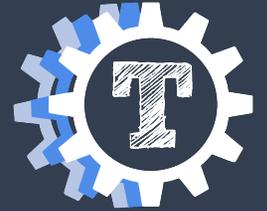
Consider the goals of all the students in the group and identify aspects of the speaker's career that are applicable to each of the student's interest. Prepare students to ask questions that will help them to gain the knowledge they need to know if they are interested in aspects of the career, even if they don't specifically want to be a photographer.

# Job Exploration Discussion



What other information could this speaker provide that would personalize this experience for students who may not be specifically interested in photography?

# Job Exploration Summary



## Group Activity

A provider has arranged a career speaker activity. A local photographer who owns their own business is willing to come speak to the group of students about their career. The provider knows this is a great opportunity, but only one of the six students in the group has specific career goals related to photography.

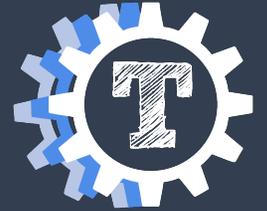
## Standard

All students attend and listen. It is good for them to all be exposed to this career even if it doesn't exactly align with their career goals.

## Personalized

Consider the goals of all the students in your group and identify aspects of the speaker's career that are applicable to each of the student's interest. Prepare students to ask questions that will help them to gain the knowledge they need to know if they are interested in aspects of the career, even if they don't specifically want to be a photographer.

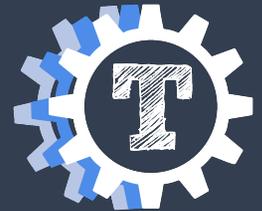
## Instruction in Self-Advocacy Group Activity



The classroom teacher has instructed students on the steps to using assertive communication when asking for help and requesting supports or accommodations. The provider is going to build off the teacher's lesson by completing a role-play activity with students so that they can practice using assertive communication.



# Self-Advocacy Standard vs Personalized



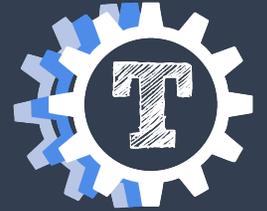
## Standard Approach

The provider finds three role-play scripts that provide examples of conversations using assertive communication that students can read through to practice using assertive communication.

## Personalized Approach

The provider knows that half of the students in the group want to go into PSE after graduation and the other half want to go into the workplace. The students are grouped and given role-play scenarios to work through that specifically would take place in a workplace or PSE situation.

# Self-Advocacy Discussion



What other ways could this activity be personalized for individuals during group instruction?

# Self-Advocacy Summary



## Group Activity

The classroom teacher has instructed students on the steps to using assertive communication when asking for help and requesting supports or accommodations. The provider is going to build off of the teacher's lesson by completing a role-play activity with students so that they can practice using assertive communication.

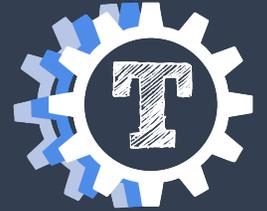
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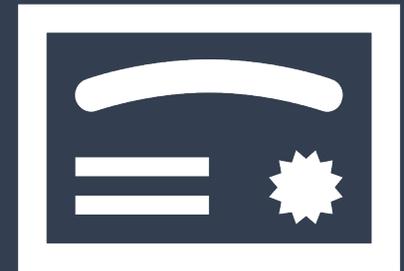
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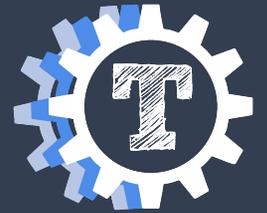
## Counseling on Postsecondary Education Group Activity



All students in your instructional group want to attend some type of PSE after high school, but they all have different career goals that require different credentials, certificates, or degrees.



# Counseling on PSE Standard vs Personalized



## **Standard Approach**

The students will complete a group activity doing research so that they can compare the different options for PSE and the types of credentials that can be obtained by completing the programs.

## **Personalized Approach**

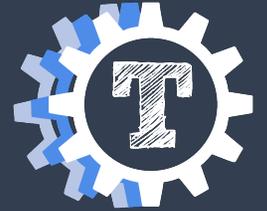
Pair students according to their career interests and the level of education that will be needed for them to achieve their career goals. Each pair researches options that are relevant to their own goals. The pairs then share their findings with each other, and the provider leads a discussion on the opportunities.

# Counseling on PSE Discussion



What are the benefits of students with common goals working together as they research PSE options?

# Counseling on PSE Summary



## Group Activity

All students in your instructional group want to attend some type of PSE after high school, but they all have different career goals that require different credentials, certificates, or degrees.

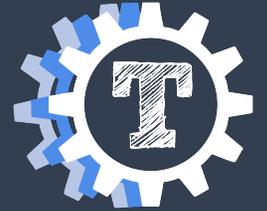
## Standard

The students will complete a group activity doing research so that they can compare all the different options for PSE and the types of credentials that can be obtained by completing the programs.

## Personalized

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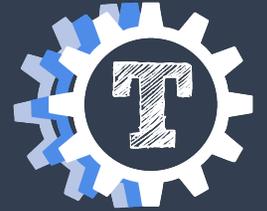
## Workplace Readiness Training Group Activity



The provider is instructing students on how to complete a resume. None of the students in the group have a resume, but the classroom teacher has done some instruction on the vocabulary and sections of a resume. The provider is going to have the students start developing content to practice creating a resume.



# Workplace Readiness Standard vs Personalized



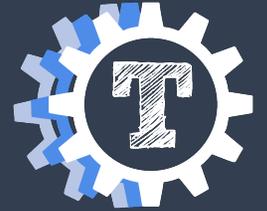
## Standard Approach

The provider gives students a basic resume template. As a group they go through each part of the resume and fill in the information using the sentence stems and prompts provided on the template.

## Personalized Approach

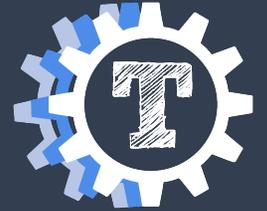
Prior to the activity the provider looks at the student's career goals and provides the students with targeted resume templates and prompts based on their career interests. As a group they complete targeted resumes and discuss the similarities and differences.

# Workplace Readiness Discussion



What other ways could you personalize a resume building activity?

# Workplace Readiness Summary



## Group Activity

The provider is instructing students on how to complete a resume. None of the students in the group have a resume, but the classroom teacher has done some instruction on the vocabulary and elements of a resume. The provider is going to have the students start developing the content for their resumes.

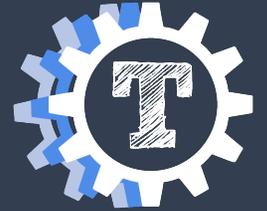
## Standard

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## Personalized

Prior to the activity the provider looks at the student's career goals and provides the students with targeted resume templates and prompts based on their career interests. As a group they complete targeted resumes and discuss the similarities and differences.

## Work-Based Learning Experiences Group Activity

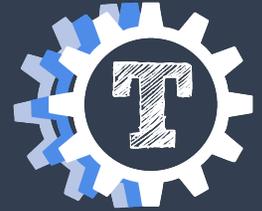


The provider has a connection at a local hotel that is willing to provide a job shadowing experience for students. The students in the group aren't specifically interested in a career in hospitality and tourism, but the provider knows there are jobs at the hotel students are interested in. Prior to the tour the provider prepares them with a group activity.



# WBLE

## Standard vs Personalized



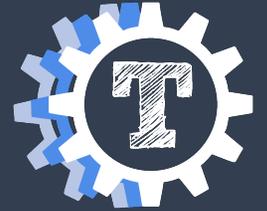
### Standard Approach

The provider reviews the jobs at a hotel and lets the students know that they will be able to shadow different job types and observe many job tasks. The provider gives students a checklist to fill out while shadowing with a place to record any jobs or tasks that they want to learn more about.

### Personalized Approach

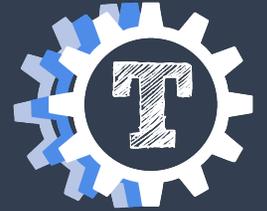
The provider looks at the career goals and interests of the 4 students in the group. Together they make a list of all the different positions and job titles that work in a hotel and identify the ones that may fit into their career clusters of interest. They prepare the students for the job shadow by discussing with them the connections between their specific career interests and the types of jobs that they will observe at the hotel.

## WBLE Discussion



What are the benefits of pre-planning with students for a work-based learning experience?

# WBLE Summary



## Group Activity

The provider has a connection at a local hotel that is willing to provide a job shadowing experience for students. None of the students in the group are specifically interested in a career in hospitality and tourism, but it is still a good opportunity, so the provider schedules the tour. Prior to the tour the provider prepares them with a group activity.

## Standard

The provider reviews the jobs at a hotel and lets the students know that they will be able to shadow different job types and observe many job tasks. The provider gives students a checklist to fill out while shadowing with a place to record any jobs or tasks that they want to learn more about.

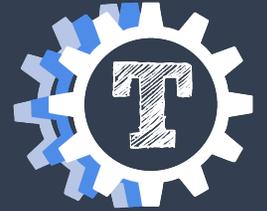
## Personalized

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# Incorporating Person-Driven Concepts

## Components of a Person-Driven Approach



- Demonstrating the importance of student involvement
- Awareness of the student's experiences, preferences, interests, strengths, needs, and barriers
- Developing an action plan for future goals



# Student Involvement

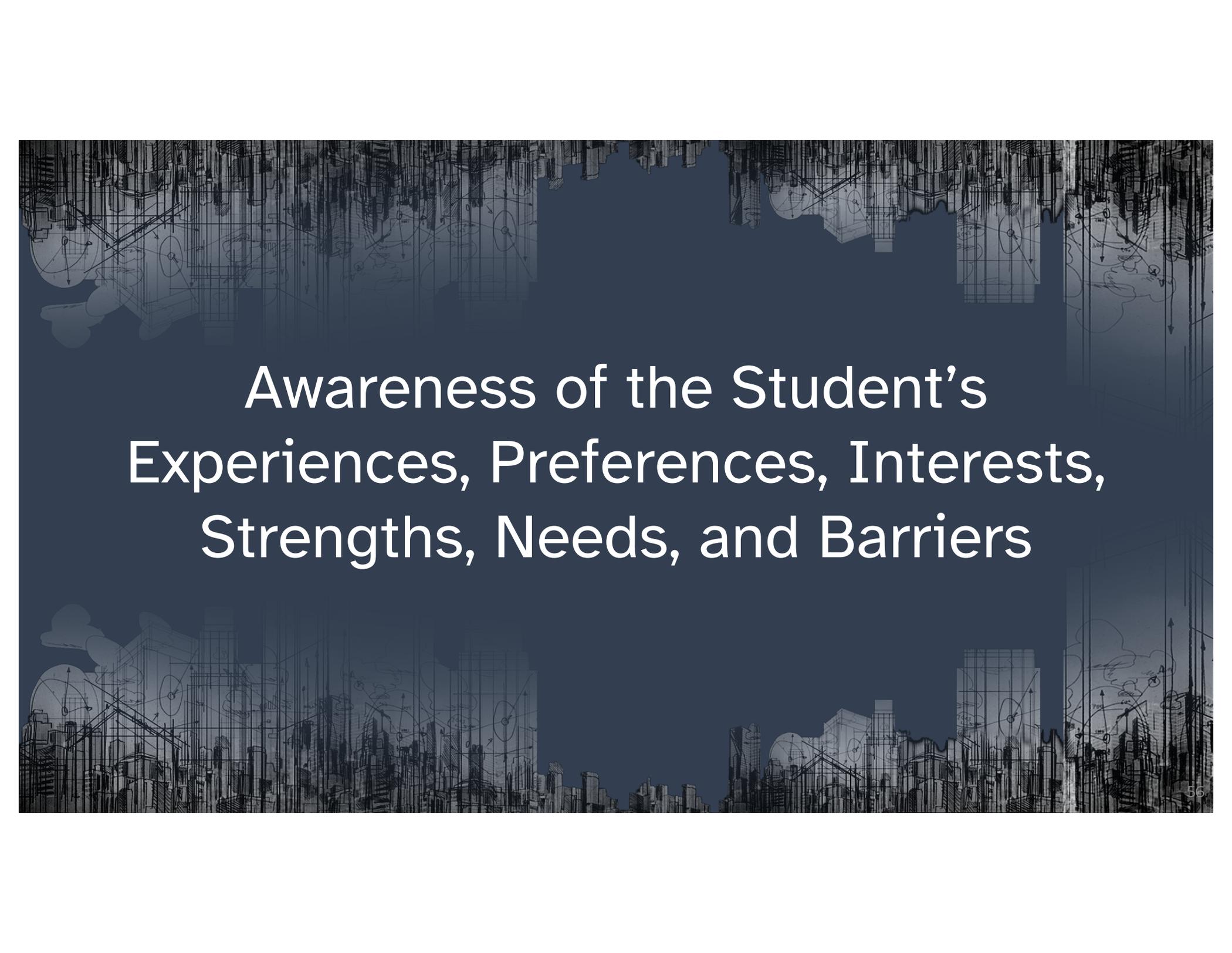
Meet Isaiah



# Your Student's Voice



- Learning about your student's experiences and interests can help you to tailor services
- Goal of services is competitive integrated employment

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# Awareness of the Student's Experiences, Preferences, Interests, Strengths, Needs, and Barriers

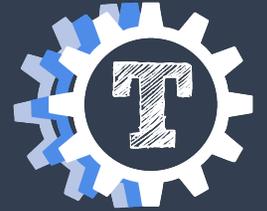


# What We Know About Isaiah



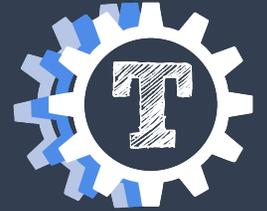
- Wants to explore options for postsecondary education
- Interested in being a teacher
- Interested in landscaping
- Has a strong support system
- Doesn't want to be a dishwasher

## Meet Sophie



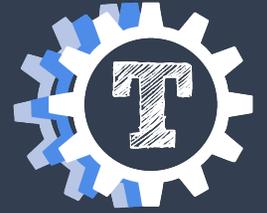
- Wants to work after graduation
- Organized and enjoys meeting new people
- Worked in a restaurant, and enjoyed serving customers and listening to their stories
- Her support system is her mom, dad, best friend, teacher, guidance counselor, and Pre-ETS Provider

## Sophie's Career Interests



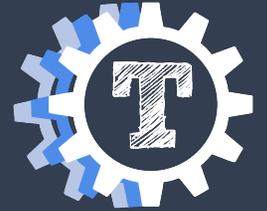
- Sophie took the My Next Move career assessment on O-Net
- Sophie compiled the results and shared them with us
- One of her job matches is a receptionist

Let's Discuss



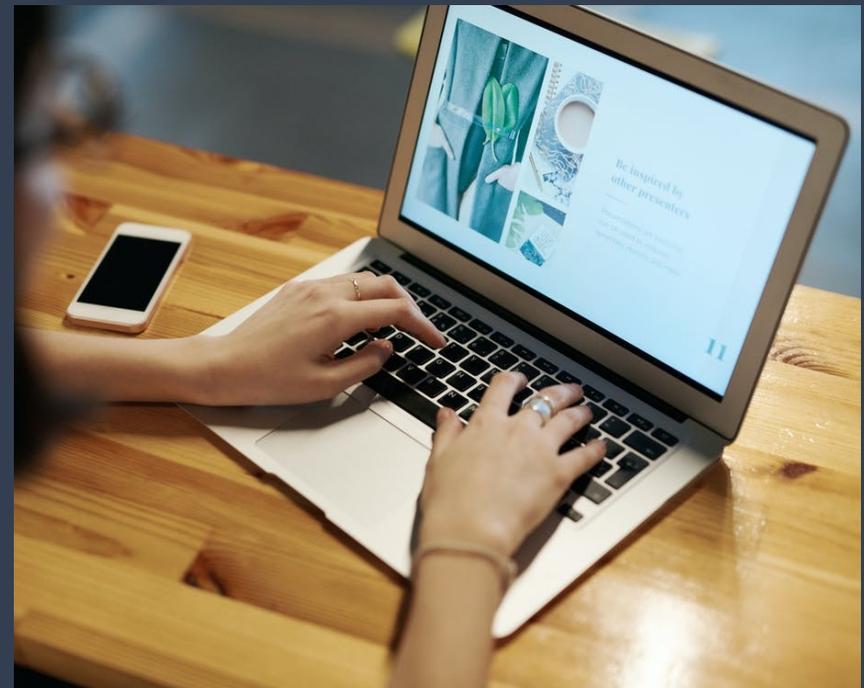
How can you help Sophie gather more information about the careers they are interested in?

# Career Exploration

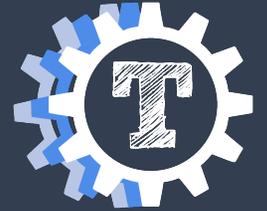


Resources used to collect specific job-related information:

- CareerOneStop
- O-Net OnLine
- U.S. Bureau of Labor Statistics

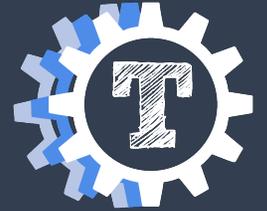


# Sophie's Career Research



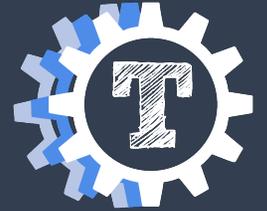
- After using O-Net OnLine to research receptionist positions, she decides she is still interested in learning more about this job
- Sophie learns more about:
  - Job qualifications
  - Minimum requirements
  - Physical requirements
  - Preferred experience

# Sophie's Preferences



Likes	Dislikes
Greeting and talking to people	Fast-paced environment
Organization	Going to the same office everyday
Helping people	
Typing and filing	
Ability to learn new skills quickly	

# Exploring Career Options



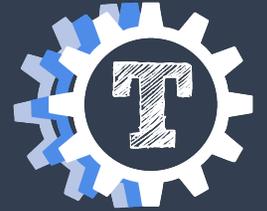
Informational Interviews



Workplace Tours



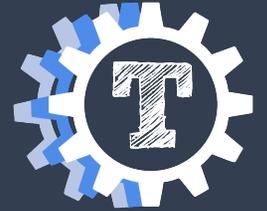
# Benefits of Workplace Tours



- Observing specific job tasks being performed
- Observing multiple components of the job
- Using this information to determine if he wants to continue exploring this career option



# Sophie's Career Exploration

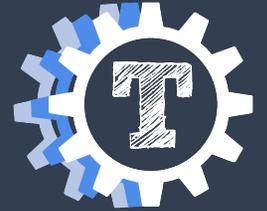


Sophie has minimal experience with the career she is interested in



Sophie prepares for an informational interview

# Example Questions



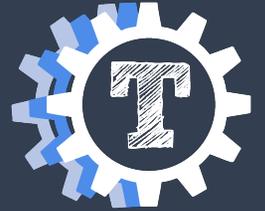
What do you like about being a receptionist?

What is the hardest part about being a receptionist?

What does your typical day look like?

What training or education did you need to become a receptionist?

## Let's Discuss

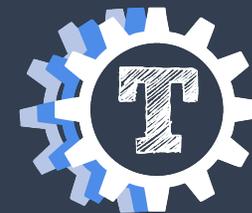


How does awareness of a student's experiences, preferences, interests, strengths, and needs help to tailor services?

The background features a dark blue gradient with intricate, light-colored architectural sketches and technical drawings overlaid. The sketches include various geometric shapes, lines, and circular patterns, suggesting a focus on design and engineering. The text is centered in a large, white, sans-serif font.

# Developing an Action Plan for Future Goals

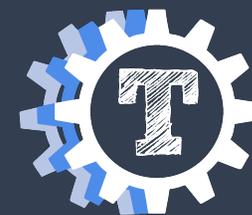
# Planning for the Future



- Consider postsecondary education options
- Explore careers through new classes
- New interests can be discovered, and goals can change



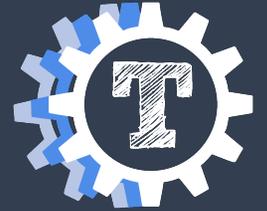
Let's Discuss



What steps can Sophie take as she plans for her future and continues to explore careers?



# Take Aways



- Focus on the student's voice and perspective
  - Individualize / tailor services to fit PINS and future goals
- Adjust services as needed
  - Fluid and evolving service delivery
- Use of sequencing guide to help tailor and organize services

# Contact Information



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