* **Read the scenarios provided**
* **Refer to the Sequencing Guide and work as a group to determine a competency category and skill topic that can address the student’s needs**
* **Identify ways that you can provide instruction on the skill building activities for the skill topic you identified**

**1. Job Exploration Counseling Scenario**

Earlier in the school year, Lucy completed inventories, surveys, and assessments while working on the skill topic of “Developing an understanding of vocational interests, preferences, and strengths through student assessment.” Lucy learned that she has many skills and strengths related to the workplace. She is a quick and accurate typist and has strengths in communication and social skills. However, Lucy needs some assistance in identifying jobs that align with what she has learned about herself.

**2. Counseling on Postsecondary Education Opportunities** **Scenario**

James is excited to be graduating from high school. He has expressed that he wants to go to a 4-year university because all his friends are. James has not been able to give any other reason for waiting to attend a university besides wanting to be with his friends. James has identified career clusters he is interested in but has not yet explored what specific jobs he would like to explore or the postsecondary education that would be required.

**3. Instruction in Self-Advocacy** **Scenario**

Brain gets nervous and is hesitant to ask for help or advocate for his needs both in the classroom and in the community. He doesn’t have a thorough understanding of his disability, and struggles to communicate his strengths. When asked what accommodations or support is helpful to him, he often shrugs his shoulders and says that he doesn’t know. He is looking forward to summer job but will need to be able to communicate the supports and accommodations he needs.

**4. Workplace Readiness Training Scenario**

Ruby has gained some work experience by volunteering at a family friend’s business. She did not have to submit an application and resume or participate in an interview. She is motivated to find a job and understands that there are steps to follow when applying. She is not familiar with resumes or why she would need one. Ruby has many different job interests but is unaware that she can tailor her resume based on the job she plans to apply for.

**5. Work-Based Learning Experiences Scenario**

Cassidy is interested in the hospitality industry and has identified specific jobs she may want to pursue. One job that she is still unsure about is a server position in a restaurant. She is excited to learn more about this job but doesn’t personally know anyone that works in a restaurant. Cassidy wants to know about what sort of training and education it takes to get a similar position. Cassidy also needs guidance on what type of information she should be gathering about the position.