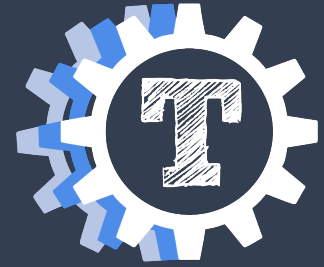# Activity Planning with the Pre-ETS Sequencing Guide
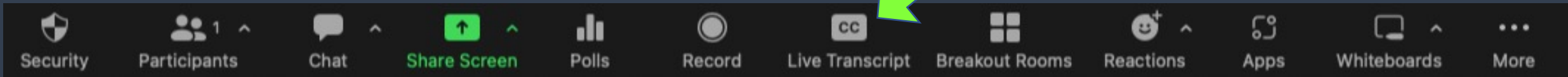
Job Exploration Counseling

Logistics

- This training will be recorded and uploaded to https://transitiontn.org/
- If you need closed captioning, click the option on bottom left of your zoom window, and select **Live Transcript and Show Subtitle**
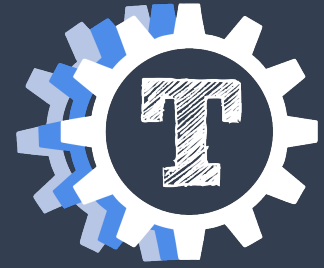

- All attendees will be asked to complete a brief pre- survey and

post-survey
  - Attendees must complete both surveys if you would like to receive a certificate of attendance

Objectives

- Make connections between resources and curriculums
- Discuss strategies for monitoring a student's progress
- Discuss the benefits of collaboration when using the Pre-ETS Sequencing Guide to plan activities
- Use the Pre-ETS Sequencing Guide to create an activity plan for Job Exploration Counseling

Provider Feedback

"More intensive training though each service category"
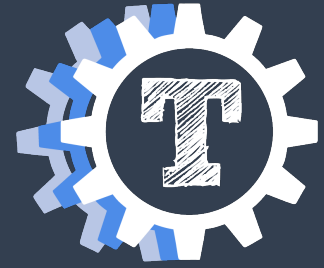
"Discuss ways providers can use the guide to support collaboration"

"Planning and implementation for an individual vs a group"

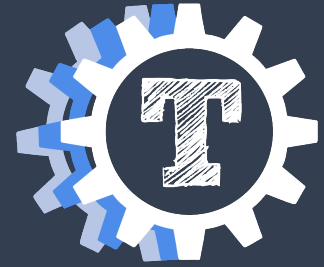"Align TransitionTN's student lessons to skill activities"

"More relevant examples and real-life scenarios"

Purpose of the Sequencing Guide

- Increase structure and consistency
- Provide an avenue to facilitate a person-driven approach
  - Targets instruction around current needs of the student rather than age or grade-level
- Incorporate scaffolding
  - Skills build off each other
- Track progress and proficiency of skills
- Eliminate duplication of services

Instructional Tool

Transition TENNESSEE
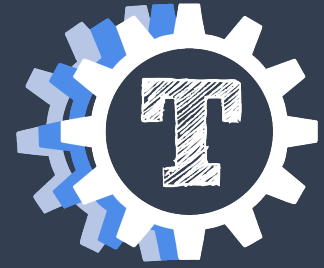
TN Department of **Human Services**

Pre-Employment Transition Services Sequencing Guide

January 24, 2022
1st Edition

- Eligibility for Pre-ETS should be determined prior to using this guide
  - Should not be used to determine eligibility for Pre-ETS
- Multiple uses for transition instruction
- Increased collaboration with the student's support team
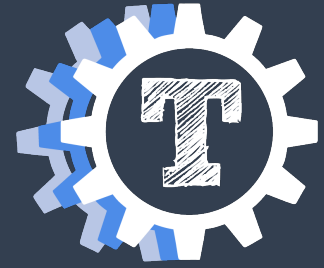
Structure of the Guide

Pre-Employment Transition Service

↓

Competency Categories

↓

Skill Topics

↓
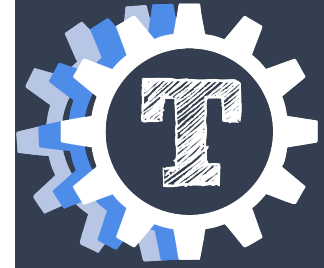
Skill Building Activities

Job Exploration Counseling: Competency Categories

The aim is to develop and increase the student's awareness of various career and employment options to allow them to make informed decisions about their career path.

Career Awareness

Career Exploration

Individualized Career Planning and Preparation

Experience-based Job Exploration

Job Exploration Counseling

Job Exploration Counseling is a process that will help students with disabilities get to know and understand themselves and the world of work in order to make 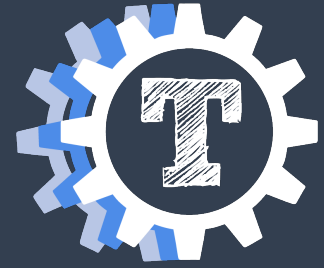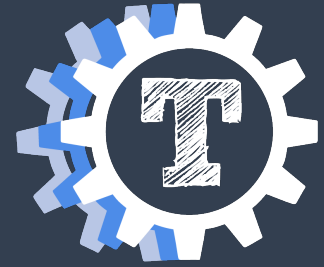career, education, and life decisions. Job Exploration Counseling aims to develop and increase the student's awareness of various career and employment options to allow them to make informed decisions about their career path. Some of the most common competency categories under the Job Exploration Counseling category are:

- **Career Awareness**
  - Working knowledge of reasons why having a job and career is important
  - General knowledge of career fields, career clusters, career pathways, and employment options
  - Utilizing various resources to support job exploration
  - Developing knowledge of the types of employment and how they fit into the labor market
  - Working knowledge of work-specific information needed to enter employment
- **Career Exploration**
  - Developing an understanding of vocational interests, preferences, and strengths through student assessment
  - Working knowledge of specific skills and qualifications needed to be successful in a career
  - Understanding of how to identify jobs and careers that connect interests, skills, values, motivation, and preferences
- **Individualized Career Planning and Preparation**
  - Developing self-awareness and making connections to job and career options
  - Building confidence in abilities, skills, and strengths
  - Making informed decisions to set achievable employment goals
- **Experience-Based Job Exploration**
  - Attending presentations by career speakers
  - Completing student-led interviews to gather information about jobs or careers
  - Observing various jobs and careers
  - Participating in a Career and Technical Student Organization (CTSO)
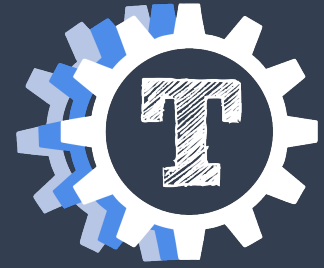 - Attending a local career fair

Skill Topics

- Working knowledge of reasons why having a job and career is important

➡ General knowledge of career fields, career clusters, career pathways, and employment options

- Utilizing various resources to support job exploration

- Developing knowledge of the types of employment and how they fit into the labor market

- Working knowledge of work-specific information needed to enter employment

Career Awareness

o   Working knowledge of reasons why having a job and career is important

➡️   General knowledge of career fields, career clusters, career pathways, and employment options

o   Utilizing various resources to support job exploration

o   Developing knowledge of the types of employment and how they fit into the labor market

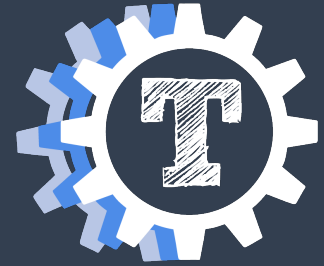o   Working knowledge of work-specific information needed to enter employment

Skill Building Activities

1. Identify and describe the six career fields

2. Explain how the 16 Career Clusters are organized into the six career fields and how each contains multiple career pathways and types of jobs

3. Identify career fields, clusters, and pathways that they would be interested in learning more about
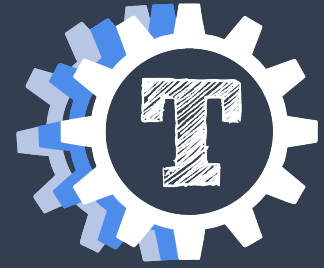
Category: Career Awareness
Skill Topic: General knowledge of career fields, career clusters, career pathways, and employment options

Priority for Student or Group: ☐ High ☐ Medium ☐ Low	
Skill Building Activities (The student can…)	**Student Progress** (The student's progress is _____)

1. Identify and describe the six career fields:
   a. Agriculture, Food, and Natural Resources
   b. Arts, Communication, and Information Systems
   c. Business, Management, and Administration
   d. Engineering, Manufacturing, and Technology
   e. Health Science Technology
   f. Human Services
	☐ Minimal ☐ Developing ☐ Satisfactory

2. Explain how the 16 Career Clusters are organized into the six career fields and how each contains multiple career pathways and types of jobs	☐ Minimal ☐ Developing ☐ Satisfactory
3. Identify career fields, clusters, and pathways that they would be interested in learning more about	☐ Minimal ☐ Developing ☐ Satisfactory
Notes	**The student demonstrates proficiency:** ☐ Yes ☐ No

Monitoring Progress and Understanding

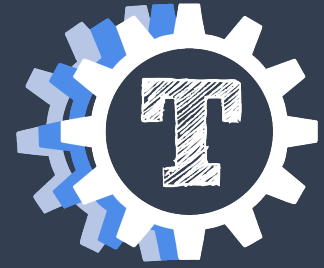Have they demonstrated progress or mastery of the skill?

Do they need more instruction in order to reach this goal?

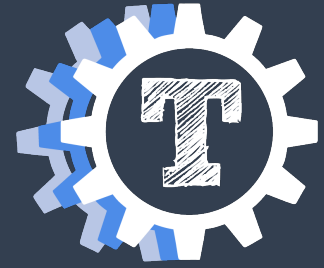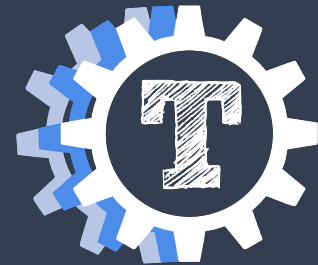| 3. Identify career fields, clusters, and pathways that they would be interested in learning more about	☐ Minimal ☐ Developing ☐ Satisfactory

Connecting Resources to Topics

- Identify resources for your own professional development on the topic

- Examine existing resources

- Collaborate with teacher

- Explore online resources
  - Curriculum Database
  - Resource Library
  - Student Website

- Identify resources to share with families

Tips for Collaborative Planning

- Incorporate student input, current needs, and interests
- Share activity goals with the student so that they understand the "why" of the activity
- Prior to planning your activity, check with the teacher and student about activities and learning that has been completed related to this topic
- Share your instructional plans with the teacher to avoid duplication
- Examine ways families can support learning by building on the lesson at home or in the community

Activity Planning

- Pre-Employment Transition Service
- Skill Topic- Driven by a student's needs
- Priority/Current Progress- Driven by a student's needs

➢**Goal**- Driven by the *Skill Building Activity*
➢**Resources-** Instructional and informational
➢**Objective**- Detailed, observable, and measurable
➢**Accommodations**- Driven by the student's needs

- Evaluate student progress after activity is completed

Pre-ETS	Job Exploration Counseling
Skill Topic	Utilizing various resources to support job exploration
Planning Information	High Priority Minimal Progress
Goal (Skill Building Activity)	Identify and navigate general career exploration websites: a. O*Net or Career One Stop (PD)
Resources	• (PD)**https://transitiontn.org/job-exploration-counseling/** • (Existing)**https://transitiontn.org/student/wp-content/uploads/2021/03/Work-Path_LMTE_Recording-Form.pdf** • (Online resource)**https://www.onetonline.org/**
Objective	Students will locate general labor market information and answer 6 questions about a career of interest using O*Net Online
Accommodations	Students A and B will need read aloud Student C will need to respond orally to the questions rather than typing

JOB EXPLORING RECORDING FORM
Path: I Want to Go to Work
Course: How Do I Explore My Work Options?
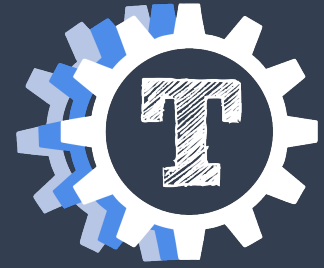Lesson: Labor Markets and Types of Employment

Instructions: Select one of your top career clusters. identify a job title to explore that can be found within your community and falls under the cluster you have selected. Use O*Net to collect labor market information about that occupation.

- Select a career cluster that interests you. If you need more information about career clusters, check out this website: Career Clusters: Choose your pathway to success.
- Identify a job or employee in your community that has a position that would fall into this career cluster
- Go to O*Net OnLine and select the career cluster
- Search for the position you have chosen to explore
- Answer the questions using the labor market information provided on the Summary Report
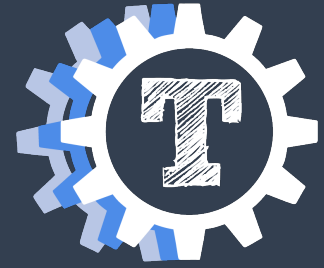
Career Cluster	
Job Title	
What is one of the job tasks that you would be excited about doing?	
What knowledge or skills will you need for this job?	
What is the average wage for this job?	
What is the projected growth for this job?	
How many projected job openings are there?	
What is some other information you find helpful or interesting?	

Building Your Activity Step-by-Step

- We will use the Pre-ETS Sequencing Guide to create a Job Exploration Activity Plan

- We will use a Google Doc for this example, but you can use whatever format works best for you

- Link to Google Doc and Word version are in the chat

Links

Pre-ETS Sequencing Guide
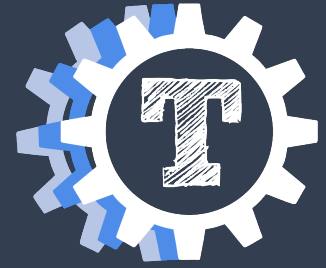https://transitiontn.org/pre-ets-sequencing-guide/

Activity Plan Template (GoogleDoc)
https://docs.google.com/document/d/1krqTDIoX4kCkyWNwb2R8f6fn5aoKbT9JoCZwpaXtmLI/copy
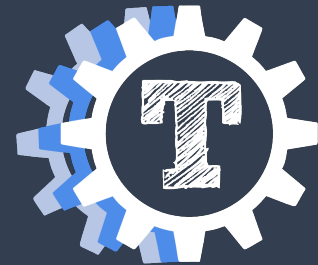
Example Activity Plan Created During the Training
https://docs.google.com/document/d/1krqTDIoX4kCkyWNwb2R8f6fn5aoKbT9JoCZwpaXtmLI/edit?usp=sharing

Post-Survey

- Click the link in the chat or scan the QR code

- Request a certificate of attendance if you'd like us to email you one

Questions?

Jena.galster@Vanderbilt.edu

Wendi.g.gearing@Vanderbilt.edu