

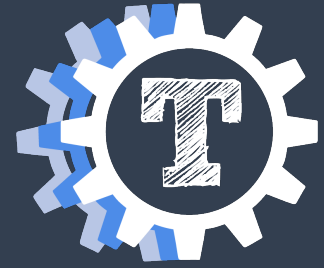
**Transition**  
T E N N E S S E E

# Pre-Employment Transition Services Sequencing Guide

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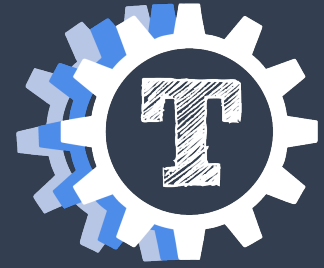
Jena Galster and Wendi Gearing

# Objectives

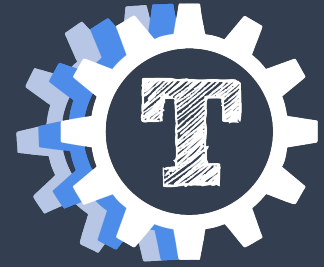


- Discuss the purpose of the guide
- Explain the organization of the guide
- Provide strategies and examples of ways to incorporate this tool into Pre-ETS instruction
- Demonstrate how using this guide will enhance services being delivered to students

# Career Preparation and Pre-ETS

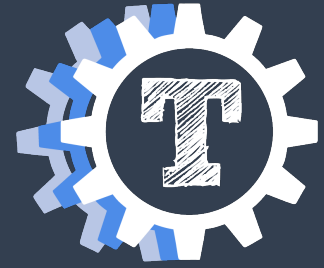


# Purpose of the Sequencing Guide



- 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
- Support collaboration with student's support system
- Eliminate duplication of services

# Instructional Tool



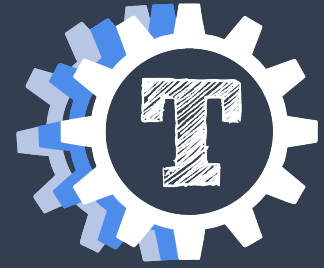
## **Pre-Employment Transition Services Sequencing Guide**

January 24, 2022  
1st Edition



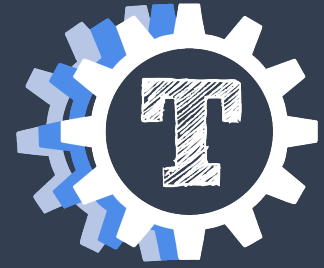
- Eligibility for Pre-ETS should be determined prior to using this guide
  - Should not be used to determine eligibility for Pre-ETS
- Multiple uses for transition instruction
- Increased collaboration with the student's support team

# Instructional Terms



- **Scaffolding**- Teaching process that systematically builds on the students' experience and knowledge
- **Differentiation**- Adjusting instruction to maximize the learning of all students
- **Task Analysis**- Breaking down a complex skill into a set of steps that need to be mastered to demonstrate proficiency
- **Skill Generalization**- When skills can be demonstrated across a variety of environments, activities, and people
- **Skill Maintenance**- Frequent practice that provides opportunities for students to maintain knowledge and demonstrate proficiency

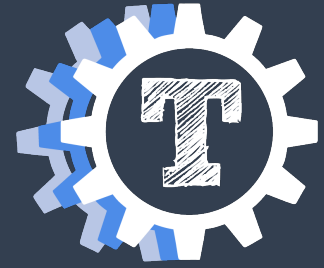
# Format and Access



Guide	PDF Download	Accessible Word Download
Full Sequencing Guide	Download	Accessible Download
Job Exploration Counseling	Download	Accessible Download
Counseling on Postsecondary Education Opportunities	Download	Accessible Download
Instruction in Self-Advocacy	Download	Accessible Download
Workplace Readiness Training	Download	Accessible Download
Work-Based Learning Experiences	Download	Accessible Download

- Found under the **Resources** tab
- Print or electronic
- Storage options
- Navigating the guide
  - Full guide
  - Individual Pre-ETS

# Structure of the Guide



Pre-Employment Transition Service

Competency Categories

Skill Topics

Skill Building Activities



**Category:** Advocacy and Accessibility

**Skill Topic:** Understanding rights and responsibilities in a postsecondary education setting as a student with a disability

**Priority for Student or Group:**

- ☐ High
- ☐ Medium
- ☐ Low

Skill Building Activities  
(The student can...)

Student Progress  
(The student's progress is \_\_\_\_\_)

1. Define and explain their rights and responsibilities as a student with a disability:
  - a. Identify the similarities and differences between disability services in high school and postsecondary education programs
  - b. Review how to advocate and request accommodations

☐ Minimal ☐ Developing ☐ Satisfactory

2. Identify barriers to accessing postsecondary education programs based on diagnosis or disability:
  - a. Review each school of interest for school-specific barriers
  - b. Develop a plan for addressing and overcoming identified barriers

☐ Minimal ☐ Developing ☐ Satisfactory

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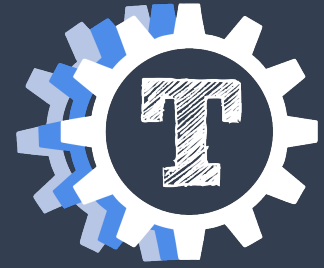


## Skill Building Activities

(The student can...)

1. Identify a variety of employment options based on the results from inventories, surveys, and self-assessments
  2. Develop a list of soft skills and technical skills required for careers or jobs of interest
  3. Identify skills that connect to core academic content areas learned while in high school
  4. Create a list of required skills or trainings that may be needed to be eligible for the job or career of interest
  5. Determine the soft and technical skills they currently possess and compare them to the skills that are required to be eligible for the job or career of interest
  6. Determine the skills they do not possess and need to further develop according to requirements for their job or career interest
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# Notes and Proficiency



- Useful resources
- Completed activities
- Level of assistance
- Future ideas for instruction
- Proficiency of the skill topic can be tracked

## JOB EXPLORATION COUNSELING

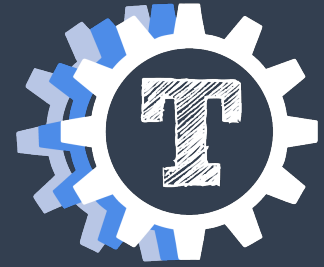
**Category:** Career Awareness

**Skill Topic:** Working knowledge of reasons why having a job and career is important

<b>Priority for Student or Group:</b> <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	
Skill Building Activities (The student can...)	Student Progress (The student's progress is _____)
1. Identify the benefits gained by being employed: a. Becoming more independent b. Earning income c. Increasing involvement in the community d. Making friends and personal connections e. Achieving goals	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
2. Explain the difference between a job and a career: a. Short term vs. long term	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
3. Explain how having a variety of job experiences can lead to a career that aligns with their skills and interests	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
4. Describe their own motivation for wanting to become employed	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
<b>Notes</b> <div></div>	<b>The student demonstrates proficiency:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No



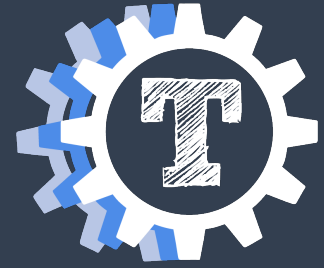
# Additional Features



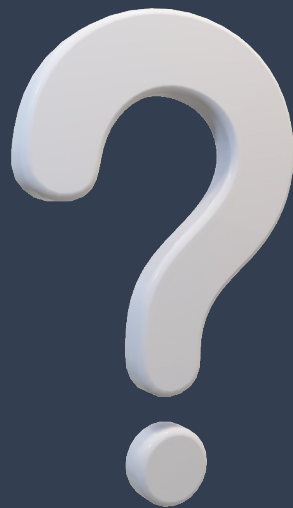
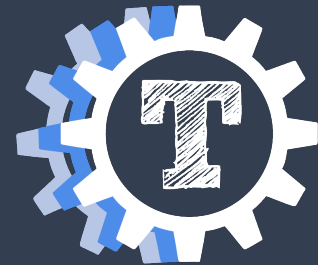
- Designed for continuous review
- Update based on student progress
- Use for effective grouping
- Improves collaboration



# Workshop



- Read the scenarios provided
- Work as a group and determine the competency category and skill topic that will address the student's needs
- Identify ways that you can provide instruction on the skill building activities for the skill topic you identified



# QUESTIONS

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