



Pre-ETS Sequencing Guide

Instruction in Self-Advocacy - Short Form

October 1, 2023
2nd Edition



Pre-ETS Overview

Pre-Employment Transition Services (Pre-ETS) are mandated under the Workforce Innovation and Opportunity Act (WIOA) of 2014. WIOA defines five Pre-ETS that students should receive to encourage better preparation for postsecondary education, independent living, and employment. The five required Pre-ETS are:

1. Job Exploration Counseling
2. Counseling on Postsecondary Education Opportunities
3. Instruction in Self-Advocacy
4. Workplace Readiness Training
5. Work-Based Learning Experiences

Purpose of the Sequencing Guide

This guide is an instructional tool intended to be used by Pre-ETS providers after a student has been determined eligible to receive Pre-ETS. The purpose of the Pre-ETS Sequencing Guide is to provide a recommended framework and sequence to deliver Pre-ETS. The guide's layout demonstrates how skills build on each other and can be delivered in a sequential manner. Using this guide will help to ensure that students are developing the skills and knowledge that are relevant and necessary to help them explore careers, prepare for, and achieve postsecondary goals to include competitive, integrated employment outcomes.

The goals of this guide are to assist with:

- Adding structure and consistency to service delivery
- Using a person-driven planning approach to ensure instruction leads to individualized skill development
- Targeting instruction around a student's current needs, rather than age or grade level
- Using instructional scaffolding to build on existing knowledge to advance skills and increase independence
- Collaborating with a student's support system (i.e., teachers, caregivers, family, counselors) to make decisions about transition planning that will increase student participation and engagement
- Eliminating duplication of services between schools, vocational rehabilitation, WIOA Youth, community rehabilitation programs, and other service providers

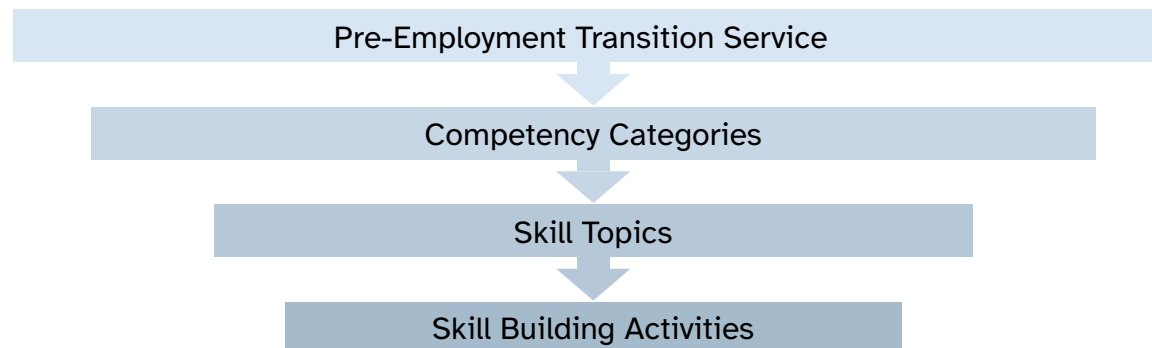
How to Use the Sequencing Guide

A student's postsecondary goals should drive transition planning. Planning based on a student's current knowledge base ensures that the student is exposed to all of the needed information and skill instruction to lead to a positive outcome. The activities in this guide are short-term in nature and should be updated as the student progresses through one or more of the five required Pre-ETS.

This guide assists with determining services based on students' skills and needs rather than age or grade level. It is designed to support the scaffolding of services so that providers can ensure students have a solid foundation as they work towards mastering these skills. Scaffolding is a teaching process that systematically builds on the students' experiences and knowledge as they learn new skills. The Sequencing Guide also provides a task analysis of each Skill Building Activity. A task analysis is when a complex skill is broken down into a set of steps. .

Organization

This guide is organized by each of the five required Pre-ETS. Within each service area, there are Competency Categories. These categories contain Skill Topics included within that Pre-ETS. Each Skill Topic is then broken down into Skill-Building Activities that serve as a task analysis to assist with scaffolding instruction so that students can reach proficiency.



Planning Service Delivery

Implementing a person-driven planning approach to Pre-ETS instruction is a key strategy to ensuring successful transitions for students with disabilities. Using the student's needs to guide instruction will improve the effectiveness of Pre-ETS delivery and student outcomes.

When beginning services, this guide can be used to evaluate a student's current knowledge or understanding of the components of the Pre-Employment Transition Service being delivered. In order to get an accurate representation of a student's current skill levels, collaboration with the teacher and other members of the student's support system is essential. Delivering services based on a student's recent experience and knowledge requires differentiation. Differentiation helps to create meaningful learning opportunities while maximizing the learning of each student. It keeps the student and their goals as the main focus of the instruction. .

Suggested Process for Using the Sequencing Guide

1. DETERMINE ELIGIBILITY FOR PRE-ETS BEFORE USING THE GUIDE

Before any student with a disability receives Pre-ETS, Vocational Rehabilitation must verify that the student is meeting the definition of a student with a disability and is in need of the Pre-ETS.

Pre-ETS are designed to be short-term in nature and to help students identify career interests, which may be further explored through additional vocational rehabilitation (VR) services, such as transition services and other individualized VR services. Additionally, it is essential that they are provided or arranged in collaboration with local educational agencies (LEAs).

2. COLLABORATE

Collaborate with the student's support system and gather information from them to help accurately evaluate the student's progress and proficiency with each *Skill Topic*.

Reflect on Instruction

- When updating the Sequencing Guide, celebrate student growth and success. Be sure to point out opportunities for self-reflection regarding new skills they have learned and explain how they will achieve their goals.
- Consider the level of assistance that students need with completing a *Skill Building Activity*
- Consider the "I Do, We Do, You Do" method of content delivery and task completion for students with more complex support needs. This is a teaching strategy that starts with a demonstration (I Do), then leads to the provider and student completing the task together (We Do), and fades into having the student complete the task independently (You Do).
- Reviewing skills regularly with students ensures that they have maintained the knowledge and continue to demonstrate proficiency. Skill maintenance requires frequent practice.
- Generalization is when a skill or task can be demonstrated or completed in a variety of settings and situations. It is important to provide students with multiple opportunities to practice skills outside of the typical instructional setting. Doing this shows them how to apply their skills in real-world situations.
- Think about ways to improve instruction in the future:
 - Materials/Curriculum
 - More effectively grouping students
 - Improve collaboration with the student support system

Tips for Successful Implementation of the Sequencing Guide

- Plan instruction according to a student's current knowledge and experience rather than their age or grade level.
- Remember that skills or topics may overlap between the five required Pre-ETS. For example, a student may primarily learn about decision-making strategies through Instruction in Self-Advocacy. This skill is also relevant to multiple Pre-ETS and may need to be revisited through the lens of that service.
- Provide students with the accommodations and supports they need to demonstrate mastery of these skills.
- Fill out a Sequencing Guide for each student receiving Pre-ETS. While this may be time-consuming at the beginning, it should assist with grouping students more efficiently.
- It is important to teach skills with the goal of mastery, not just experience. Be sure to consistently monitor for student understanding. Students may have received instruction, but that does not always mean they have mastered the skill.
- Consider revisiting and updating each student's Sequencing Guide every quarter. This aligns with the timing of report cards and progress reports, which may be a good time for teachers and providers to collaborate and discuss the students' progress and needs.

Instruction in Self-Advocacy – Short Form

[Additional Sequencing Guide Information: Long Form](#)

Self-advocacy is any time a person speaks or acts on their own behalf to improve their quality of life. The goal of Instruction in Self-Advocacy is to support students in developing the knowledge, skills, and confidence they need to become actively involved in decisions that affect their success and future. Through Instruction in Self-Advocacy, students learn about their ability to effectively communicate, convey, negotiate, and assert their own interests and/or desires. Some of the most common competency categories under the Instruction in Self-Advocacy category are:

- Self-Advocacy and Self-Determination
- Self-Awareness
- Knowledge of Rights and Responsibilities
- Communication of Needs and Preferences
- Leadership

Category: Self-Advocacy and Self-Determination

Skill Topic: Working knowledge of self-advocacy skills and how they support self-determination

1. Express their motivation for wanting to be actively involved and taking ownership in making decisions about their own lives
2. Define self-determination as a combination of skills, knowledge, and beliefs that allow a person to make choices and manage their own lives:
 - a. Choice-making
 - b. Decision-making
 - c. Goal setting
 - d. Problem-solving
 - e. Self-awareness
 - f. Self-efficacy
 - g. Self-advocacy
 - h. Self-regulation

3. Define self-advocacy as any time a person speaks or acts on their own behalf to improve their quality of life

Identify the components of self-advocacy:

- a. Standing up for themselves or others
- b. Understanding and communicating strengths, weaknesses, needs, and wants
- c. Making decisions based on interests
- d. Setting goals for personal success
- e. Recognizing the individuals who can support them
- f. Communicating strengths, needs, and wants
- g. Understanding rights and responsibilities
- h. Taking responsibility for themselves
- i. Asking for and accepting support

5. Develop self-confidence and a strong self-image by using positive self-talk to describe themselves

Category: Self-Awareness

Skill Topic: Developing knowledge of themselves through reflection and self-assessments

1. Define self-awareness as the ability to recognize and understand their feelings, thoughts, actions, strengths, and challenges, as well as the needs, feelings, and perspectives of others
2. Describe themselves by outlining their strengths, challenges, interests, likes, dislikes, support needs, and goals as it relates to their community involvement, employment, or postsecondary education opportunities
3. Determine the areas they feel they need to further explore:
 - a. Strengths, interests and preferences
 - b. Learning styles
 - c. Support needs
 - d. Goals and aspirations
4. Take self-assessments in targeted areas to gather information about themselves and increase self-awareness
5. Discuss how others may perceive their behaviors, strengths, and weaknesses and the impact that can have on future goals such as employment, postsecondary education, and community involvement

Skill Topic: Developing awareness of their disability and its impact on education, employment, and/or independent living

1. Name and briefly explain their disability
 2. Recognize their current strengths and abilities
 3. Identify and explain to what extent their disability impacts:
 - a. Participation in academic classes in high school
 - b. Employment in a variety of work settings
 - c. Postsecondary education or training opportunities
 - d. Their ability to live independently
 4. Identify and explain supports and accommodations that help them to be successful and overcome barriers
- Identify the settings and situations in which these laws apply and protect individuals with disabilities:

Category: Knowledge of Rights and Responsibilities

Skill Topic: Working knowledge of disability-related laws

1. Demonstrate an understanding of law-related vocabulary:
 - a. Disability
 - b. Discrimination
 - c. Eligibility
 - d. Entitlement
 - e. Law
 - f. Reasonable accommodations
 - g. Responsibilities
 - h. Rights
2. Understand that anti-discrimination and civil rights laws protect all individuals and that some laws are specifically disability-related
3. Define and identify the protections and rights defined by the following laws:
 - a. The Americans with Disabilities Act (ADA) (Title I, II, III, IV, V)
 - b. Section 504 of the Rehabilitation Act
 - c. Individuals with Disabilities Education Act (IDEA)
 - d. Workforce Innovation Opportunity Act (WIOA)

4. Identify the settings and situations in which these laws apply and protect individuals with disabilities:
 - a. High school
 - b. Employment
 - c. Postsecondary education
 - d. Community
5. Understand the shift from entitlement to eligibility as it relates to accessing supports, services, and accommodations when they leave high school and enter adulthood:
 - a. Entitlement: As high school students, they are entitled to receive services in order to have access to a Free and Appropriate Public Education (FAPE). The school is responsible for identifying and providing the accommodations and services they need.
 - b. Eligibility: After high school, services are not guaranteed. They must be determined eligible to receive services and supports. After high school, the only way they will receive accommodations is if they request them.
6. Compare and contrast their rights and responsibilities in high school with their rights and responsibilities in the workplace, postsecondary education, and community

Skill Topic: Understanding of disability disclosure in various settings

1. Define disability disclosure as intentionally releasing personal information about their disability for a specific purpose, such as requesting support or accommodations
2. Understand that after high school, it is their right and responsibility to decide if they want to disclose their disability
3. Identify potential reasons, advantages, and disadvantages for disclosing their disability
4. Identify the steps and processes for disclosing their disability and requesting accommodations in settings applicable to their future plans:
 - a. Workplace
 - b. Postsecondary Education Institution
 - c. Community

Skill Topic: Working knowledge of rights and responsibilities in the workplace

1. Understand the protections of each law and how they pertain to the workplace:
 - a. The ADA
 - b. Section 504 of the Rehabilitation Act
2. Identify the rights that are protected under these laws
3. Identify the requirements of the employer under these laws:
 - a. Provide reasonable accommodations as long as they do not alter the function of the business
 - b. Not required to alter or remove job requirements for a position
4. Understand the difference between needing specific skills to meet the job requirements and needing reasonable accommodations to be able to perform a task
5. Understand that if they decide they want to request support and accommodations, they are responsible for:
 - a. Following the process and procedures for the workplace
 - b. Disclosing their disability to their supervisor
 - c. Providing any required documentation
 - d. Identifying reasonable accommodations needed in the workplace
6. Practice effective and professional strategies for communicating with supervisors and coworkers about supports and advocating for accommodations in the workplace

Skill Topic: Working knowledge of rights and responsibilities in postsecondary education

1. Understand the protections of each law and how they pertain to postsecondary education:
 - a. The ADA
 - b. Section 504 of the Rehabilitation Act
2. Identify their rights that are protected under these laws
3. Identify the requirements of postsecondary education (PSE) institutions under these laws
 - a. Provide reasonable accommodations for those students who disclose their disability and provide evidence of the need for accommodations
4. Understand what is not required of PSE institutions:
 - a. Not required to provide related services, personal devices, or interventions
 - b. Not required to alter or remove admission requirements or standards for passing courses

5. Understand that if they decide they want to request support and accommodations, they are responsible for:
 - a. Following the process and procedures for the PSE program they are attending
 - b. Disclosing their disability to the disability services office
 - c. Providing required documentation to prove eligibility
 - d. Identifying and showing evidence of the need for accommodations
6. Practice effective strategies for communicating with professors/teachers or trainers about supports and accommodations in PSE

Skill Topic: Working knowledge of rights and responsibilities in the community and social settings

1. Understand the protections of each law and how they pertain to accessing community resources such as health care, recreation, and social opportunities:
 - a. The ADA
 - b. Section 504 of the Rehabilitation Act
2. Identify the rights that are protected under these laws
3. Understand that they are responsible for obtaining the information, supports, and accommodations they need to be successful. These responsibilities include:
 - a. Understanding their disability and the impact it has on accessing community activities
 - b. Exploring and choosing resources that can help them to access the community
 - c. Communicating their support needs with enough time for the supports to be put into place
4. Practice effective strategies for communicating with friends, family, or other community members about receiving supports and accommodations in the community

Category: Communication of Needs and Preferences

Skill Topic: Recognizing effective communication strategies in employment, postsecondary education, and the community

1. Define effective communication and understand that it ensures their opinions are heard, information is shared, and they receive needed supports

2. Identify and provide examples of effective ways to communicate with various individuals:
 - a. Family
 - b. Peers/Friends
 - c. Authority figures
 - d. Community members
 - e. Service providers
3. Explain how to appropriately use social media in professional and personal environments
4. Compare and contrast communication in casual environments versus professional or formal environments
5. Determine supports that can help them communicate effectively:
 - a. Assistive technology
 - b. Visuals
 - c. Written communication
 - d. Removing environmental distractions
6. Demonstrate the ability to effectively share personal information in the community, at work, or when continuing education
7. Demonstrate the ability to communicate their needs effectively, request help, support, and accommodations

Skill Topic: Utilizing tools that aid in effective communication

1. Identify specific accommodations, supports, or assistive technology that are needed to allow for effective communication in their:
 - a. Workplace
 - b. Postsecondary Education Program
 - c. Community
2. Identify self-advocacy tools that can be used to communicate about strengths, interests, and needs
 - a. One-Page Profile
 - b. Transition Portfolio
 - c. Presentation program (PowerPoint, Keynote, Prezi)
 - d. Video or Audio Recording
 - e. Other: _____

3. Understand the purpose of using tools to communicate:
 - a. Help communicate the best ways to support them
 - b. Assists in successfully participating in a person-driven planning
 - c. Help others learn more about their personal values, unique needs, interests, and preferences
4. Select what format or type of communication tool will work best for them
5. Identify when these tools could be helpful for them to use when communicating with others in various settings
 - a. In a classroom
 - b. Job training setting
 - c. In the workplace
 - d. In a postsecondary education setting
 - e. During recreational or community activities

Category: Leadership

Skill Topic: Understanding opportunities for the development of leadership skills

1. Identify and define the skills that good leaders have or develop:
 - a. Organization
 - b. Empathy
 - c. Problem-solving
 - d. Decision-making
 - e. Communication
 - f. Collaboration
 - g. Independence
 - h. Interpersonal skills
2. Identify opportunities for taking on a leadership role
 - a. Leadership of future plans and decisions for themselves by participating in support plan meetings
 - b. Leadership of others by getting involved in extracurricular or community activities
3. Identify the ways leadership skills can positively impact their self-advocacy skills

Category: Expanding Self-Advocacy

Skill Topic: Gaining confidence and self-advocacy skills through mentorships

1. Discuss how their participation in the mentorship is helping them build their self-advocacy skills

Activities: Instruction in Self-Advocacy

Skill Topic: Plan for the Future Using Person Driven Planning Strategies

1. Define person-driven planning as an approach that allows individuals with disabilities to take ownership and make decisions about their future
2. Understand that being involved with the planning of their future can help them live a successful and happy life
3. Understand that their role in person-driven planning includes:
 - a. Developing and reviewing a personal profile
 - b. Sharing visions for the future
 - c. Identifying opportunities for their future
 - d. Identifying obstacles
 - e. Developing action steps and strategies
4. Prepare to participate in a person-driven planning meeting by answering questions such as:
 - a. What do you like about yourself?
 - b. What is important to you?
 - c. What does a good day look like?
 - d. What parts of your life are working for you, and what parts do you want to change?
5. Understand how participating in integrated community experiences can help them build self-advocacy skills:
 - a. Growing network of resources and supports
 - b. Enhancing community connections
 - c. Determining likes and dislikes

Skill Topic: Prepare to be actively involved in support planning meetings

1. Understand that they are an equal partner in making decisions and planning for services, supports, and future goals

2. Identify the purpose of their support plan:
 - a. Individualized Education Program (IEP)
 - b. IEP Summary of Performance
 - c. 504 Plan
 - d. Person-Driven Planning Meeting
 - e. Individualized Plan for Employment
 - f. Other: _____
3. Prepare for the meeting by pinpointing their interests, goals, aspirations, opinions, and strengths
4. Review the support plan before the meeting so that they can:
 - a. Develop questions
 - b. Identify what aspects need further explanation
 - c. Determine what additional information they need
5. Determine their desired level of participation in the meeting
 - a. How much of the meeting do they plan to lead?
 - b. What information do they want to share?
 - c. How or in what format do they plan to share the information?
 - d. What do they need support with?
6. Create materials or develop their talking points that they want to be addressed at the meeting
7. Attend and participate in the meeting
8. Reflect on their level of participation in the meeting and set goals for participating in upcoming meetings

Skill Topic: Practicing assertive communication

1. Define assertiveness as a method of communication that allows individuals to:
 - a. Communicate in a confident and respectful way
 - b. Acknowledge and express both positive and challenging feelings
 - c. Share opinions and information confidently
 - d. Express needs and wants to others
 - e. Advocate for personal rights
 - f. Stand up for their point of view while also respecting the rights and beliefs of others

2. Compare and contrast the use of passive, aggressive, and assertive communication in various situations
 - a. Verbal
 - b. Nonverbal
3. Identify and demonstrate the steps to engaging in assertive communication:
 - a. Know what they want prior to a conversation or meeting
 - b. Develop and ask questions before reacting
 - c. Consider the perspectives of others
 - d. Assume there is a solution to disagreements
 - e. Listen to ideas and opinions of others
 - f. Understand that “no” is an acceptable response
4. Participate in role-play scenarios to practice assertively sharing information and responding to others

Skill Topic: Using tools that aid in effective communication

1. Create a communication tool including the information under at least three categories
 - a. Appreciation- includes what other people admire about them, including their strengths and positive character traits
 - b. Importance- includes what values and interests are most important to them
 - c. Support- includes descriptions of accommodations and supports that help them to be successful
2. Practice communicating with the created tool, identified accommodations, supports, or assistive technology in a variety of settings

Skill Topic: Creating a community resource map

1. Define community resource mapping as an activity that will help to identify, access, and make decisions about what community supports and activities support them with their future goals
2. Understand that resources are places, items, information, services, or agencies that can support them
3. Compare and contrast local, state, and national resources
4. Identify the potential features of a community resource map
 - a. Resource-based
 - b. Community-specific
 - c. Disability-specific resources

5. Complete the preparation steps for building a community resource map:
 - a. Look at examples of community resource maps
 - b. Define the geographic area that will be included
 - c. Determine how they will access their resources
6. Identify the types of resources that meet their interests or needs
7. Collect information about community resources and ask them for information about what they provide
8. Define the resource categories:
 - a. Advocacy and Disability Rights
 - b. Employment
 - c. Family Support
 - d. Independent Living
 - e. Postsecondary Education
 - f. Recreation
9. Determine the format they will be using for their community resource map:
 - a. Google My Maps
 - b. Spreadsheet
 - c. Visual Representation
 - d. Audio or Video
10. Collaborate with peers and adults from their school or community to locate and gather information on needed resources
11. Build a community resource map in their preferred format and maintain it by updating information and resources regularly

Skill Topic: Gaining confidence and self-advocacy skills through mentorships

1. Express interest in increasing self-advocacy skills through participation in a mentorship and identify the type of mentorship they are interested in participating in
2. Effectively engage in a mentorship through ongoing communication with their mentor