**Community Approach to Pre-ETS Training Activity**

**Step 1:** Use the group of students below and the Competency Categories and Skill Topic pages from the Pre-ETS Sequencing Guide to identify **ONE** skill topic per Pre-ETS that the group of students need based on the provider’s goals and notes from collaborating with the teacher.Highlight or circle the Skill Topicsthe students will need on the Sequencing Guide pages.

**Step 2:** Next, use the chart below to write down one skill topic per student based on student goals. Then, identify ANY resources, people, curriculum, agencies, or community partners that will help plan or teach the skills topics. (Go to pages 2-4 for activity)

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| **Student** | **Pre-ETS Category** | **Notes from the Transition Plan** |
| **Hugo** | **Instruction in Self-Advocacy** | **Goal:** Obtain a job working around people in a customer service position    **Notes:**   * Is unsure how to disclose their disability at work |
| **Quinn** | **Work-Based Learning Experiences** | **Goal:** Obtain a job working at a bank    **Notes:**   * Needs to learn job-specific tasks |
| **Coleman** | **Counseling on Postsecondary Education** | **Goal:** Obtain a job working IT or computer coding    **Notes:**   * Explore options for continuing his education after high school, including certifications |
| **Jordan** | **Workplace Readiness Training** | **Goal:** Obtain an apprenticeship in HVAC    **Notes:**   * Learn workplace expectations and policies |
| **Jayden** | **Job Exploration Counseling** | **Goal:** Obtain a job working with animals    **Notes:**   * Has never owned a pet or explored jobs working with animals |

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| **Student Information** | **Transition Skill Topic Needed**  **(Fill in from the Sequencing Guide)** | **Resources** | **Community Partners** |
| **Hugo**  **Goal:** Obtain a job working around people in a customer service position  **Notes:**  Is unsure how to disclose their disability at work | **Instruction in Self-Advocacy**  **Skill Topic:** Working knowledge of rights and responsibilities in the workplace | Transition Tennessee’s Student Lesson: “Disability Disclosure in the Workplace” | Schedule a time with a local human resource manager to discuss accommodations and support at work |
| **Jayden**  **Goal:** Obtain a job working with animals  **Notes:**  Has never owned a pet or explored jobs working with animals | **Job Exploration Counseling**  **Skill Topic:** |  |  |
| **Jordan**  **Goal:** Obtain an apprenticeship in HVAC  **Notes:**  Learn workplace expectations and policies | **Workplace Readiness Training**  **Skill Topic:** |  |  |
| **Coleman**  **Goal:** Obtain a job working IT or computer coding  **Notes:**  Explore options for continuing his education after high school, including certifications | **Counseling on Postsecondary Education**  **Skill Topic:** |  |  |
| **Quinn**  **Goal:** Obtain a job working at a bank  **Notes:**  Needs to learn job-specific tasks | **Work-Based Learning Experiences**  **Skill Topic:** |  |  |

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| **Your Students** | **Transition Skill Topic Needed**  **(Fill in from the Sequencing Guide)** | **Resources** | **Community Partners** |
|  | **Instruction in Self-Advocacy**  **Skill Topic:** |  |  |
|  | **Job Exploration Counseling**  **Skill Topic:** |  |  |
|  | **Workplace Readiness Training**  **Skill Topic:** |  |  |
|  | **Counseling on Postsecondary Education**  **Skill Topic:** |  |  |
|  | **Work-Based Learning**  **Skill Topic:** |  |  |