

## Pathway C: The person is working, but desires a change

### *Section 2. Exploring Pathway C: What should we ask to determine what change the person desires?*

Suggested question and prompts for Pathway C:

- ❖ Tell me about the things you are good at.
- ❖ What change at your job are you looking for?
  - Is the change you want part of your current job, or are you interested in a new job?
  - Is the change you want able to be resolved?
- ❖ What do you like about your current job?
- ❖ What don't you like about your current job?
- ❖ Do you like the hours you are working?
  - Do you work enough hours?
  - Do you work at the right time of day?
- ❖ How are you getting along with your coworkers and supervisor?
- ❖ Do you have enough money and support to do the things you want to do?
- ❖ Do you have enough support to be successful?
- ❖ Have you talked to your employer about your concerns? (increase in wage, additional job duties, work relationships, etc.)
- ❖ How do you advocate or speak up for yourself in the workplace?
  - What support, if any, do you need to advocate for yourself?
- ❖ What additional education or training are you interested in?
- ❖ If you could have any job what would it be?
- ❖ What is your dream job?

### *Section 3: Develop the Services and Supports for Pathway C*

Suggested Next Steps for Pathway C: The person is working, but desires a change

<p><b><u>Person Centered Planning</u></b></p> <ul style="list-style-type: none"> <li>● Use life domain sections in the PCSP to improve</li> </ul>	<p><b><u>Vocational Rehabilitation (VR)</u></b></p>
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goals by:

- Connecting strategies with emerging interests; and
- Developing interest based skills that translate to community engagement.
- Focus on strengths and address barriers to employment with an action plan as they surface.
- Identify if: 1) work is a written goal in all settings and 2) the scheduled activities support the work goal.
- Adjust current services to ensure PCSP employment goals promote:
  - Activities that reflect desired change,
  - Independence from paid supports,
  - Building skills that easily translate to a worksite,
  - Self-advocacy,
  - Community participation, and
  - New or expanding social connections.
- Identify possible allies to support requested change
  - Some examples include: coworkers, friends, family members and other support team members
- Take classes for certification to improve skills, education and training in a field of interest. Examples include:
  - Courses at local community colleges,
  - Independent Living Centers,
  - One-stop career centers, or
  - Vocational Training Programs.
- If the person indicates a desire to change jobs:
  - Help the person make connections with businesses and peers in the new industry;
  - Plan experiential community activities connected to the desired job change;
  - Plan informational interviews;
  - Review internet resources about the job; and
  - Focus on continuing education to reach career aspirations.

If, after completing these questions you would like to learn more about supported employment, find your local VR office at <https://jobs.utah.gov/usor/vr/contact.html>

- Prepare to discuss with VR:
  - Information from suggested questions section;
  - Potential positions of interest;
  - Prior work experiences and volunteer opportunities;
  - Current PCSP goals;
  - Anticipated action steps; and
  - Strengths and known barriers.

#### **VR Services for All People with Disabilities**

- Benefits Counseling
  - Utah Work Incentive Planning Services (UWIPS)-  
<https://jobs.utah.gov/usor/vr/services/uwips.html>
- Assistive Technology
  - Utah Center for Assistive Technology (UCAT)-  
<https://jobs.utah.gov/usor/vr/services/ucat.html>

#### **VR Services for Eligible VR Clients**

- Counseling and Guidance
- Diagnostic and Evaluation
- Restoration
- Assistive Technology
- Training
- Benefits Counseling
- Job Placement
- Life Skills and Travel Training
- Additional Services.

<https://jobs.utah.gov/usor/vr/welcome.html>

#### **Transition Age (14-24): VR**

Youth who are transition age (14-24) could speak with a VR counselor about:

- If the person wants to keep the job:
  - Develop scheduled, consistent check-ins between supervisor and the person;
  - Plan an apprenticeship with supervisor or coworker
  - Set short and long-term milestones;
  - Negotiate a professional career development plan with the employer; and
  - Be open to new experiences and opportunities.

**Transition Age (14-24): Person-Centered Planning**

- Youth who are transition age (14-24) should have a Support Coordinator attending Individualized Education Plan (IEP) meetings as part of the Transition Team. In addition, an effort should be made to:
  - Align goals between VR, the school district, and the PCSP;
  - Coordinate any transition between the school district, VR, and DSPD;
  - Assign responsibilities directly to the person, family member, Support Coordinator, VR, or school district; and
  - Create age appropriate responsibilities and natural consequences in all settings.
- Build familiarity with accommodations, technology, devices, and supports.
- Find a new, seasonal or temporary work experience.
- Conduct virtual and in-person informational interviews.
- Develop social connections.

- Aligning PCSP and school district goals with VR;
- Pre-Employment Transition Services (Pre-ETS);
- Possible new temporary work experiences;
- Coordinate any assistive technology and training needs for the person;
- Work Based Learning Opportunities; and
- Post secondary goals including college.
- <https://jobs.utah.gov/usor/vr/services/student/preetshandout.pdf>