

## **Pathway A: The person is unemployed and expresses interest in work**

### ***Section 2. Exploring Pathway A: What can we do to gather information to identify the right job match?***

Suggested questions and prompts for Pathway A:

- ❖ How will things change when you start working?
- ❖ What is important to you about work?
- ❖ Tell me about the things you are good at.
- ❖ What makes you feel most proud or important?
- ❖ Are there certain jobs or tasks you know you do not want to do?
- ❖ What relationships do you have in the community that could help you find the job you have chosen?
  - Are you interested in any of the jobs that your connections have?
  - If not, what types of jobs are interesting to you?
- ❖ What opportunities have you had for work experience?
- ❖ What do you think makes it hard to work?
- ❖ Do you have any fears about work?
- ❖ What did you like about working?
- ❖ Was there anything that you did not like about working?
- ❖ What type of job do you see yourself doing?
- ❖ What is your dream job?

### **Section 3. Develop the Services and Supports for Pathway A**

Suggested Next Steps for Pathway A: The person is unemployed and expresses interest in work

<p style="text-align: center;"><b><u>Person-Centered Planning</u></b></p> <ul style="list-style-type: none"> <li>● Identify if: 1) work is a written goal in all settings and 2) the scheduled activities support the work goal.</li> <li>● Adjust current services to ensure PCSP employment goals promote: <ul style="list-style-type: none"> <li>○ Independence from paid supports,</li> <li>○ Building skills that easily translate to a worksite,</li> <li>○ Self-advocacy,</li> <li>○ Community and vocational participation, and</li> <li>○ New or expanding social connections.</li> </ul> </li> <li>● Address any resistance from support team.</li> <li>● Discuss how work will affect the person’s social security benefits.</li> <li>● Use life domain sections in the PCSP to inform job goals and activities. <ul style="list-style-type: none"> <li>○ Focus on strengths and address barriers to employment with an action plan as they surface.</li> <li>○ Discuss possible accommodations.</li> </ul> </li> <li>● Network with family, friends, neighbors, and other contacts to seek out job shadow opportunities in the person’s field of interest.</li> <li>● Take classes to gain credentials, skills, education and training in a field of interest.</li> </ul> <p><b><u>Transition Age (14-24): Person-Centered Planning</u></b> 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:</p> <ul style="list-style-type: none"> <li>● Align goals between VR, the school district,</li> </ul>	<p style="text-align: center;"><b><u>Vocational Rehabilitation (VR)</u></b></p> <p>If after completing these questions you would like to learn more about supported employment, find your local VR office at <a href="https://jobs.utah.gov/usor/vr/contact.html">https://jobs.utah.gov/usor/vr/contact.html</a></p> <ul style="list-style-type: none"> <li>● Prepare to discuss with VR: <ul style="list-style-type: none"> <li>○ Potential positions of interest, talents, and strengths;</li> <li>○ Prior work experiences and volunteer opportunities;</li> <li>○ Current PCSP goals;</li> <li>○ Anticipated action steps for the position of interest; and</li> <li>○ Any known barriers or accommodations.</li> </ul> </li> </ul> <p><b><u>VR Services for All People with Disabilities</u></b></p> <ul style="list-style-type: none"> <li>● Benefits Counseling <ul style="list-style-type: none"> <li>○ Utah Work Incentive Planning Services (UWIPS)- <a href="https://jobs.utah.gov/usor/vr/services/uwips.html">https://jobs.utah.gov/usor/vr/services/uwips.html</a></li> </ul> </li> <li>● Assistive Technology <ul style="list-style-type: none"> <li>○ Utah Center for Assistive Technology (UCAT)- <a href="https://jobs.utah.gov/usor/vr/services/ucat.html">https://jobs.utah.gov/usor/vr/services/ucat.html</a></li> </ul> </li> </ul> <p><b><u>VR Services for Eligible VR Clients</u></b></p> <ul style="list-style-type: none"> <li>● Counseling and Guidance</li> <li>● Diagnostic and Evaluation</li> <li>● Restoration</li> <li>● Assistive Technology</li> <li>● Training</li> <li>● Benefits Counseling</li> <li>● Job Placement</li> <li>● Life Skills and Travel Training</li> <li>● Additional Services</li> </ul> <p><a href="https://jobs.utah.gov/usor/vr/welcome.html">https://jobs.utah.gov/usor/vr/welcome.html</a></p> <p style="text-align: center;"><b><u>Transition Age (14-24): VR</u></b></p>
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and the PCSP.

- Create the same expectations for work in the home, community, and school.
- Establish age-appropriate responsibilities and natural consequences in all settings.
- Build familiarity with accommodations, technology, devices, and supports.
- Participate in an internship, or temporary seasonal and summer work experiences.
- Conduct virtual and in-person informational interviews.
- Develop social connections and engage in job development activities.

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

- Aligning PCSP and school district goals with the VR goal;
- Pre-Employment Transition Service options (Pre-ETS);
- Job placement activities including Customized Employment;
- Coordinate any accommodations or assistive technology needs for the person;
- Age-appropriate vocational training (life skills, interviews, resumes, etc.);
- Temporary work experiences (internships, summer employment, etc.);
- Work based learning opportunity; and
- Post secondary goals including college.

[https://jobs.utah.gov/usor/vr/services/student/pre\\_tshandout.pdf](https://jobs.utah.gov/usor/vr/services/student/pre_tshandout.pdf)