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

<table>
<thead>
<tr>
<th>Person Centered Planning</th>
<th>Vocational Rehabilitation (VR)</th>
</tr>
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<tbody>
<tr>
<td>● Use life domain sections in the PCSP to improve</td>
<td></td>
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</table>
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

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

Youth who are transition age (14-24) could speak with a VR counselor about:
<table>
<thead>
<tr>
<th>If the person wants to keep the job:</th>
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<tr>
<td>• Develop scheduled, consistent check-ins between supervisor and the person;</td>
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<tr>
<td>• Plan an apprenticeship with supervisor or coworker</td>
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<tr>
<td>• Set short and long-term milestones;</td>
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<tr>
<td>• Negotiate a professional career development plan with the employer; and</td>
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<tr>
<td>• Be open to new experiences and opportunities.</td>
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<tr>
<td><strong>Transition Age (14-24): Person-Centered Planning</strong></td>
</tr>
<tr>
<td>• 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:</td>
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<tr>
<td>• Align goals between VR, the school district, and the PCSP;</td>
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<tr>
<td>• Coordinate any transition between the school district, VR, and DSPD;</td>
</tr>
<tr>
<td>• Assign responsibilities directly to the person, family member, Support Coordinator, VR, or school district; and</td>
</tr>
<tr>
<td>• Create age appropriate responsibilities and natural consequences in all settings.</td>
</tr>
<tr>
<td>• Build familiarity with accommodations, technology, devices, and supports.</td>
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<tr>
<td>• Find a new, seasonal or temporary work experience.</td>
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<tr>
<td>• Conduct virtual and in-person informational interviews.</td>
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<tr>
<td>• Develop social connections.</td>
</tr>
<tr>
<td>• Aligning PCSP and school district goals with VR;</td>
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<tr>
<td>• Pre-Employment Transition Services (Pre-ETS);</td>
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<tr>
<td>• Possible new temporary work experiences;</td>
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<tr>
<td>• Coordinate any assistive technology and training needs for the person;</td>
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<tr>
<td>• Work Based Learning Opportunities; and</td>
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<td>• Post secondary goals including college.</td>
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[https://jobs.utah.gov/usor/vr/services/student/preetshandout.pdf](https://jobs.utah.gov/usor/vr/services/student/preetshandout.pdf)