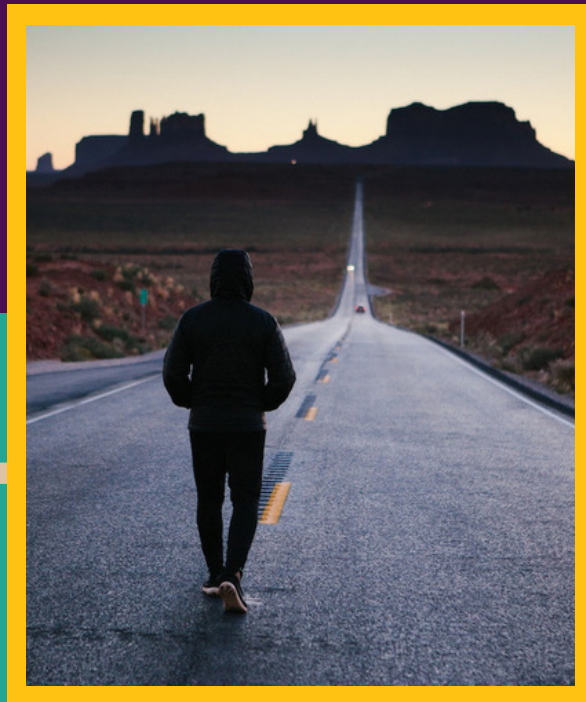


Employment pathway tool

A guided conversation



[DSPD website: person-centered planning](#)



Utah Department of
Health & Human Services
Services for People with Disabilities

Table of contents

Introduction	3
The value of employment	3
Design of the DSPD employment pathway tool	4
Identifying the employment pathway.....	4
Pathway A: The person is unemployed and expresses interest in work	5
Pathway B: The person is unemployed and expresses they do not want to work right now	13
Pathway C: The person is employed, but desires a change	18
Pathway D: The person is employed and wants to grow in their career	24
Appendix A: Understanding the person's perception of work	28
Appendix B: Explanations of vocational rehabilitation services	32

Introduction

The Division of Services for People with Disabilities (DSPD) employment pathway tool was made to help people with disabilities in Utah find and keep **competitive integrated employment (CIE)**. CIE means that people with disabilities:

- Work in the community alongside people of all abilities.
- Are employed in a non-service provider setting or business.
- Are paid at or above minimum wage, or at a wage comparable to people without disabilities who work in the same place and who perform the same or similar work.
- Have access to opportunities for advancement and benefits.

The DSPD employment pathway tool has 3 major goals:

1. **Find the most appropriate employment pathway for people in DSPD services.**
2. **Develop action steps that move the person in the direction of getting a job in their community (CIE).**
3. **Document annual information, options, and experiences needed to reach an informed choice on finding a job in their community (CIE).**

The value of employment

Employment gives everyone a sense of purpose and self-esteem. Work helps us connect and contribute to our community. It is one part of our identity. Participation in the workforce improves the local economy, and personal and family financial stability. All people, regardless of ability, deserve the option to live, learn, work, and participate in all aspects of their community through all phases of life. CIE in the general workforce is the first and preferred employment outcome. As a state agency, DSPD focuses on a person's strengths to help them find and keep competitive employment. ([Utah Code 62A-5-103.3](#): Employment first emphasis on the provision of services).

DSPD employment-first values:

- **All people experiencing disabilities are able to connect, access, and participate in their local communities to the same degree as peers without disabilities.**
- **All people experiencing disabilities are offered the opportunity to work in competitive integrated employment, one person at a time.**
- **People experiencing disabilities are the experts on their personal interests and preferences. They should be supported to make informed, self-determined choices, and maintain control over all aspects of their life.**

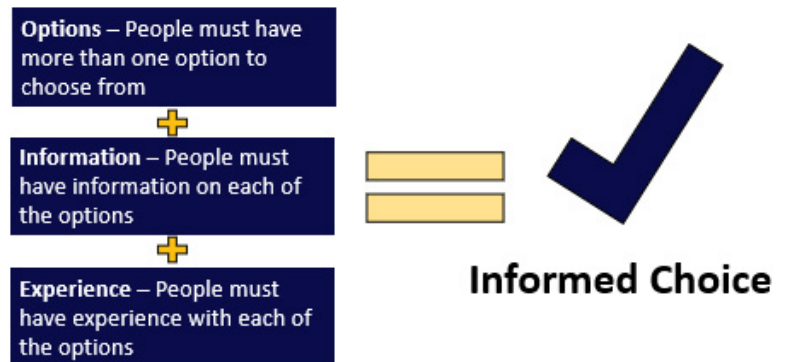


Design of the DSPD employment pathway tool

This tool is designed to guide effective conversations between the person receiving services (ages 14-65), the important people in their life, and other people that support them. Suggested prompts will help start a discussion about working that centers around the person and their goals and interests. You do not have to finish all the prompts, or do them in order.

Guided conversations should:

- Gain perspective from the person's point of view.
- Broaden the person's understanding of options, information, and experiences to be able to make an informed choice.
- Help the person develop professional abilities and build social connections through their experiences.
- Be sensitive to the unique needs of the person, and communicate in a manner the person understands.



Section 1: Find the best employment pathway for the person's current situation

The most appropriate pathway should be based on the person's experience and perception of employment. While competitive integrated employment is the goal, for some people the term "work" can represent a variety of activities. If you aren't sure which pathway is best for someone, refer to *Appendix a: Understanding the person's perception of work* for some concrete examples of what employment could mean to different people.

This tool includes the following pathways:

- A. The person is unemployed and expresses interest in work.
- B. The person is unemployed and expresses they do not want to work right now.
- C. The person is employed, but desires a change.
- D. The person is employed and wants to grow in their career.

Section 2: Explore the identified employment pathway

The second section is designed to:

- Discover the person's interests and desires.
- Develop a more complete understanding of their current situation and expectations for their future.

Question prompts give ideas to help guide this conversation.

Section 3: Develop the services and supports in the person-centered support plan

After the question prompts, the tool then talks about suggested next steps. These sections are structured into the following 3 categories:

Person-centered planning:	Helps the person use time each day to do activities that match their interests, develop their skills, and give them experiences to use in current or future work.
Vocational rehabilitation (VR):	Helps eligible people with disabilities prepare for, obtain, or maintain a job and achieve independence. Services are designed to meet the person's unique employment needs.
Transition-age person-centered planning/vocational rehabilitation:	Connects youth ages 14-24 to specific resources as they transition from school to the workforce.

Support teams: consider updating existing documentation that informs pathway conversations, options, and informed choice experiences.

Informed choice experiences help the person see and understand what working in the community might look like for them. Teams might include updates to documentation such as other person-centered planning tools or case management notes and software. These experiences and updates will lead to a positive and complete picture of what work could look like for each person.



Section 1:

Find the best employment pathway for the person's current situation

(Complete this for all pathways)

Answers to these questions are meant to help find the most appropriate employment pathway for the person. As you work through these questions, please consider:

1. Are any of the activities the person participates in considered competitive integrated employment (CIE)?
2. Are any of the activities opportunities that will eventually lead to CIE?

Refer to Appendix A: Understanding a person's perception of work for specific examples that may help you find the best pathway for someone.

Suggested questions and prompts to start your conversation:

- Do you have a job now?
- Have you ever had a job?
- What about working appeals to you?
- What can you tell me about your job?
- How often did you/do you go to your job?
- Where is/was your job?
- What do/did you do when you are at your job?
- How do/did you get paid for this job?
- Tell me about your job coach. How are/were they helping you do your job well?

What daily or weekly activities do you regularly participate in?

- How do you typically feel each day?
- What days in the week do you enjoy most? Why?
- What days do you **not** look forward to? Why?
- What activity(s) would you like to add to your day? Which would you like to stop? Why?
- What time of day are you most alert?
- Tell me about the community activities you participate in regularly.

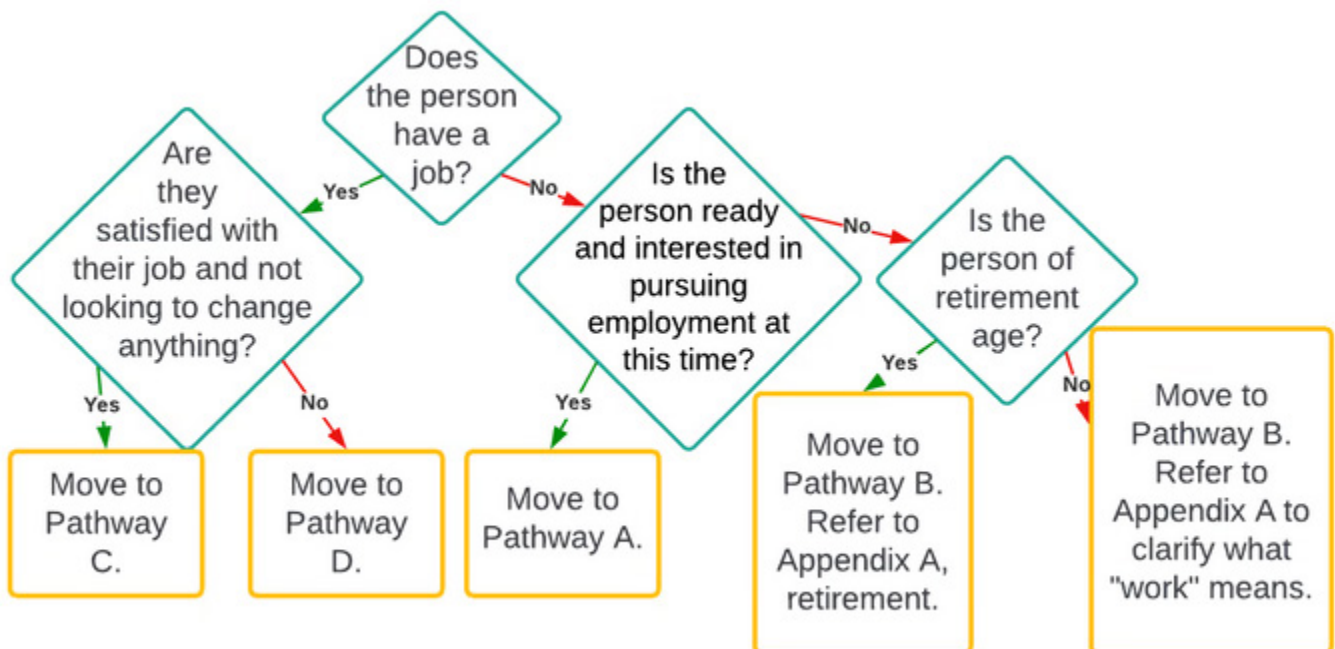
Write the answers here:



Describe the person’s current employment situation:

(Past or current job experience, activities and experiences that support informed choice, etc.)

Employment pathway tool decision tree



Pathway A:

The person is unemployed and expresses interest in work.

Section 2: Exploring Pathway A

Gather information to find the right job for the person.

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?
- What tasks or jobs do 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?
- What type of jobs do the people you know have?
- What types of jobs are interesting to you?
- What type of job do you see yourself doing?
- What opportunities have you had for work experience?
- What job or volunteer activity have you had that you enjoyed and/or were good at?
- What do you think makes it hard to work?
- What worries or concerns do you have about working?
- What did you like about working?
- What don't you like about working?
- What is your dream job?

Write a summary of this conversation: (What are the important details?)



Section 3: Developing Pathway A

Develop services and supports to find the right job match

Suggested next steps for Pathway A: The person is unemployed and expresses interest in work

Person-centered planning

- Find out if:
 - work is a written goal in all settings such as school, DSPD services, vocational rehabilitation (if applicable); and
 - the scheduled activities in each setting support the work goal.
- Adjust current services and supports to make sure the person-centered support plan (PCSP) work goals promote:
 - independence from paid supports;
 - building skills that easily transfer to use on a job;
 - self-advocacy;
 - participation in community and job exploration activities; and
 - new or expanding social connections.
- Address any resistance from members of the support team.
- Discuss how work might affect the person's benefits. If needed, refer the person to a benefits planning specialist. (See vocational rehabilitation.)
- Use person-centered planning tools and the life domain sections in the PCSP to inform job goals and activities. The Support Team Quick Guide is a tool that can help with this.
- Focus on a person's strengths. As barriers to employment come up, address them with an action plan.
- Discuss accommodations the person might need. The website askjan.org is a good starting point.
- Network with family, friends, neighbors, and other contacts. If someone has a job that interests the person, ask to interview or shadow them at work.
- Take classes to gain credentials, skills, education and training in a field of interest.

Vocational rehabilitation (VR)

If you finish the employment pathway tool and want to learn more about supported employment, [find your local VR office](#).

- Prepare to talk about these items with VR:
 - jobs you might be interested in, your talents, and strengths;
 - prior work experience and volunteer opportunities;
 - current person-centered support plan (PCSP) goals;
 - steps you plan to take to get a job you are interested in; and
 - barriers to getting a job, or accommodations you may need to perform a job.
- Bring the employment pathway tool and other person-centered planning tools to VR meetings.

VR services for all people with disabilities

- Benefits counseling
 - [Utah Work Incentive Planning Services \(UWIPS\)](#) - Learn how working impacts your Social Security disability and other benefits.
- Assistive technology
 - [Utah Center for Assistive Technology \(UCAT\)](#) - Information and technical services to help people with disabilities acquire and use assistive technology devices. UCAT offers free evaluations to anyone within the state of Utah.

[VR services for eligible VR Clients](#) — (explanation for each service is found in Appendix B)

- Counseling and guidance
- Diagnostic and evaluation

- Assistive technology
- Training
- Benefits counseling
- Restoration

- Job placement
- Life skills and travel training
- Additional services

Transition age (14-24)

Person-centered planning

Youth who are transitioning into adulthood, ages 14-24, should have a support coordinator attend Individualized Education Program (IEP) meetings as part of the transition team. An effort should also be made to do the following.

- Align the goals of vocational rehabilitation (VR), the school district, and the person-centered support plan (PCSP). *My Vision of Adulthood* and the *Support Team Quick Guide* are tools that can help with this. This will:
 - create the same expectations for work in the home, community, and school; and
 - establish age-appropriate responsibilities and natural consequences in all settings
- Become familiar with accommodations, technology, devices, and supports.
- Participate in an internship, or temporary seasonal and summer work.
- Conduct virtual and in-person interviews with businesses to learn information about jobs and companies that interest you.
- Develop social connections and engage in activities that prepare the person to work a job.

Vocational rehabilitation (VR)

- VR offers a wide variety of services for transition-age youth. VR may be able to provide services up through age 24. Youth who are transition-age (14-24) could speak with a VR counselor about:
 - aligning PCSP and school district goals with the VR goal using any person-centered planning tools;
[Pre-Employment Transition Service options \(Pre-ETS\)](#);
 - job placement activities including customized employment;
 - any accommodations or assistive technology needs for the person;
 - age-appropriate vocational training, such as life skills, interviews, or resumes;
 - temporary work experiences, such as internships or summer employment;
 - work-based learning opportunities; and
 - post-secondary goals, including college.

Worksheet

Pathway A

Employment goal:

Goal:

Informed choice experiences and activities help the person see and understand what working in the community might look like for them. What informed choice activities have they completed over the past year? Include how they felt about each activity. What is the plan for new informed choice activities this year?

Activity:

Activity:

Activity:

Plans for next year:

Person-centered planning next steps:

-
-
-
-

Vocational rehabilitation next steps:

-
-
-
-

Pathway B:

The person is unemployed and expresses they do not want to work right now.

Section 2: Exploring Pathway B Talk about why the person feels this way.

In this conversation, keep in mind there is no requirement that a person works. There is a requirement, however, to provide informed choice around employment. It is also important to explore the meaningful ways the person wants to spend their time.

If the person wants to retire, refer to *Appendix A: Understanding a person's perception of work* for information about retirement.

Suggested questions and prompts for Pathway B:

- Tell me a bit about why you are not interested in finding a job.
- What opportunities have you had to explore work or volunteer opportunities?
 - Some examples could be internships, job site visits, job sampling, informational interviews, or service projects.
- Is there anything, about getting a job that scares you? If so, what?
- What would need to change in order for you to try work?
- What would you do if you had more money to spend?
- If you are choosing not to work, how would you like to spend your time?
- Tell me about the things you are good at.
- Tell me about some of your skills and interests.
 - What new skills or interests would you like to explore?
- If you could change or improve anything in your daily life, what would it be?
- What makes you feel most proud or important?
- How do you feel about trying new things?
 - Tell me about some examples from your experience.
- What is something you have always wanted to do or try?
- What is something you have always wanted to learn more about?

**Write a summary of
this conversation:
(What are the important details?)**

Section 3: Developing Pathway B

Create activities and experiences to learn more about work options

Suggested next steps for Pathway B: The person is unemployed and expresses they do not want to work right now.

Person-centered planning

- Use person-centered planning tools and the life domain sections in the person centered support plan (PCSP) to refine goals and activities. *The Support Team Quick Guide* and *Community Integration Strategies* are tools that can help with this. Some ideas include:
 - connect integration strategies with interests, including new or recent ones;
 - look for interest-based skills that connect to and include the person in their community; and
 - Focus on a person's strengths. As barriers to employment come up, address them with an action plan.
- Address any concerns from members of the support team.
- Create opportunities for virtual and in-person experiences and activities, based on the person's interests, to help them make an informed choice about working. These experiences should change each year. Examples of experiences or activities include: YouTube or in-person workplace tours; educational Google searches; interviews to learn information about a company or industry; or an online exploration of careers through a tool like onetonline.org.
- Use success stories to encourage the idea of future work. Focus on peers with positive work experiences.
- Find potential volunteer activities through interest-specific networks or other resources such as: university career centers; 2-1-1; volunteermatch.org; justserve.org; or volunteer centers at city, county, or state levels.
- Document what experiences, activities, and interests the person wants to do instead of work.
- **Refer to other pathways for more ideas and suggestions.**

Vocational rehabilitation (VR)

For Pathway B, use your professional judgment to determine whether VR services are needed to reach informed choice about whether the person wants to work right now. If now is not the time to talk with VR, focus on next steps in person-centered planning.

If the person becomes interested in employment, move to Pathway A. You may still want to contact VR within the next plan year to discuss the services listed below.

VR services for all people with disabilities

- Benefits counseling
 - [Utah Work Incentive Planning Services \(UWIPS\)](#) — Learn how working impacts your Social Security disability and other benefits.
- Assistive technology
 - [Utah Center for Assistive Technology \(UCAT\)](#) — Information and technical services to help people with disabilities acquire and use assistive technology devices. UCAT offers free evaluations to anyone within the state of Utah.

[VR services for eligible VR clients](#) — (explanation for each service is found in Appendix B)

- Counseling and guidance
- Diagnostic and evaluation

- Assistive technology
- Training
- Benefits counseling
- Restoration

- Job placement
- Life skills and travel training
- Additional services

As a general rule, signing up with vocational rehabilitation (VR) is not recommended until a person is interested in pursuing employment.

Transition age (14-24)

Person-centered planning

Youth who are transitioning into adulthood, ages 14-24, should have a support coordinator attend Individualized Education Program (IEP) meetings as part of the transition team. In addition, an effort should be made to do the following.

- Align the goals of vocational rehabilitation (VR), the school district, and the person-centered support plan (PCSP). *My Vision of Adulthood* and the *Support Team Quick Guide* are tools that can help with this. This will:
 - create the same expectations for work in the home, community, and school; and
 - establish age-appropriate responsibilities and natural consequences in all settings.
- Become familiar with accommodations, technology, devices, and supports.
- Participate in an internship or temporary seasonal and summer work.
- Conduct interviews with businesses to learn information about jobs and companies that might interest the person.
- Develop social connections and engage in activities that prepare the person to work a job.

Vocational rehabilitation (VR)

- VR offers a wide variety of services for transition-age youth, and may be able to provide services up through age 24. Youth who are transition-age (14-24) could speak with a VR counselor about the following.
 - Information on a particular type of job, position, job title, or workplace support need.
 - Aligning PCSP and school district goals with the VR goal using any person-centered planning tools created.
- [Pre-Employment Transition Service options \(Pre-ETS\).](#)
- Customized employment.
 - Age-appropriate job training such as life skills, interviews, or resumes.
 - Temporary work experiences like internships or summer employment.
 - Work-based learning opportunities.
 - Postsecondary goals including college.

Worksheet

Pathway B

Informed choice activities help the person see and understand what working in the community might look like for them. What informed choice activities for employment have they completed over the past year? Include how they felt about each activity.

What is the plan for new informed choice activities this year?

Activity:

Activity:

Activity:

Plans for next year:

Person-centered planning next steps:

-
-
-

Vocational rehabilitation next steps (if applicable):

-
-
-

Pathway C:

The person is working, but wants a change.

Section 2: Exploring Pathway C

Talk about what kind of change the person wants.

Suggested questions and prompts for Pathway C:

- Tell me about the things you are good at.
- What change at your job are you looking for?
- Do you want a change at your current job, or are you interested in a new job?
- What needs to happen to make this change?
- What do you like about your current job?
- What don't you like about your current job?
- What do you like about your work schedule?
- What would you like to change about your schedule?
- Is there a different time of day you would prefer working?
- How are you getting along with your coworkers and supervisor?
- What things would you like to do but can't because you don't have enough money or support?
- What support would help you feel more successful at work?
- What concerns would you like to discuss with your employer? (For example, increase in wage or additional job duties)
- 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?
- What is your dream job?

**Write a summary of
this conversation:
(What are the important details?)**

Section 3: Developing Pathway C

Make a plan to support the changes the person wants

Suggested next steps for Pathway C: The person is working, but desires a change

Person-centered planning

- Use life domain sections in the person-centered support Plan (PCSP) to improve goals by:
 - connecting activities to interests, including new or recent ones; and
 - developing skills based on interests to connect to the community.

- Focus on a person's strengths. As barriers to employment come up, address them with an action plan.

- Find out if:
 - work is a written goal in all settings such as school, DSPD services, Vocational Rehabilitation (if applicable); and
 - the scheduled activities in each setting support the work goal.

- Adjust current services to make sure PCSP employment goals include:
 - activities that show the desired change;
 - moving toward independence from paid supports;
 - building skills that can be used in many different workplaces;
 - self-advocacy;
 - community participation; and
 - new or expanding social connections.

- Think about people who can help support the desired change. This could include coworkers, friends, family members, and other support team members.

- Take classes for certifications, to improve skills, education, and training in an area of interest. Examples include;
 - courses at local community colleges or applied technical schools;
 - independent living centers;
 - one-stop career centers; and
 - vocational training programs.

Person-centered planning continued

- If the person indicates they want to change employers:
 - 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 with businesses to learn information about jobs and companies that interest the person;
 - review internet resources about the job; and
 - focus on continuing education to reach career aspirations.
- If the person wants to stay with the current employer but change something about their current job:
 - develop scheduled, consistent check-ins between the 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.

Refer to other pathways for more ideas and suggestions.



Vocational rehabilitation (VR)

If you want to learn more about supported employment after completing the employment pathway tool, [find your local VR office](#).

- Prepare to talk about these topics with VR:
 - information from suggested questions section;
 - potential job positions of interest;
 - prior work experiences and volunteer opportunities;
 - current person-centered support plan (PCSP) goals;
 - anticipated action steps to make the desired change; and
 - strengths, talents, and known barriers.
- Bring the Employment Pathway Tool and other person-centered planning tools to VR meetings.

VR services for all people with disabilities

- Benefits counseling
[Utah Work Incentive Planning Services \(UWIPS\)](#) — Learn how working impacts your Social Security disability and other benefits.
- Assistive technology
[Utah Center for Assistive Technology \(UCAT\)](#) — Information and technical services to help people with disabilities acquire and use assistive technology devices. UCAT offers free evaluations to anyone within the state of Utah.

[VR services for eligible VR clients](#) — (explanation for each service is found in Appendix B)

- Counseling and guidance
- Diagnostic and evaluation

- Assistive technology
- Training
- Benefits counseling
- Restoration

- Job placement
- Life skills and travel training
- Additional services

Transition age (14-24)

Person-centered planning

- Youth who are transitioning into adulthood, ages 14-24, should have a support coordinator attending Individualized Education Program (IEP) meetings as part of the transition team. In addition, an effort should be made to do the following.
 - Align goals between Vocational Rehabilitation (VR), the school district, and the person-centered support plan (PCSP). My Vision of Adulthood and the Support Team Quick Guide are tools that can help with this.
 - Coordinate any transition between the school district, VR, and DSPD.
 - Assign responsibilities directly to the person, family member, support coordinator, VR, or school district.
 - Create age-appropriate responsibilities and natural consequences in all settings.
- Become familiar with accommodations, technology, devices, and supports.
- Find a new, seasonal, or temporary work experience.
- Conduct interviews with businesses to learn information about jobs and companies that might interest the person.
- Develop social connections.

Vocational rehabilitation (VR)

VR offers a wide variety of services for transition-age youth, and may be able to provide services up through age 24. Youth could speak with a VR counselor about:

- Aligning PCSP and school district goals with the VR goal using any person-centered planning tools.
- Pre-employment transition service options (Pre-ETS). [Click here to view the Pre-ETS flyer.](#)
- Customized employment.
- Possible new temporary work experiences.
- Coordinating assistive technology and training needs.
- Work-based learning opportunities.
- Postsecondary goals including college.

Benefits planning could be helpful to students who are working. Benefits planning is a service offered by Vocational Rehabilitation. Benefits planning helps people who currently receive Social Security disability benefits (SSI/SSDI) understand how work may affect their Social Security and other benefits (Medicaid, Medicare, food stamps, housing, etc.). Benefits planners can also educate on incentives and community resources that might be helpful.
<https://jobs.utah.gov/usor/vr/services/uwips.html>

Worksheet

Pathway C

Employment goal:

Goal:

Person-centered planning next steps:

-
-
-

Vocational rehabilitation next steps (if applicable):

-
-
-

Pathway D:

The person is employed and wants to grow in their career.

Section 2: Exploring Pathway D

Talk about how to succeed in their job, and support career growth.

Suggested questions and prompts for Pathway D:

- Tell me about the things you are good at.
- What is the best part of your job?
- What do you do at work that makes you feel proud or important?
- What do you like best about working with your co-workers? Your supervisor?
- Do you want more hours? How many more hours are you interested in?
- What are things you would like to do but can't because you don't have enough money and support?
- Specific to your job, what new tasks or responsibilities would you like to try?
 - What new skills would you need to do those tasks or responsibilities?
- What other jobs do you know about?
- What is your dream job?
- What new activities would you like to try outside of work?
- What other company(ies) would you like to explore for the future?
 - What work would you like to do there?

**Write a summary of this conversation:
(What are the important details?)**



Section 3: Developing Pathway D

Make a plan to support the current job. Explore opportunities to expand job duties, increase responsibilities, and build new skills.

Person-centered planning

- Update work-based goals and review all existing supports.
 - Make any needed changes to the person's goals or supports.
 - Focus on maintaining the job, opportunities for advancement, and inclusive community activities. The **Support Team Quick Guide** and **Community Integration Strategies** are tools that can help with this.
- Discuss opportunities for progress such as:
 - independence from paid supports;
 - increases in wages and hours;
 - expanded job duties or training in other areas of the business;
 - time to grow professional and personal social connections; and
 - continuing education courses or training to keep credentials current.
- **Refer to other pathways for additional ideas and suggestions.**

Vocational rehabilitation (VR)

In this pathway we don't recommend you meet with VR. If you still want to talk about VR resources, please move to Pathway C: "The person is currently working but desires a change."

VR services for all people with disabilities

- Benefits counseling
[Utah Work Incentive Planning Services \(UWIPS\)](#) — Learn how working impacts your Social Security disability and other benefits.
- Assistive technology
[Utah Center for Assistive Technology \(UCAT\)](#) — Information and technical services to help people with disabilities acquire and use assistive technology devices. UCAT offers free evaluations to anyone within the state of Utah.

Transition age (14-24)

Person-centered planning

Youth who are transitioning into adulthood, ages 14-24, should have a support coordinator attending Individualized Education Program (IEP) meetings as part of the transition team. In addition, an effort should be made to do the following.

- Align the goals of vocational rehabilitation (VR), the school district, and the Person-Centered Support Plan (PCSP). **My Vision of Adulthood** and the **Support Team Quick Guide** are tools that can help with this.
- If the job is temporary or entry level, discuss a plan for future permanent work.
- Consider concurrent enrollment while in high school.
- Become familiar with accommodations, technology, devices, and supports.
- Develop social connections.
- Find resume building activities such as:
 - volunteering in the desired industry;
 - shadowing or following someone around at their job;
 - conduct interviews with businesses to learn information about jobs and companies that might interest the person;
 - involvement in community activities; and
 - high school leadership and clubs.

Vocational rehabilitation (VR)

For this pathway, we don't recommend meeting with VR. If you still want to talk about VR resources, please move to Pathway C: "The person is currently working but desires a change."

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

- Aligning PCSP and school district goals with the VR goal using any person-centered planning tools created.
- Pre-employment transition service options (Pre-ETS). [Click here to view the Pre-ETS flyer.](#)
- Customized employment
- Coordinating assistive technology needs for the person.
- Age-appropriate vocational trainings such as life skills, interviews or resumes.
- Temporary work experiences such as internships or summer employment.
- Work-based learning opportunities.
- Postsecondary goals including college.

Worksheet

Pathway D

Employment goal:

Goal:

Person-centered planning next steps:

-
-
-

Vocational rehabilitation next steps (if applicable):

-
-
-

Appendix A

Understanding the person's perception of work

<p>Competitive integrated employment (CIE) or self employment</p>	<p>If the person is working a job alongside people of all abilities and receiving a competitive wage, but wants a change such as an increase in pay, hours, job duties, or to find a second or new job, we recommend proceeding to Pathway C: the person is working, but desires a change.</p>
	<p>If the person communicates a desire to keep their current job, we recommend proceeding to Pathway D: the person would like to keep their position and continue to grow in their career.</p> <p>Pathway D is not recommended for positions that are not CIE, such as enclaves, sub-minimum wage positions, or sheltered workshops. (See "Sheltered workshops/enclaves/sub-minimum wage" guidance below)</p>
<p>Paid internship, time-limited and/or seasonal positions</p>	<p>If the person is currently in a paid internship, the position is temporary and a natural change will result in either being hired permanently or securing new or different work. For all seasonal, time-limited and paid internship cases, we recommend proceeding to Pathway C: the person is working, but desires a change.</p>
<p>Day services participation, chores around the house, and/or volunteer activities</p>	<p>While these activities may be meaningful or simulate work, technically the person is unemployed. Day services can't be used to pay a person for any work activities. Support teams should discuss the differences between work, day services, chores, and volunteer activities.</p>

<p>Day services participation, chores around the house, and/or volunteer activities continued</p>	<p>If the person is interested in work right now, more exposure to potential careers is needed at this stage. Talk about and explore a variety of work interests and skills that easily translate to a worksite. We recommend proceeding to Pathway A: the person is unemployed and expresses interest in work.</p>
	<p>If the person is <i>not interested</i> in work right now, more exposure to meaningful replacement activities is needed at this stage. Talk about a variety of the person’s interests. We recommend proceeding to Pathway B: the person is unemployed and expresses they do not want to work right now.</p>
<p>Unpaid internships, trade schools, and/or college</p>	<p>This is either the first work experience, or a temporary situation to develop and prepare the person to be successfully employed in the community.</p>
	<p>If the person wants competitive integrated work, talk with them about how these experiences are not the final destination, but rather stepping stones toward eventual paid work. We recommend proceeding to Pathway A: The person is unemployed and expresses interest in work.</p>
	<p>If the person does not want competitive integrated work, these experiences are still valuable life skills that may lead to eventual employment when the person is ready. We recommend proceeding to Pathway B: The person is unemployed and expresses they do not want to work right now.</p>

<p>Sheltered workshops, enclaves, sub-minimum wage, and/or in-kind compensation</p>	<p>These jobs are time-limited and prepare a person for future community work, but do not meet all the requirements for competitive integrated employment (CIE). A person should only access work in these settings when interested in a future CIE.</p>
	<p>If a person is interested in a future CIE position, we recommend proceeding to Pathway A: The person is unemployed and expresses interest in work. Pathway A is chosen because, although the person has a job, it is not in a CIE position. Supports should focus on what is needed to prepare them for CIE. Pathway D is not an available option in these settings.</p>
<p>Activities for which the person receives competitive pay in an integrated setting, but does not identify the activity as work (such as: agriculture, musician, freelance writer)</p>	<p>If the person participates in any competitively paid activity, but does not classify the activity as work, identify the type of work and compensation received. If the activity is CIE, but the person prefers another term, use this term as a reference for the employment discussion.</p>
	<p>Guidance in this situation is dependent upon the person and their unique work situation. Use your professional judgment to choose the appropriate pathway (A, B, C, or D).</p>

<p>Limited understanding of work or not sure about seeking work</p>	<p>If the person needs clarity to understand work or is unsure about looking for work, then the primary focus should be on gaining information, options, and experiences.</p>
	<p>If the person expresses interest in working, we recommend proceeding to Pathway A: The person is unemployed and expresses interest in work.</p>
	<p>If the person expresses no interest in working, we recommend proceeding to Pathway B: The person is unemployed and expresses they do not want to work right now.</p>
<p>Retired or chooses not to work right now</p>	<p>If the person is retired, preparing to retire, or not interested in work right now, the person may feel a desire to channel their time and energy into a different meaningful activity. We recommend proceeding to Pathway B: the person is unemployed and expresses they do not want to work right now.</p>
	<p>If the person chooses to retire, continue to help them plan activities for their vision of a good life. Answers to these questions can guide the discussion.</p> <ul style="list-style-type: none"> • What does retiring look like to you? • Tell me about some of your skills and interests. <ul style="list-style-type: none"> ◦ What new skills or interests would you like to explore? • If you could change or improve anything in your daily life what would it be? • What is something you have always wanted to learn more about? • If you are choosing not to work, how would you like to spend your time?

Appendix B

Explanations of vocational rehabilitation services

Service	Explanation
Counseling and guidance	A highly trained and skilled vocational rehabilitation counselor helps each client discover their unique strengths, barriers, and rehabilitation needs. They also help the client understand and develop a plan that leads to employment which is productive and satisfying.
Diagnostic and evaluation	Information shared through assessments or other documents to describe the person's ability to work are important. If they do not provide enough information to determine eligibility for services, an evaluation may be needed. This could include evaluation of physical, neurological, or psychological conditions. Additional assessments may include work strategy and discovery, and assistive technology assessments.
Restoration	Restoration services are those necessary to correct or improve a physical or mental impairment that impacts the individual's ability to become employed. Restoration services may address physical, neurological or psychological disabilities.
Assistive technology (AT)	Assistive technology is using technology, technology procedures, or scientific principles to help individuals in a variety of ways. AT can overcome barriers in transportation, rehabilitation, education, employment, independent living, and communication. It includes rehabilitation engineering, AT devices, and AT services.

Service	Explanation
Training	Training includes the approved activities required for the client to reach their employment goal. The goal is agreed on by both the client and VR Counselor in the Individualized Plan for Employment (IPE). This may include academic training, on the job training, and work based training.
Benefits counseling	Utah Work Incentives Planning Services (UWIPS) helps people who are currently receiving Social Security disability benefits (SSI/SSDI). They provide information on how work may affect their Social Security and other benefits (Medicaid, Medicare, food stamps, housing, etc.) UWIPS also educates people about work incentives and community resources that might be helpful.
Job placement	Job placement services are designed to assist a client in finding and retaining employment. VR has in-house staff called Choose to Work Specialists who provide job placement. VR also contracts with companies called Community Rehabilitation Programs (CRPs) to help clients with job placement and job coaching supports, if needed on a job.
Life skills and travel training	Life Skills and Job Readiness Training helps develop abilities to increase independence in seeking and keeping employment. Training may include exploring needs for independent living skills in many areas of life.
Additional services	Could include: Temporary Work Experiences, Work-Based Learning Experiences, Customized Employment, Self-Employment, and Pre-Employment Transition Services.