



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

# DSPD Employment Pathway Tool

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## Introduction

The Division of Services for People with Disabilities (DSPD) Employment Pathway Tool was developed to facilitate support for people receiving services in order to 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 compensated 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; and have access to opportunities for advancement and benefits. To this end, the DSPD Employment Pathway Tool has two major goals:

1. Identify the most appropriate employment pathway for people in services; and
2. Develop strategies to be included in the Person-Centered Support Plan (PCSP) that move the person in the direction of CIE.

## The Value of Employment

Employment gives the person a sense of purpose and self-esteem. It defines our identity and contribution in the community. Work helps us connect to society. Participation in the workforce strengthens the local economy and helps improve personal and family finances. All people, regardless of ability, deserve the option to be fully integrated into their community where they can live, learn, work and play through all phases of life. CIE in the general workforce is the first and preferred employment outcome. As a state agency, DSPD prioritizes strength-based approaches to obtaining CIE. ([Utah Code 26B-6-403.3](#): Employment first emphasis on the provision of services.)

### DSPD Employment First Values

- Development of knowledge, skills, and resources is needed to make informed choices, exercise self-determination, and maximize self-sufficiency.
- Promoting an individualized approach to development of employment options, one person at a time.

- Changing cultures, beliefs and expectations to encourage full participation in the workforce by people with disabilities.

## Design of the DSPD Employment Pathway Tool

This tool is designed to be a guide to facilitating effective conversations between the person receiving services, the important people in their life, and the service professional (typically the support coordinator). This document includes suggested question prompts to start a person-centered employment discussion. The question prompts are not meant to be mandatory or sequential.

Guided Conversations should:

- Gain perspective from the person's point of view.
- Broaden the person's understanding of options, information, and experiences to develop 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.

**Options:** people must have more than one option to choose from.

**Information:** people must have information on each of the options.

**Experience:** people must have experience of each of the options.



**The tool includes three main sections:**

Section 1: Identifying the Most Appropriate Employment Pathway for the person

The most appropriate pathway should be based on the person's experience and perception of employment. While CIE is the goal, for some people the term "work" can represent a variety of activities. If the pathway is not readily apparent, 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 four 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 working, but desires a change.

- D. The person would like to maintain their position and continue to grow in their career.

## Section 2: Exploring the Identified Employment Pathway

The second section is designed to discover the person's interests and desires; and to develop a more complete understanding of their current situation and expectations for their future. Question prompts are provided to give ideas on different topics that will help guide this conversation.

## Section 3: Develop the Services and Supports in the Person-Centered Support Plan

Following the question prompts, the tool then addresses ***Suggested Next Steps***. These sections are structured into the following three categories:

- ***Person-Centered Planning***: Assists the person to use available time each day to take part in activities that match interests, develop skills and add experiences to be used in current or future work.
- ***Vocational Rehabilitation (VR)***: Helps eligible people with disabilities, to prepare for, obtain or maintain employment and achieve independence. Services are designed to meet the person's unique employment needs.
- ***Transition Age- Person Centered Planning/Vocational Rehabilitation***: Offers specific recommendations for transition age (14-24) youth to connect to resources in the transition from school to the workforce.

## DSPD Employment Pathway Tool

Before beginning, the Support Coordinator should update USTEPS to reflect any changes in: Employment, Education/Credentials, Areas of Concern, Volunteer Activities, Voc Rehab, Person Centered Profile, Logs or any other relevant tabs that could inform this guided conversation, and also upload any relevant documentation.

### *Section 1. Identifying the Employment Pathway: To be completed for **ALL** Pathways*

Answers to these questions are intended to help identify the most appropriate employment pathway for the person. As you work through these questions, please consider 1) if any of the activities the person participates in are CIE and; 2) if any of these activities are opportunities that will eventually lead to CIE. Please refer to **Appendix A: Understanding a person's perception of work** for specific examples that may help further identify the appropriate pathway.

Suggested questions and prompts:

Do you have a job now?

- Have you ever had a job?
- What can you tell me about your job?
- How often did you (or do you currently) go to your job?
- Where is (or was) your job?
- What do (or did) you do when you are at your job?
- How do (or did) you get paid for this job?
- Tell me about your job coach, how are (or were) they helping you do your job well?

What daily or weekly activities do you regularly participate in?

- Are you happy each day?
- Are there specific days in your week that you are excited for?
- Are there days that you don't look forward to?
- Would you like to add a new activity or stop an activity?
- Tell me about the community activities you participate in regularly.

**Describe the person's current employment situation:** (employment experience, potential for informed choice, etc.)

### What Pathway do I go to?

1. Does the person have a job?      No\_\_\_\_\_ (go to a.)      Yes\_\_\_\_\_ (go to b.)
  - a. If No, is the person ready and interested in pursuing employment at this time?
    - i. \_\_\_\_\_ person is interested and ready to pursue employment. Continue to Pathway A.
    - ii. \_\_\_\_\_ person is not interested in employment or may be working to prepare for employment. Continue to Pathway B.
    - iii. \_\_\_\_\_ person is retired, not of working age, or chooses not to work at this time. Continue to Pathway B.
  - b. If Yes, are they satisfied with the job that they have or do they desire a change in position or industry?
    - i. \_\_\_\_\_ person desires change in position or industry. Continue to Pathway C.
    - ii. \_\_\_\_\_ They are satisfied and do not desire a change to position or industry. Continue to Pathway D.

## **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?

Summarize the employment conversation (What are the relevant details?):



### ***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 style="text-align: center;"><b><u>Transition Age (14-24): Person-Centered Planning</u></b></p> <p>Youth who are transition age (14-24) should have a Support Coordinator attending Individualized Education Plan (IEP)</p>	<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>
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<p>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, and the PCSP. <ul style="list-style-type: none"> <li>○ Create the same expectations for work in the home, community, and school.</li> <li>○ Establish age-appropriate responsibilities and natural consequences in all settings.</li> </ul> </li> <li>● Build familiarity with accommodations, technology, devices, and supports.</li> <li>● Participate in an internship, or temporary seasonal and summer work experiences.</li> <li>● Conduct virtual and in-person informational interviews.</li> <li>● Develop social connections and engage in job development activities.</li> </ul>	<p style="text-align: center;"><b><u>Transition Age (14-24): VR</u></b></p> <p>Youth who are transition-age (14-24) could speak with a VR counselor about:</p> <ul style="list-style-type: none"> <li>● Aligning PCSP and school district goals with the VR goal;</li> <li>● Pre-Employment Transition Service options (Pre-ETS);</li> <li>● Job placement activities including Customized Employment;</li> <li>● Coordinate any accommodations or assistive technology needs for the person;</li> <li>● Age-appropriate vocational training (life skills, interviews, resumes, etc.);</li> <li>● Temporary work experiences (internships, summer employment, etc.);</li> <li>● Work based learning opportunity; and</li> <li>● Post secondary goals including college.</li> </ul> <p><a href="https://jobs.utah.gov/usor/vr/services/student/preetshandout.pdf">https://jobs.utah.gov/usor/vr/services/student/preetshandout.pdf</a></p>
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**Next Steps:**

**Employment Goal:** \_\_\_\_\_ Not Applicable

**Person Centered Planning Next Steps:** \_\_\_\_\_ Not Applicable

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**Vocational Rehabilitation Next Steps:**      ☐ Not Applicable

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## **Pathway B: The person is unemployed and expresses they do not want to work right now**

### ***Section 2. Exploring Pathway B: What can we talk about to really understand why the person feels this way?***

Suggested question and prompts for Pathway B:

- ❖ 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 learn more about?
- ❖ 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.
- ❖ Do you have enough money to do the things you would like to do?
- ❖ Tell me a bit about why you are not interested in finding a job.
- ❖ Is there anything about getting a job that scares you?
- ❖ What would need to change in order for you to try work?
- ❖ How would your life change if you chose to be more involved in the community?

Summarize the employment conversation (What are the relevant details?):

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

Suggested Next Steps for Pathway B: The person is unemployed and expresses they do not want to work right now

<p style="text-align: center;"><b><u>Person-Centered Planning</u></b></p> <ul style="list-style-type: none"> <li>● Use life domain sections in the PCSP to refine goals by: <ul style="list-style-type: none"> <li>○ Connecting strategies with emerging interests;</li> <li>○ Looking for interest based skills that integrate and include the person in their community; and</li> <li>○ Focusing on strengths and addressing barriers to employment with an action plan as they surface.</li> </ul> </li> <li>● Adjust current services to ensure PCSP 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 participation, and</li> <li>○ New or expanding social connections.</li> </ul> </li> <li>● Address any resistance from Support Team.</li> <li>● Create opportunities for virtual and in-person interest based activities to gain informed choice. Examples include: YouTube or in-person workplace tours, educational Google searches, informational interviews, O*NET database inquiry, etc.</li> <li>● Use success stories to encourage the idea of future work. <ul style="list-style-type: none"> <li>○ Focus on peers, potentially in the same setting with positive work experiences.</li> </ul> </li> <li>● Take classes for certification to improve skills, education, and training in a field of interest. Examples include: <ul style="list-style-type: none"> <li>○ Courses at local community colleges,</li> </ul> </li> </ul>	<p style="text-align: center;"><b><u>Vocational Rehabilitation (VR)</u></b></p> <ul style="list-style-type: none"> <li>● For Pathway B, use your professional judgment to determine whether VR services are needed to reach informed choice. If now is not the time to talk with VR, provide written documentation and focus on next steps in the PCSP.</li> <li>● <b>If the person becomes interested in employment, move to Pathway A.</b> You may still want to contact VR within the next plan year to discuss the services listed below.</li> </ul> <p style="text-align: center;"><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 style="text-align: center;"><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> </ul>
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- Independent Living Centers,
- One-stop career centers, or
- Vocational Training Programs.
- Utilize interest-specific networks, or other resources such as: University Career Centers, 211, volunteermatch.org, justserve.org, and volunteer centers at city, county, or state levels to identify potential volunteer activities.

#### **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.
  - Create the same expectations for employment in the home, community, and school.
  - Establish age appropriate responsibilities and natural consequences in all settings.
- Increase exposure to all age-appropriate, community based activities of interest.
- Encourage the expectation of chores and contribution in the person's home.
- Build familiarity with all appropriate accommodations, technology, devices and supports.
- Find and participate in any desired volunteer experiences.
- Develop and grow social connections.

- 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:

- Information on a vocation, position, job title, workplace support need, etc;
- Aligning USOR and school district goals with the PCSP;
- Pre-Employment Transition Services (Pre-ETS);
- Customized Employment;
- Coordinate any assistive technology needs for the person;
- Age-appropriate vocational trainings (life skills, interviews, resumes, etc.);
- Temporary Work Experiences (internships, summer employment, etc.);
- Work Based Learning Opportunities; and
- Post secondary goals including college.

<https://jobs.utah.gov/usor/vr/services/student/preetshandout.pdf>

**Next Steps:**

What informed choice activities for employment have you completed over the past year? What is your plan for new informed choice activities this year?

**Person Centered Planning Next Steps:**      \_\_\_ Not Applicable

**Vocational Rehabilitation Next Steps:**      \_\_\_ Not Applicable

## **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?

Summarize the employment conversation (What are the relevant details?):

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### ***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 style="text-align: center;"><b><u>Person Centered Planning</u></b></p> <ul style="list-style-type: none"> <li>● Use life domain sections in the PCSP to improve goals by: <ul style="list-style-type: none"> <li>○ Connecting strategies with emerging interests; and</li> <li>○ Developing interest based skills that translate to community engagement.</li> </ul> </li> <li>● Focus on strengths and address barriers to employment with an action plan as they surface.</li> <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>○ Activities that reflect desired change,</li> <li>○ Independence from paid supports,</li> <li>○ Building skills that easily translate to a worksite,</li> <li>○ Self-advocacy,</li> <li>○ Community participation, and</li> <li>○ New or expanding social connections.</li> </ul> </li> <li>● Identify possible allies to support requested change <ul style="list-style-type: none"> <li>○ Some examples include: coworkers, friends, family members and other support team members</li> </ul> </li> <li>● Take classes for certification to improve skills, education and training in a field of interest. Examples include: <ul style="list-style-type: none"> <li>○ Courses at local community colleges,</li> <li>○ Independent Living Centers,</li> </ul> </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>○ Information from suggested questions section;</li> <li>○ Potential positions of interest;</li> <li>○ Prior work experiences and volunteer opportunities;</li> <li>○ Current PCSP goals;</li> <li>○ Anticipated action steps; and</li> <li>○ Strengths and known barriers.</li> </ul> </li> </ul> <p style="text-align: center;"><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 style="text-align: center;"><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> </ul>
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- 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 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.

- 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:

- 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>

- 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.

**Next Steps:**

**Employment Goal:** \_\_\_\_\_ Not Applicable

**Person Centered Planning Next Steps:** \_\_\_\_\_ Not Applicable

**Vocational Rehabilitation Next Steps:** \_\_\_\_\_ Not Applicable

## **Pathway D: The person would like to maintain their position and continue to grow in their career**

### ***Section 2: Exploring Pathway D: What support does the person need to maintain their job?***

Suggested question 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?
- ❖ Do you enjoy working with your co-workers? Your supervisor?
- ❖ Do you want more hours? How many more hours are you interested in?
- ❖ Do you have enough money and support to do the things you want to do?
- ❖ Specific to your job, are there new tasks or responsibilities you would like to try?
- ❖ What other jobs do you know about?
- ❖ What is your dream job?
- ❖ What new activities would you like to try outside of work?
- ❖ Is there another company you would like to explore for the future?
  - What work would you like to do there?

Summarize the employment conversation (What are the relevant details?):

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

Suggested Next Steps for Pathway D: The person would like to maintain their position and continue to grow in their career

<p style="text-align: center;"><b><u>Person-Centered Planning</u></b></p> <ul style="list-style-type: none"> <li>● Update work-based goals and review all existing supports. <ul style="list-style-type: none"> <li>○ Address any changes needed to goals or supports.</li> <li>○ Focus on maintaining the job, opportunities for advancement, and inclusive community activities.</li> </ul> </li> <li>● Discuss opportunities for progress such as: <ul style="list-style-type: none"> <li>○ Independence from paid supports, <ul style="list-style-type: none"> <li>■ Plan to fade direct job coaching;</li> </ul> </li> <li>○ Increases in wages and hours;</li> <li>○ Expanded job duties or cross training;</li> <li>○ Opportunities to grow professional and personal social connections; and</li> <li>○ Continuing education opportunities to keep credentials current.</li> </ul> </li> </ul> <p><b><u>Transition Age (14-24): Person-Centered Planning</u></b></p> <ul style="list-style-type: none"> <li>● Youth who are transition age (14-24) should have a Support Coordinator attending <b>Individualized Education Plan (IEP)</b> meetings as part of the Transition Team. In addition, an effort should be made to: <ul style="list-style-type: none"> <li>○ Align goals between VR, the school district, and the PCSP.</li> </ul> </li> </ul>	<p style="text-align: center;"><b><u>Vocational Rehabilitation (VR)</u></b></p> <p>It is not recommended in this pathway to meet with VR. <b>If you still want to discuss VR resources, please move to Pathway C: “The person is currently working but desires a change”</b></p> <p style="text-align: center;"><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 style="text-align: center;"><b><u>Transition Age (14-24): VR</u></b></p> <p>It is not recommended in this pathway to meet with VR. <b>If you still want to discuss VR resources, please move to Pathway C: “The person is currently working but desires a change”</b></p> <p>Youth who are transition age (14-24) could speak with a VR counselor about:</p> <ul style="list-style-type: none"> <li>● Aligning PCSP, and school district goals with VR;</li> <li>● Pre-Employment Transition Services (Pre-ETS);</li> <li>● Customized Employment;</li> </ul>
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<ul style="list-style-type: none"> <li>■ If the job is temporary or entry level, discuss a plan for future permanent work,</li> <li>○ Consider concurrent enrollment while in high school.</li> <li>○ Build familiarity with accommodations, technology, devices, and supports.</li> <li>○ Develop social connections.</li> <li>○ Find resume building activities such as: <ul style="list-style-type: none"> <li>■ Volunteering in the desired industry,</li> <li>■ Job shadowing,</li> <li>■ Informational interviews,</li> <li>■ Involvement in community activities, or</li> <li>■ High school leadership and clubs.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Coordinate any assistive technology needs for the person;</li> <li>● Age-appropriate vocational trainings (life skills, interviews, resumes, etc.);</li> <li>● Temporary Work Experiences (internships, summer employment, etc.);</li> <li>● Work Based Learning Opportunities; and</li> <li>● Post secondary goals including college.</li> </ul> <p><a href="https://jobs.utah.gov/usor/vr/services/student/preetshandout.pdf">https://jobs.utah.gov/usor/vr/services/student/preetshandout.pdf</a></p>
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**Next Steps:**

**Employment Goal:** \_\_\_\_\_ Not Applicable

**Person Centered Planning Next Steps:** \_\_\_\_\_ Not Applicable

**Vocational Rehabilitation Next Steps:**      ☐ Not Applicable

## Appendix A. Understanding the person's perception of work

- **Competitive Integrated Employment (CIE)/Self Employment**

- If the person is in an integrated work setting 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.**
- If the person communicates a desire to maintain their CIE job, we recommend **proceeding to Pathway D: The person would like to maintain their position and continue to grow in their career.** Pathway D is not recommended for positions that are not CIE, such as enclaves, sub-minimum wage positions, or sheltered workshops, etc. (See "Sheltered Workshops/Enclaves/Sub-minimum Wage" guidance below)

- **Paid Internship/Time-Limited/Seasonal Position**

- If the person is currently in a paid internship, the position is temporary and a natural change will occur resulting in either a permanent hire 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.**

- **Day Services participation/chores around the house/volunteer activities**

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.

- If the person is *interested* in work right now, additional exposure to potential careers is needed at this stage. Discuss 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.**
- If the person is *not interested* in work right now, additional exposure to meaningful replacement activities is needed at this stage. Discuss a variety of individualized interests. We recommend **proceeding to Pathway B: The person is unemployed and expresses they do not want to work right now.**

- **Unpaid Internships/Trade School/College**

This is either the first work experience, or a temporary situation to develop and prepare the person to be successful in CIE.

- If the person wants competitive integrated work, discuss how these experiences are stepping stones toward eventual paid work and not a destination. We recommend **proceeding to Pathway A: The person is unemployed and expresses interest in work.**



- 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.**
- **Sheltered Workshops/Enclaves/Sub-minimum Wage/In-kind Compensation**  
These jobs are time limited, 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.
  - 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 the person has a job, but 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.
- **Activities for which the person receives competitive pay in an integrated setting, but does not identify the activity as work (e.g. Agriculture, Musician, Freelance Writer)**
  - If the person participates in any competitively paid activity, but does not classify the activity as work, please 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.
    - 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).**
- **Limited Understanding of Work or Not Sure About Seeking Work**
  - If the person needs clarity to understand work or is unsure about seeking work, gaining information, options and experiences should be the primary focus.
    - If the person expresses *interest* in working, we recommend **proceeding to Pathway A: The person is unemployed and expresses interest in work.**
    - 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**
- **Retired or Chooses Not to Work Right Now**
  - 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.**