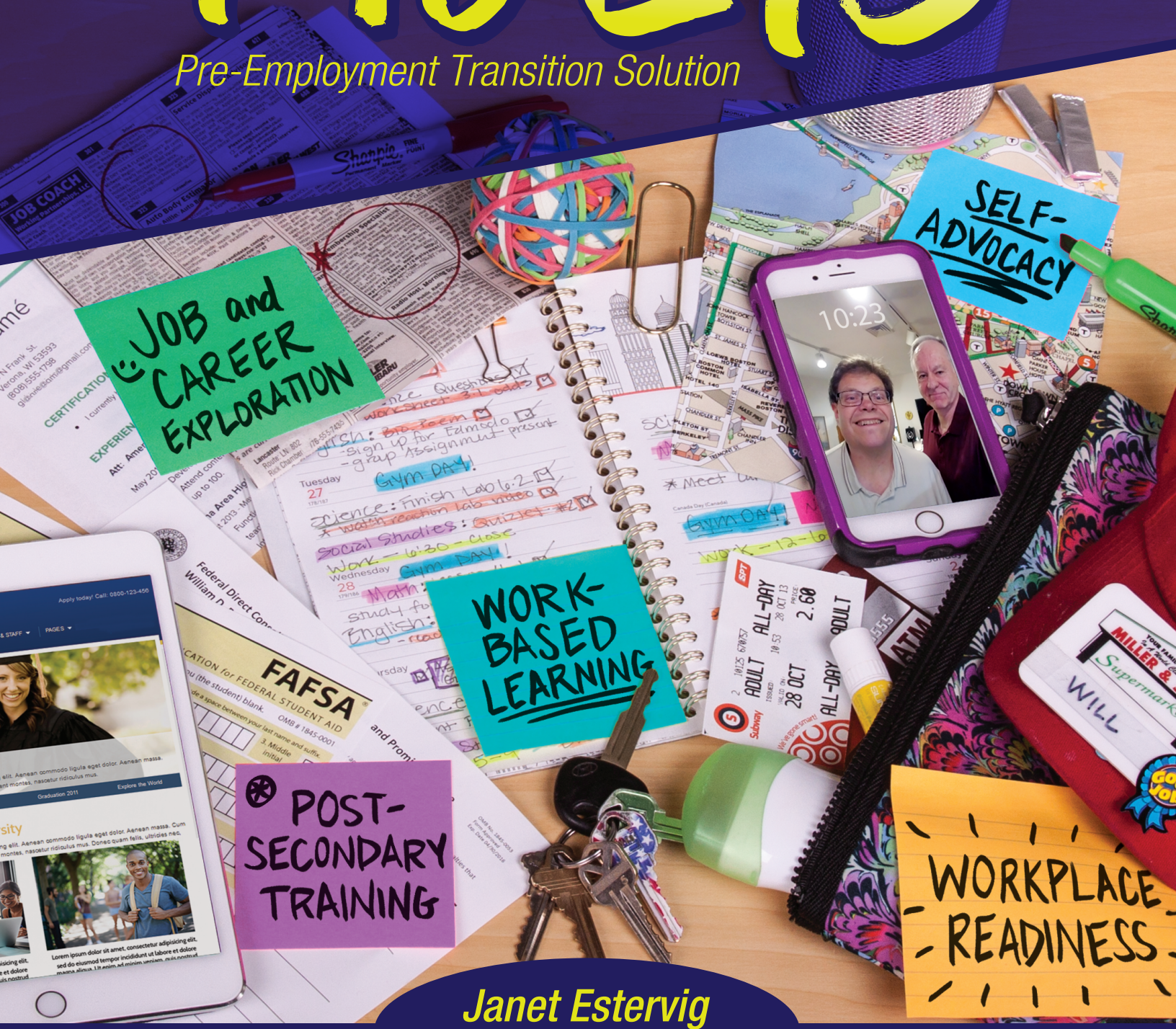


# Attainment's Pre-ETS

Pre-Employment Transition Solution



Janet Estervig  
Whitney Fowler



# **Pre-ETS**

## **Pre-Employment Transition Solution**

### **INSTRUCTOR'S GUIDE**

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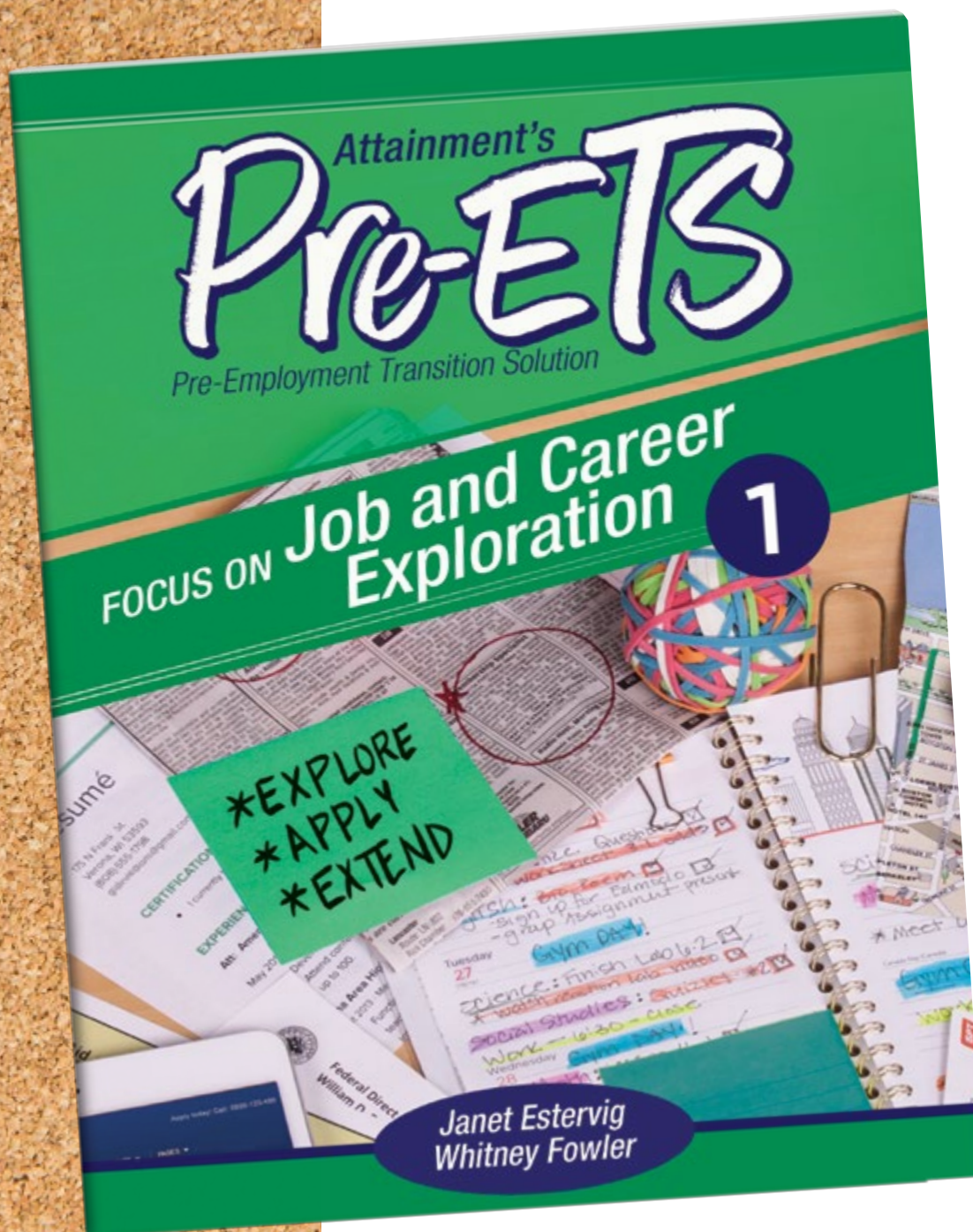
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# CONTENTS

<b>Introduction</b>	<b>1–5</b>
<b>Pre-ETS Workbook 1: Focus on Job and Career Exploration</b>	<b>7–51</b>
<b>Explore</b>	<b>8–23</b>
Chapter 1	8–13
Picture Vocational Interest Inventories Overview	
Lesson 1: Picture Vocational Interest Inventory	
Lesson 2: Student Results Review	
Chapter 2	14–19
Career Opportunities Overview	
Lesson 1: Opportunities in the Current Labor Market	
Lesson 2: Nontraditional Employment Option	
Chapter 3	20–23
Career Speakers Overview	
Lesson 1: Writing and Asking Questions for Guest Speakers	
<b>Apply</b>	<b>24–41</b>
Chapter 4	24–27
Vocational Interest Inventory Overview	
Lesson 1: Vocational Skills Ability Profiler	
Chapter 5	28–33
Career Awareness and Vocational Skills Overview	
Lesson 1: Skills Needed for In-Demand Careers	
Lesson 2: Vocational Skill Development	
Chapter 6	34–37
Career and Technical Student Organizations Overview	
Lesson 1: What Are Career and Technical Student Organizations and Getting Involved	
Chapter 7	38–41
Guest Speakers Overview	
Lesson 1: Guest Speakers	
<b>Extend</b>	<b>42–51</b>
Chapter 8	42–45
Vocational Self-Assessment Overview	
Lesson 1: Self-Assessment of Vocational Role	





# APPLY

## Chapter 5: Lesson 1

### Vocational Skills Needed for In-Demand Careers

#### Materials

- **Focus on Job and Career Exploration:**  
pgs. 49–57
- **PowerPoint:**  
Pre-ETS 1 CH 5 Lesson 1.pptx
- **Additional Resources to Print, Pre-ETS 1:**  
pgs. 5–8



#### Instruction

Say, **In a previous lesson, you took an assessment that measured your job skills. Can someone tell me about a question from the assessment?**

When students answer, ask them why they think this question was used for the assessment. Use student answers as a benchmark for moving forward with this lesson.

Say, **Today you will learn more about the six vocational skill areas that were previously tested. We will go over the jobs and the in-demand industries related to each skill area. Let's get started.**

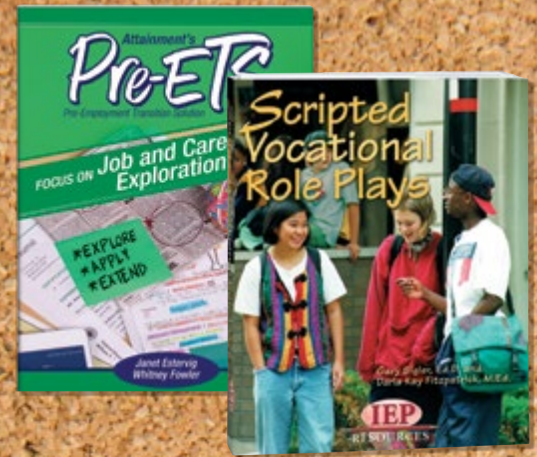
Project the PowerPoint onto the whiteboard, pass out **Focus on Job and Career Exploration**, and turn to pg. 49.

Say, **For each slide, you will need to take notes on the vocations related to the skill area and in-demand industries.**

Read each slide, and prompt students to take notes.

The final directions in **Focus on Job and Career Exploration**, pg. 50, ask students to look over the list of jobs and circle jobs that interest them.

Say, **Now that you know more about the vocational skill areas related to different career industries, you can use this information, along with your assessment results, to plan the next steps for your future career.**



**Vocational Skills Needed for In-Demand Industries**

What is the Vocational Skills Profiler?

What can I do with the results from the Ability Profiler?

**Arithmetic Reasoning:**

Jobs related to this skill area	In-demand jobs for this skill area

**Verbal Ability:**

Jobs related to this skill area	In-demand jobs for this skill area

**Spatial Ability:**

Jobs related to this skill area	In-demand jobs for this skill area

Focus on Job and Career Exploration | APPLY 49



#### Level It!

For students that need accommodations for reading/writing, provide sentence starters for questions. For the jobs related to skill areas, provide students with pictures to choose and match to the table.

## Document It



Students who complete pgs. 49–50 from **Focus on Job and Career Exploration** have demonstrated that they can use problem-solving skills by identifying and defining a problem. Use this as evidence of their understanding.

## Bring It to Life



### Career 20 questions—

Assign each student an obscure career (actuary, cartographer, epidemiologist, hydrologist, urban planner, curator, audiologist, diagnostic medical sonographer). Give the students a short time to research the career, and then play 20 questions. Have the students try to determine which career matches the one they were assigned.

## Independent Practice

**School:** If time permits, choose two students to read *What to Look for in Your Career* from **Additional Resources to Print**, pgs. 5–8. When the students have finished the role play, work as a group to complete pg. 51 in **Focus on Job and Career Exploration**.

**Home:** Send home **Focus on Job and Career Exploration**. Students should read the story on pgs. 52–57, and answer the questions at the end of the story with others at home.

## Professional Development

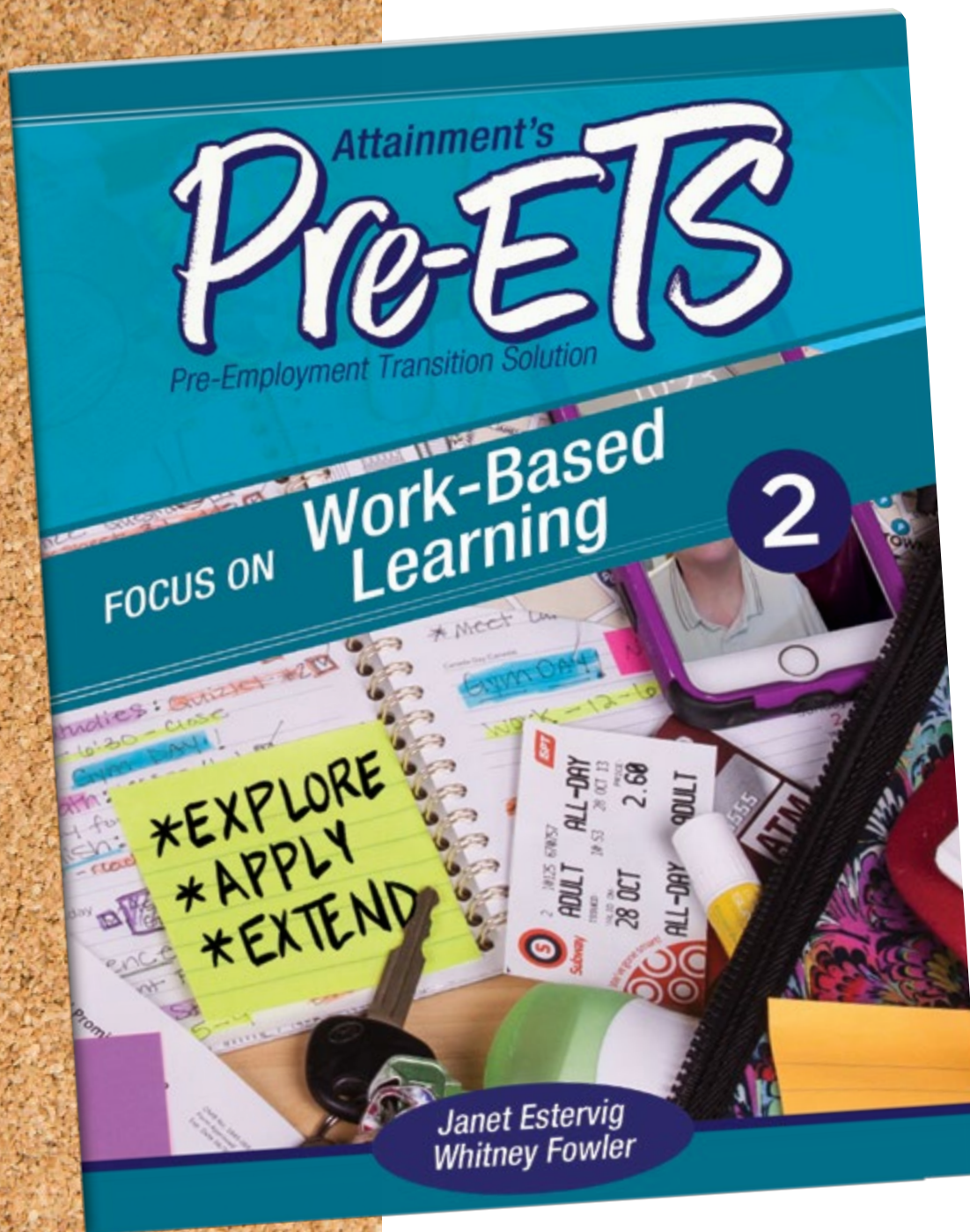
Researching in-demand industries in your state and communities can be completed by going to your state Department of Labor or Workforce Development websites.

Complete a search by typing in your state and “high-demand jobs” or “high-demand fields.” That will lead you to informational websites.

Also, your county or city may have more localized information on high-demand jobs. There will be jobs listed that may not match the skills of your students, but it will give you information on which employers are hiring and what fields are in demand in your communities. This information can lead you to further research entry-level jobs in these fields.









# EXPLORE

## Chapter 2: Overview

### Building Tools for On-the-Job Skills

#### Learning Objectives

- Students will learn how to make a vocational checklist and how to use it to complete tasks.
- Students will develop basic vocational capacity in the areas of sorting, assembling, put in, take out, and coordination.
- Students will learn how to break down a task.
- Students will learn how to identify when they need support for task completion.
- Students will learn how a job coach/skills trainer can support them at work.
- Students will identify areas where they need assistance at work.
- Students will learn how to decrease the support they receive on their job.
- Students will learn how to create a plan toward independence.

#### Instruction

##### Pre-Instruction:

Vocabulary Lesson (recommended)

Lesson 1: *Using a Checklist*

Lesson 2: *Types of Vocational Tasks*

Lesson 3: *Breaking Down a Task*

Lesson 4: *What does a Job Coach/Skills Trainer do?*

Lesson 5: *Creating Independence at Work*

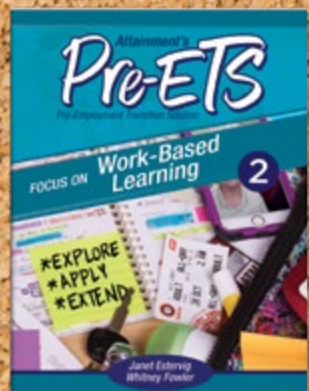
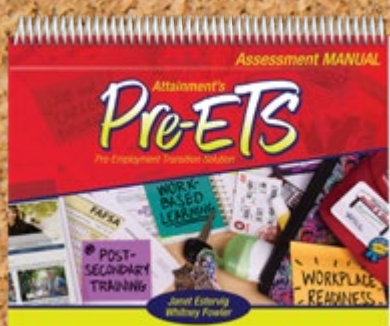
##### Assessment Manual:

From the Assessment Manual, complete the *Employment Assessment* as part of the Discovery process to determine students strengths,

challenges, skills, levels of performance, interests, aptitudes, preferred activities and environments, and support needs including strategies that have been successful in the past.

#### Materials

- **Focus on Work-Based Learning:**  
pgs. 13–49
- **PowerPoint:**
  - Pre-ETS 2 CH 2 PowerPoint Lesson 1.pptx
  - Pre-ETS 2 CH 2 PowerPoint Lesson 2.pptx
  - Pre-ETS 2 CH 2 PowerPoint Lesson 4.pptx





- **Web Resources:**

Video Clip: <https://www.youtube.com/watch?v=GR9osqG2kxU>

- **Task Boxes (Bring from Home):**

*Recommendations:*

- *Putting together a First Aid Kit*
- *Putting together a Pencil Pouch*

- **Assessment Manual:** (Print from PDF file on the HUB) *Employment Assessment*

## EXTRA!

For students who need to build vocational skills, check out Attainment's **Pre-Voc** activities.

<https://www.attainmentcompany.com/catalogsearch/result/?q=pre-voc>



## Lesson:

1. At work, Jamie uses a **checklist** to stay on task.
2. Chris has one **task** to finish before his shift is over.
3. Cami needs to **sort** the silverware at her restaurant job.
4. Danny will **assemble** toothbrush kits when working today.
5. Maria uses hand-eye **coordination** to sew buttons on shirts at work.
6. Gabe's assignment is to take cubes and **put them in** the box.
7. Jeanie separates the combs by **category**.
8. Mel's boss at the pizza shop expects his work to be **consistent**.
9. Arianna had a **productive** day assembling first aid kits.
10. When cleaning the restrooms at his job, Thomas is **independent**.
11. Matt's job coach **supports** him at his job.
12. Phillip needs to **break down** his work tasks.
13. This week at her job, Jenik's boss will **progress monitor** her work.

## Vocabulary

### Instruction:

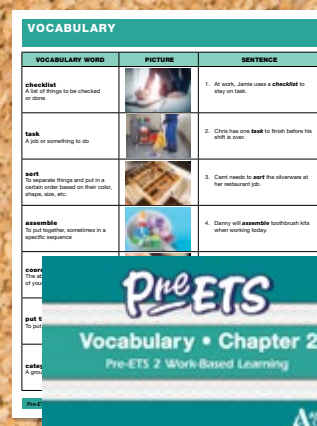
- Read each vocabulary word and definition from the PowerPoint.
- Give students an example using the word in a sentence.
- Have students write notes with leveled student vocabulary sheets.

## IEP Goal ☆☆☆

Given instruction, (student) \_\_\_\_\_ will identify, organize, and complete assigned tasks using a checklist in the workplace (criteria) \_\_\_\_\_ as measured by a teacher-generated checklist.

## Take It Further! 🌀

Students who have demonstrated mastery of Pre-ETS 2 **Explore** skills in Chapters 1, 2, 3, and 4, and would continue to develop skills using **Apply** Chapters 5, 6, and 7.







# EXTEND

## Chapter 7: Lesson 3

### Informed Consent

#### Materials

**Focus on Post-Secondary Training:**  
pgs. 82–91

#### Instruction

Say, **Can someone tell me how they have used the five-step decision-making process?**

Student answers will vary, but good examples come from the worksheets they completed in previous lessons.

Say, **Now that you have practiced using the decision-making process, let's apply it to decisions you might make as an adult, for example giving your permission. Let's get started.**

Pass out **Focus on Post-Secondary Training** and turn to pg. 84.

Students should work in pairs or small groups to read pgs. 82–89. When they finish reading the first section, they should answer the questions on pg. 82.

When all the groups have finished reading and answer the questions, work as a group to review the information and their answers about informed consent.

Say, **You have collected information about becoming an independent adult. It is up to you to use the decision-making process to begin planning your future. Set goals and the steps to achieve these goals for school, work, and living.**



#### Informed Consent

To give consent means giving someone permission to do something. Informed means you know what's going on. Informed consent means you gave your permission. At the end of your transition meeting, you will be asked to sign your name and give your "Informed Consent." By signing your name, this means that you are saying:



1. You were involved in the planning process.
2. You will work to make the plan happen.
3. You are giving the school permission to do these things.

Is all that true? Ask your teacher to get a copy of your most recent transition plan or IEP. Did you sign it? Maybe you did and maybe you did not. But at some point, you are going to be asked to sign your transition plan or IEP and give your informed consent.

#### Step 1: Define your problem.

So what's the problem? The problem is "Do I sign this form?"

#### Step 2: Outline your options.

List your options:

\_\_\_\_\_

Pretty easy this time, right? Sign or don't sign the form!

#### Step 3: Identify the outcome of each option.

List some of the things that might happen if you sign:

\_\_\_\_\_

What happens if you don't sign? List these things here:

\_\_\_\_\_

82 EXTEND | Focus on Post-Secondary Training

#### Document It



Students who complete pgs. 82 and 89 from **Focus on Post-Secondary Training** have demonstrated that they know how to use the decision-making steps. Use this as evidence of their ability.

#### Extension



**Focus on Post-Secondary Training**, pg. 83.



## Bring It to Life

- Take a field trip to your local job center.
- Have a vocational rehabilitation counselor speak with your class about employment resources in their community.

## Independent Practice

**School:** Additional activities to support this lesson, if time permits, can be found in **Focus on Post-Secondary Training**, pg. 90.

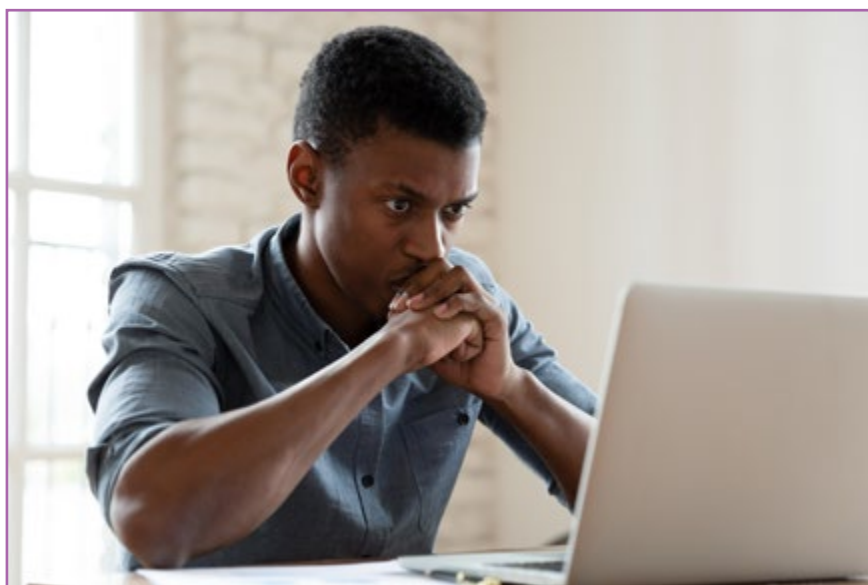
**Home:** Send home **Focus on Post-Secondary Training**, pg. 91, so that students can complete it at home with others.

## Professional Development

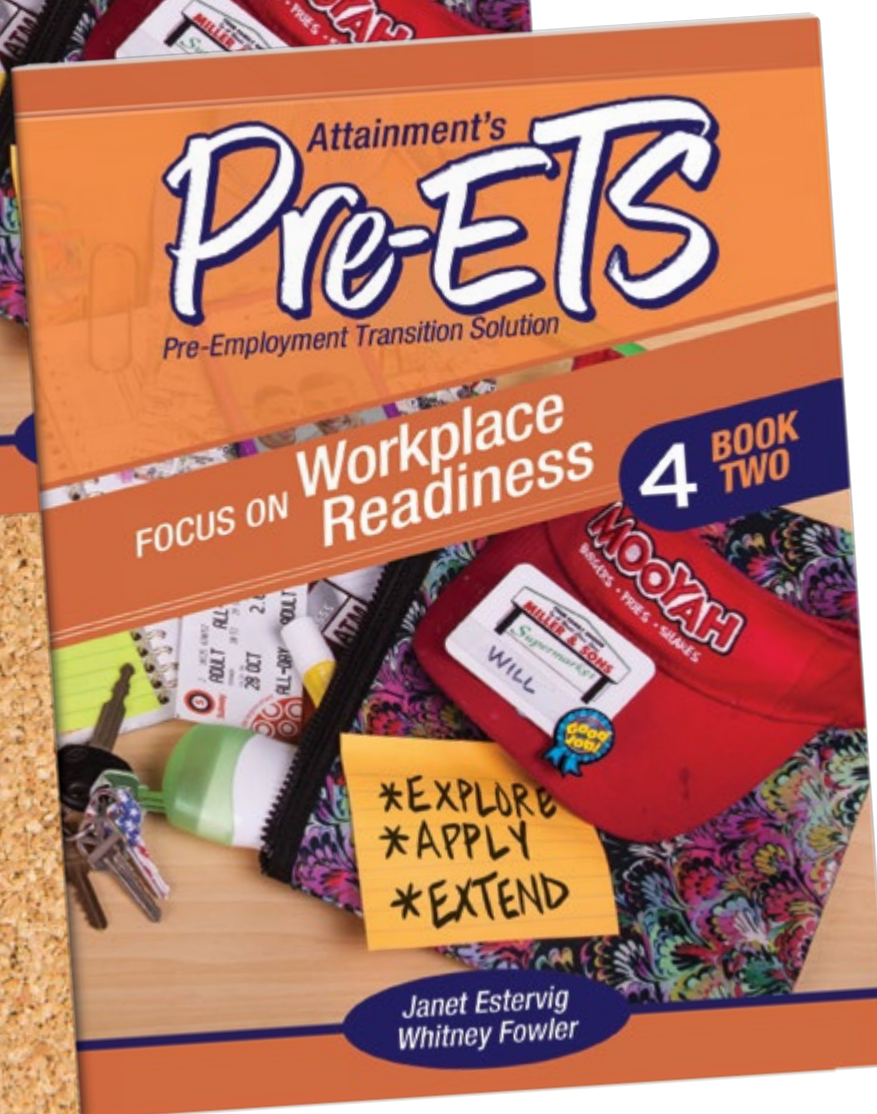
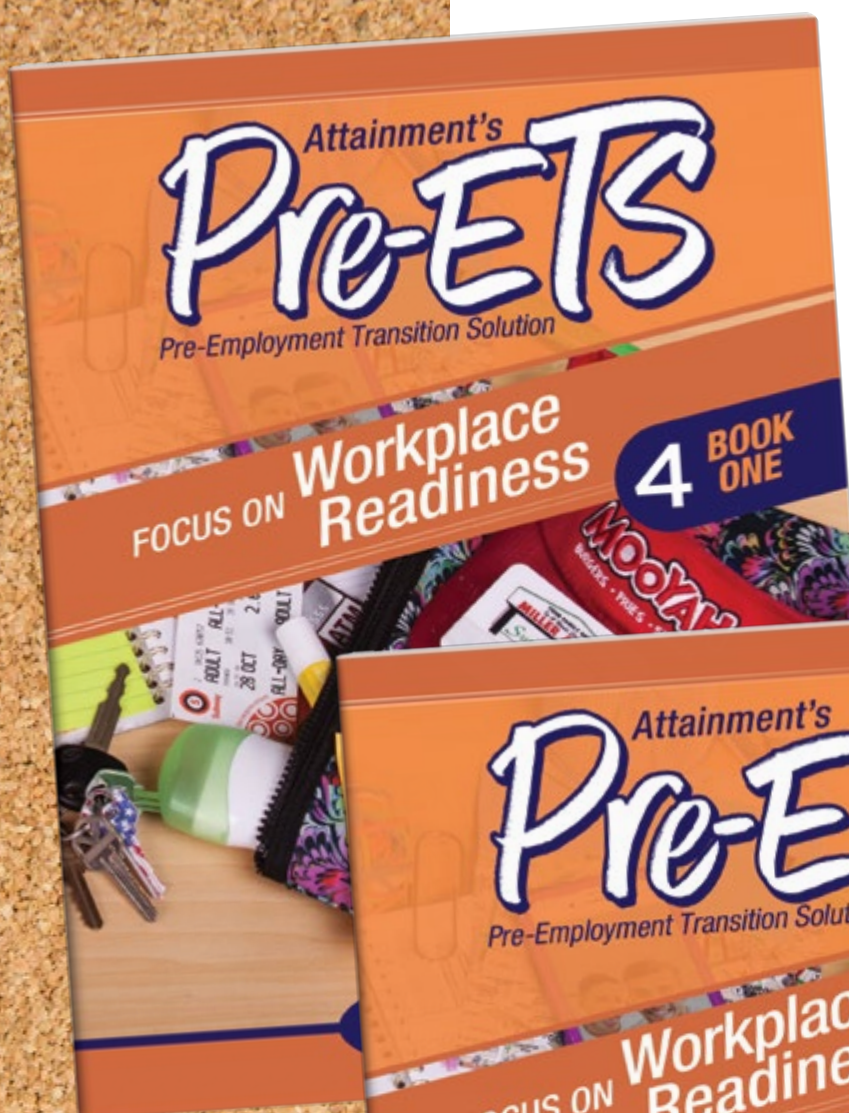
*Safety Awareness for Empowerment* can be found in the **Professional Development PDFs, Pre-ETS 3** folder on the HUB.

Informed Consent: What It Is and How It Works:

<https://www.understood.org/en/school-learning/your-childs-rights/basics-about-childs-rights/informed-consent-what-it-is-and-how-it-works>









# EXPLORE

## Chapter 2: Overview

### Independent Living Skills

#### Learning Objectives

- Students will identify the independent living skills needed.
- Students will learn how to develop and practice a daily hygiene routine.
- Students will learn the steps to shower, brush hair, brush teeth, and get dressed.
- Students will learn to identify healthy and non-healthy foods, identify utensils, and know their use when cooking, and use the microwave to prepare simple meals.
- Students will learn the cost of items.
- Students will learn to identify wants vs. needs.
- Students will learn how to make and stay within a daily budget.
- Students will learn the rules for using a cell phone for calls, text messages, and photos.
- Students will learn to resist bullies and peer pressure.
- Students will learn how to prevent common illnesses.
- Students will learn basic first aid procedures.
- Students will learn the community rules for pedestrians and getting lost.
- Students will learn the steps to complete basic household chores.
- Students will assess what they know about transportation.

#### Instruction

Vocabulary Lesson (recommended)

Lesson 1: *Independent Living Assessment*

Lesson 2: *Basic Hygiene Routine*

Lesson 3: *Nutrition and Meal Preparation*

Lesson 4: *Money Basics and Budgeting*

Lesson 5: *Using a Cell Phone*

Lesson 6: *Personal Health and  
Community Safety*

Lesson 7: *Chores Around the House*

Lesson 8: *Transportation*


#### Continued Practice:

For students who can use additional practice with any of the independent living skills, make variations to the lessons for repeated practice.





## Materials

- **Focus on Workplace Readiness, Book 1:**  
pgs. 43–114
- **Additional Resources to print,**   
**Pre-ETS 4 Book 1:** pgs. 27–133
- **Assessment Manual:** (Print from PDF file on the HUB)
  - *Independent Living Assessment*
  - *Independent Living Assessment Scoresheet*
  - *Travel Journey Assessment*
- **PowerPoint:** (On the HUB: PowerPoints)
  - Pre-ETS 4 CH 2 PowerPoint Lesson 4.pptx
  - Pre-ETS 4 CH 2 PowerPoint Lesson 6.pptx
- **Personal Success Software** (includes video)
- **Social Success Software** (includes video)
- **Living on Your Own DVD**
- **Web Resources:**
  - <http://www.pacer.org/bullying/resources/sites-for-kids-and-teens.asp>
  - <http://do1thing.com/topics/first-aid>



## EXTRA!

For additional materials to support this chapter, not included with Pre-ETS, check out Attainment's **Life Skill Readers**.

<https://www.attainmentcompany.com/life-skill-readers>



## Vocabulary

### Instruction:

- Read each vocabulary word and definition from the PowerPoint.
- Give students an example using the word in a sentence.
- Have students write notes with leveled student vocabulary sheets.

### Lesson:

1. Sammy ate vegetables with her dinner for good **nutrition**.
2. Tamor has a **budget** of \$1,500 per month to spend on living expenses.
3. With her first paycheck, Blanche purchased new **electronics** for herself.
4. Nico's landlord went over fire **safety** for the apartment complex.
5. Romey needed to arrange **transportation** to get to her job on time.
6. Zayden formed a new **friendship** with her coworker.









## IEP Goal ☆☆☆

Given instruction, (student) \_\_\_\_\_ will demonstrate understanding of the skills needed to live independently (criteria) \_\_\_\_\_ as measured by the Independent Living Assessment.

## Take It Further! 🌀

Students who have demonstrated mastery of Pre-ETS 4 **Explore** skills in Chapters 1, 2, 3, and 4, and would continue to develop skills using **Apply** Chapters 5, 6, 7, and 8.

VOCABULARY		
VOCABULARY WORD	PICTURE	SENTENCE
<b>nutrition</b> Food giving health		1. Sammy ate vegetables with her dinner for good <b>nutrition</b> .
<b>budget</b> Money a plan on how you will spend your money each week, or month		2. Tamor has a <b>budget</b> of \$1,500 per month to spend on living expenses.
<b>electronics</b> Devices such as T.V., computer, or cell phone		3. With her first paycheck, Blanche purchased new <b>electronics</b> for herself.
<b>safety</b> Free from harm or danger		4. Nico's landlord went over the <b>safety</b> for the apartment complex.
<b>transportation</b> A way of moving people or things		5. Romey needed to arrange <b>transportation</b> to get to her job on time.
<b>friendship</b> The relationship between two people who like each other and help each other		6. Zayden formed a new <b>friendship</b> with her coworker.

# EXTEND

## Chapter 11: Overview Civic Responsibility

### Learning Objectives

- Students will learn about the **Americans with Disabilities Act**.
- Students will learn to recognize barriers and form solutions to accessibility in the community.

### Instruction

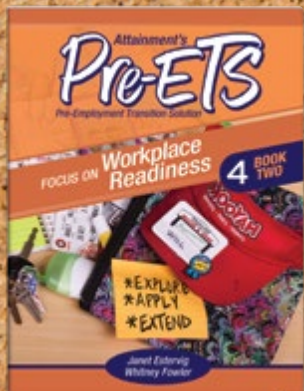
Lesson 1: *Adult Rights and Responsibilities*

#### Continued Practice:

For students who need additional information on community mapping, check out your local resources to find websites or other documents that describe how your community is addressing accessibility.

### Materials

- **Focus on Workplace Readiness, Book 2:**  
pgs. 119–124
- **Additional Resources to Print, Pre-ETS 4 Book 2:** pgs. 580–585
- **PowerPoint:**  
Pre-ETS 4 CH 11 PowerPoint Lesson 1.pptx





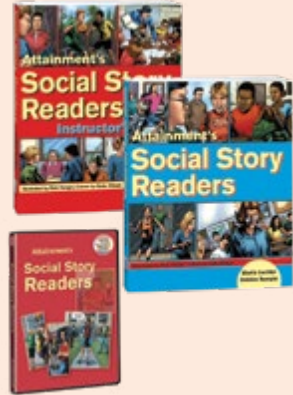
## EXTRA!

For additional materials to support this chapter, not included with the Pre-ETS Solution, check out Attainment's **Social Story Readers**.

### Social Story Readers

A 16-story language arts curriculum for secondary students to practice reading comprehension with social skills stories.

<https://www.attainmentcompany.com/social-story-readers>



### IEP Goal ☆☆☆

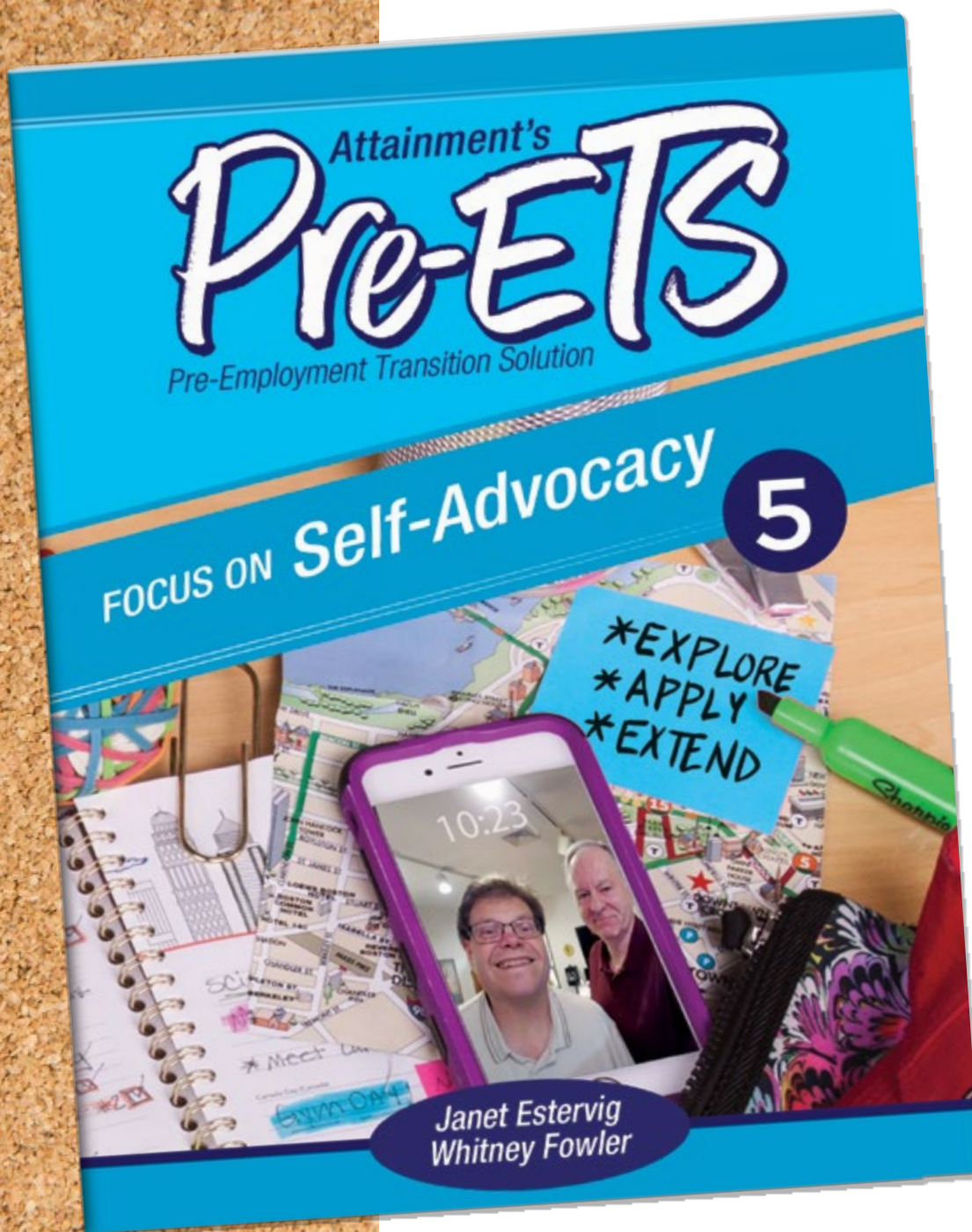
Given instruction, (student) \_\_\_\_\_ will demonstrate an understanding of their rights as they relate to the **Americans With Disabilities Act** and as it relates to community participation (criteria) \_\_\_\_\_ as measured by student work.

### Take It Further! 🧶

Students who have demonstrated mastery of Pre-ETS 4 **Extend** Chapters 9, 10, and 11 are ready to progress to community-based instruction.









# EXTEND

## Chapter 7: Overview

### Making Decisions

#### Learning Objective

Students will demonstrate appropriate decision-making skills when setting goals for the future.

#### Instruction

Lesson 1: *Decisions for the Future*

##### Continued Practice:

For students who need more information about types of community resources, try using your city/town Chamber of Commerce website. They typically have directories listing many community resources.

#### Materials

**Focus on Self-Advocacy:** pgs. 77–87



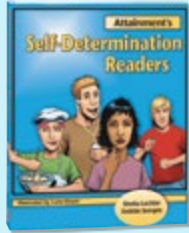


## EXTRA!

For additional materials to support this chapter, not included with the Pre-ETS Solution, check out Attainment's **Self-Determination Readers**.

A 16-story curriculum for transition students practicing life skills and reading comprehension.

<https://www.attainmentcompany.com/self-determination-readers>



### IEP Goal ☆☆☆

Given instruction, (student) \_\_\_\_\_ will identify community resources (library, newspaper, bank, etc.) and their contact information (criteria) \_\_\_\_\_ as measured by a teacher-generated checklist.

### Take It Further! 🌀

Students who have demonstrated mastery of Pre-ETS 5 **Extend** Chapters 7, 8, and 9 are ready to progress to community-based instruction.

#### Three Strikes in a Row Is a Turkey

##### Chapter 1

Mrs. Allison taught her students about reading, math, and life skills. But she also knew it was very important to teach them how to behave and act right. She told them she wanted each of them to "take control." Jeff giggled out loud. He thought Mrs. Allison was going to let him be the "new, funny, class clown." He said, "I think we should watch movies all day and never work."

She said, "No, Jeff. That's not what I mean. I want you to be able to take control of your own actions."

