

**CAREER EXPLORATION
AND PREPARATION**

Students gain introductory skills and enter workplaces for short periods of time.

Examples may include:

SELF-ADVOCACY INSTRUCTION

Introduction to OVR
Disability Awareness/Disclosure
Understanding IEP and Special Education (or my 504 plan)
Entitlement versus Eligibility
Rights and Responsibilities
Self-Determination

JOB EXPLORATION

Interest Inventories
Goal Planning
Career Speakers
Career Fairs
HGAC Career & Transition Fair

WORKPLACE READINESS TRAINING

Independent Living Skills
Budgeting and Finance
Photo ID and Records
Transportation Methods
Group Travel Training

WORK BASED LEARNING

Workplace tours
Group Shadowing

**COUNSELING ON POST-SECONDARY
OPTIONS**

Benefits of Post-Secondary Planning
Tours of HGAC
Options After High School
College Events

CAREER ENGAGEMENT

Students increase their knowledge of jobs while gaining employability skills and some entry-level skills.

Examples may include:

SELF-ADVOCACY INSTRUCTION

Setting Goals
Resiliency and Self-Care
Barrier Awareness & Advocacy Expo (HGAC)
Autism Awareness Walk & Resource Expo(HGAC)

JOB EXPLORATION

Labor Market
Pathways to Employment
Career Clusters
CREATE Academy (HGAC)

WORKPLACE READINESS TRAINING

Soft Skills
Navigating Community Resources
Safety (including Internet Usage)
Relationships and Boundaries
Job Searches and Applications
Resumes, Cover Letters and References
Job Interview Preparation
WORC Academy (HGAC)

WORK BASED LEARNING

Job Shadow
Employer Mock Interviews
HGAC Job Shadowing Day
Community Work Instruction

**COUNSELING ON POST-SECONDARY
OPTIONS**

Post-Secondary Goal Setting
Promoting Academic Success
Summer Academies

**CAREER EXPERIENCE
AND PLANNING**

Students gain specific skills and experience in an occupation of interest.

Examples may include:

SELF-ADVOCACY INSTRUCTION

Accommodations and Assistive Technology
Disclosure and Advocating Across Environments
APS Academy (HGAC)

JOB EXPLORATION

Informational Interviews
Non-traditional Employment
Employment Requirements

WORKPLACE READINESS TRAINING

Requesting Reasonable Accommodations
Assistive Technology Options

WORK BASED LEARNING

Paid Work Experience
Internships
Project SEARCH

**COUNSELING ON POST-SECONDARY
OPTIONS**

Financial Aid
Applications and other Required Documentation
Accessing Disability Services
Requesting Reasonable Accommodations
HGAC Course Shadow
Accessing Other Campus Resources
AAchieve

WHAT ARE PRE-EMPLOYMENT TRANSITION SERVICES?

OVR provides Pre-Employment Transition Services (PETS) to students with disabilities in Pennsylvania, starting at age 14. PETS help students with disabilities learn about themselves, understand work requirements, practice work skills, choose a career, and explore training options. PETS are offered to students with disabilities who are potentially eligible or already determined eligible for individualized Vocational Rehabilitation (VR) services through an assigned Vocational Counselor. PETS are meant to supplement, not replace, Transition Services a student may be receiving through a school or service provider. These services include:

Self-Advocacy Instruction helps students with disabilities build skills to solve problems and communicate their own needs and interests.

Job Exploration helps students with disabilities learn about jobs and pick a career.

Workplace Readiness Training teaches students with disabilities how to get and keep a job.

Work Based Learning uses community workplaces to provide students with disabilities the knowledge and skills that will help them connect school experiences to real-life work activities and future career opportunities.

Counseling on Postsecondary Options helps students with disabilities decide if college or training after high school is right for them.

IEP Meeting Attendance and Consultation provides the IEP team with information about OVR services to determine the appropriate time to refer the student to an OVR Counselor for individualized case services, along with information about community resources that can assist in coordinating Transition Services.

The PETS to Individualized Vocational Rehabilitation Services Continuum



THE PETS - VOCATIONAL REHABILITATION CONNECTION

PETS are intended to prepare students for employment after high school. OVR offers a continuum model of PETS that helps students build necessary employment and independence skills through a succession of services, located on the Pre-Employment Transition Services Continuum Model chart on the previous page. These services are structured around student needs. Each request is assessed on a case-by-case basis in collaboration with the educational transition team. It is recommended that students begin with Self-Advocacy Instruction, but may fall at any point on the continuum. Students move through the continuum building necessary employment skills while also preparing to complete an application for individualized VR services, if desired. As a student progresses through the continuum during secondary education, it is recommended the student apply for individualized VR services two years prior to graduation, if needed.

REQUESTING GROUP OR INDIVIDUAL PETS

PETS can be requested through OVR. Upon receiving a request for PETS for a student or group of students, OVR will review the request and determine if the service is necessary, based on services already received or currently being provided through the school or another community provider. If the service is determined necessary, OVR will coordinate to provide services through internal Transition Staff or a contracted community provider (when needed). Students must have parental consent to participate in OVR PETS.

*Auxiliary aids and services are available upon request to individuals with disabilities.
Equal Opportunity Employer/Program*