

**Purpose:** After identifying a student as a potential Partners with Business candidate, this list can guide transition teachers through the PWB process. The order of items in the checklist will change depending on the situation. For example, a teacher might choose to complete the Support Analysis in order to gauge student independence BEFORE approaching the business about the PWB model.

**Teacher Checklist:**

- ☐ Talk to student's team, including the county Transition Coordinator (from FSRC, PCS, UCP, or Dane County), about PWB as a possibility. Invite Anna Halverson if the team needs more information about PWB. Remember, PWB is not only for the most typically "capable" students. The right job match might mean a student of any ability could participate in PWB.
- ☐ Identify barriers that might prevent the student from being successful within a PWB model of support.
- ☐ Talk to employer about PWB when the time is right (use **PWB Brochure**, and feel free to invite Anna Halverson)
- ☐ Complete the **Support Analysis** process to determine which tasks require what type of prompts and how often the prompts occur; most helpful to complete the SA three times on three different dates; can use same form to ensure reliability among school staff
- ☐ Have a supervisor or coworker complete **Employee Evaluation** OR their own version of an evaluation or check-in toward the beginning of the student's employment (while school supports are still in place). This should occur again in the middle and the end of the year.
- ☐ Develop the **Employee Profile**, which includes the Job Supervision and Support Plan. In the Support Plan, be sure to include all information that would be helpful for the employer to know. The support plan should be individualized based on the employee's needs. Avoid special education jargon or language that might be stigmatizing like "behavioral supports" and "intervention." Keep the language employer-friendly. The notes section should include (but should not be limited by) the following information, if applicable:
  - Assistive Technology
  - visual prompts necessary
  - communication style
  - learning style
  - best way to introduce new tasks (e.g., give warning the day before, model, give written directions, etc.)
  - best way to provide feedback
  - support strategies for behaviors that might occur
  - maintenance of any materials (e.g., visual prompts, AT, etc.)
  - protocol for communication with vocational agency
- ☐ Once a vocational agency is in place, gather the **PWB Letter to Employers** from the county. Contact Anna Halverson if you do not receive this.
- ☐ Schedule a meeting in the spring with the transition teacher, the student, the student's parents or guardians, the employer, the vocational agency and the county transition coordinator. Together, review and edit the **Employee Profile**.
- ☐ Contact Anna Halverson, PWB consultant for Dane County, if you encounter problems or have questions about this process: [annah@pcsdane.org](mailto:annah@pcsdane.org) and (608) 630-9084.