**Pre-Employment Transition Services Good Idea List**

The following list is a compilation of ideas we have received from all of you as you are dealing with the COVID-19 pandemic and continuing the provision of services. These are in no particular order and we put them in as we receive them.

1. Watch a TED Talk by Rosie King: [How autism freed me to be myself](https://www.ted.com/talks/rosie_king_how_autism_freed_me_to_be_myself) as a self-advocacy activity and have a discussion.
2. Read about deaf individuals working in a number of different fields as part of a Work Based Learning Experience:[Deaf talent everywhere!](https://www.huffpost.com/entry/deaftalent-everywhere-par_b_8913208)
3. Counselors/providers can have a student send them a survey of what they learned, or a student could record themselves talking about what they learned and send in, or talk with the counselor/provider over the phone. Get creative.
4. For students with no internet connectivity, distribute pre-employment transition services activities with the meal pick up through their schools. Many schools prepare meals daily that students/families pick up.
5. Have providers reach out to students about the continuation of pre-employment transition services. They can discuss the students rights for a FAPE and do this all as part of self-advocacy. This would be a billable service.
6. Consider using the regulatory authority to address telecommunications issues with delivering remote services. **361.49 Scope of** [**vocational rehabilitation services**](https://www.law.cornell.edu/definitions/index.php?width=840&height=800&iframe=true&def_id=7e00b0ac6ee0689e591b894c7be44744&term_occur=999&term_src=Title:34:Subtitle:B:Chapter:III:Part:361:Subpart:B:Subjgrp:136:361.49) **for groups of individuals with disabilities.**

* **(a)** The [designated State unit](https://www.law.cornell.edu/definitions/index.php?width=840&height=800&iframe=true&def_id=743f87ab1cdda0a017cdd8cb37460ab7&term_occur=999&term_src=Title:34:Subtitle:B:Chapter:III:Part:361:Subpart:B:Subjgrp:136:361.49) may provide for the following [vocational rehabilitation services](https://www.law.cornell.edu/definitions/index.php?width=840&height=800&iframe=true&def_id=7e00b0ac6ee0689e591b894c7be44744&term_occur=999&term_src=Title:34:Subtitle:B:Chapter:III:Part:361:Subpart:B:Subjgrp:136:361.49) for the benefit of groups of individuals with disabilities:
* **(2)** Telecommunications systems that have the potential for substantially improving [vocational rehabilitation](https://www.law.cornell.edu/definitions/index.php?width=840&height=800&iframe=true&def_id=c8c1fa3276871ccd53891a4407c18112&term_occur=999&term_src=Title:34:Subtitle:B:Chapter:III:Part:361:Subpart:B:Subjgrp:136:361.49) service delivery methods and developing appropriate programming to meet the particular needs of individuals with disabilities, including telephone, television, video description services, satellite, tactile-vibratory devices, and similar systems, as appropriate.
* One state is using a local cable channel to deliver pre-ets lessons

1. For students that may have a computer but no internet access, consider putting materials together in a jump drive that can be sent to a student to use. Follow up with a phone call to check in and go over questions.
2. Use the Victor Reader Stream for students who are blind and visually impaired. Record lessons on an SD card that can be sent to the student to use.
3. Partner with a local radio reading service for the delivery of a pre-ets hour of learning as a possibility. [Find stations](https://iaais.org/stations/)