# PERSON CENTERED EMPLOYMENT PLAN (PCEP)

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| **Job Seeker’s Name:** | David Johnson |
| **Address:** | 233 Elm Tree Ave. Smytheville, KY 42222 |
| **Phone Number:** | 555-444-3333 |

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| **General Info / Life information affecting employment** *(paint a general picture of this person’s life)*  *♦Background information we (reader) need to know? ♦Family or other key relationships? ♦Where does this person live? Who does he/she live with? ♦Note other community involvement. ♦ How is work going to improve the quality of this person’s life? ♦How is disability going to impact employment and what will need to be addressed?*  *(Rewritten in a more positive tone, omitting some unnecessary negative details.)*  David Johnson is 32 year old man who enjoys intellectual conversation, and kidding around with his friends. He has worked in the past and is currently enrolled in classes to earn his GED. People who know David describe him as being bright and boisterous. He currently lives in a staffed residence with 5 other men. He has his own room but feels he has little independence. David feels that having a job would bring more independence to his life, create usefulness and will get him out of the house during the day.  At age 14 he had a bike wreck in which he sustained a brain injury which led to mild facial palsy. He lived with his mother briefly following the accident, but she was unable to care for him long-term. He still keeps in close touch with her though she lives several hours away.  The brain injury may have affected David’s impulsiveness and mood. In the past, he has benefitted from one-on-one help from staff to help manage his emotions. The palsy impacts his speech only slightly. He has somewhat limited fine motor movement in his right hand, but is working with a physical therapist to strengthen these muscles. David also would benefit from taking breaks from mentally concentrating on one thing for over an hour.  David is also diagnosed with depression and anxiety that seem to revolve around a fear of living in staffed residences for his entire life, which causes him to worry and feel stress. This can lead to him feeling sad, fatigued, and withdrawing from others and activities. He does best when he has a routine and consistent people around him and will most likely benefit from the feeling of being able to work in public independently.  David will benefit from working autonomously or in a small group setting with supportive professionals around him. His tasks and schedule should be regular with the potential to develop further skills and responsibilities in the future.  *(What chores does David do? What is he responsible for in his home?)* |
| **Employment History** *(Include in this section any paid work, volunteer jobs, school transition jobs, or other work experiences. Consider tasks, hours, environment, people, & employer. If job seeker has NO past work experience, focus on tasks or chores done on a routine basis. Be sure to address:*  *♦Jobs that worked well and why? Describe what has worked and why specific job sites worked for the person. Be creative in finding out why jobs have worked well for the person. What was it about these experience(s) that worked well?*  *(Details of what specifically David was doing, and how he did it?)*  David has previously worked cleaning rooms in a hotel. He could clean effectively and didn’t mind working alone. David also appreciated the reliable schedule and predictable tasks. His position ended when he moved, and he stated that while he could do the work, he wasn’t interested in cleaning again.  David also had experience at a sheltered workshop. The regularity of his work and his breaks appealed to him, as well as being familiar with his coworkers. The tasks were a bit too simplistic for him, and he had difficulty focusing for longer than an hour.  *♦ Jobs that did not work well and why? Describe what has not worked and why specific jobs sites did not work for the person. Be creative in finding out why jobs did not work for the person. What was it about this experience that did not go well? These are aspects to be avoided in future places of employment/tasks sought.*  David worked at a grocery store bagging products, retrieving carts, and doing other tasks that were asked of him by the manager. His schedule, coworkers, and tasks were variable each day, which made the job unpredictable and caused David to have stress. An altercation with a manager led to David’s termination. |
| **Interests (***include information about how this was learned/discovered***):**  *♦You are identifying the “spark.” What interests this person? ♦ What does he/she choose to do or do well? ♦How does the job seeker spend his/her time? ♦What do other people say he/she enjoys doing? ♦Be sure to include how you (ES) learned about these interests. ♦Discuss your involvement in the community with the job seeker and any creative strategies used to gain this information. You need to offer enough information to back up that this truly is a real interest of the job seeker.*  David enjoys interpersonal interactions with others. He likes to have intellectual conversations with his friends and the staff at his home. David enjoys talking and joking with those around him, but is most comfortable one-on-one.  David loves to watch TV and movies. He reads the TV Guide and Entertainment weekly magazines. He likes to talk about different plots and actors/actresses.  David also enjoys drawing, painting, and would like to be somewhere where this is valued and found in other people. We went to a book and music store in town; he loved walking around and looking at different CDs and books. He didn’t purchase anything but seemed to like being there.  David is also interested in airplanes, especially fighter jets. He has a sketch book with lots of pictures of fighter jets, and also has pictures of fighter jets on his wall. David has developed a vast knowledge of fighter jets. He likes going to the airport to watch the planes.  David enjoys playing chess. He plays with a staff person, Sue, at the home. Sue said that he is very good and if he can trap you quick – he’ll win. But if the game draws out he has a hard time maintaining focus and following through with his strategy. |
| **Vocational Skills (***Based on the interests listed above, include information about how this was learned/discovered***):**  *♦What is this person good at? What skills does he/she possess? ♦What kind of things does he/she do regularly? ♦Be sure to include how you (ES) learned about these skills. ♦Discuss your involvement in the community with the job seeker and any creative strategies used to gain this information. You need to offer enough information to back up that this truly is a real skill of the job seeker.*  *(More details on physical fitness, reading, math, money handling, and any other details about how David works.)*  David has good speech skills and enjoys conversations with individuals or a few people. This could translate to customer service skills if he’s in an area of interest to him.  David enjoys drawing and painting. He has shown excellent fine motor skills with tools such as pencils, pens, and brushes and an eye for detail in his work. His experience with art, cleaning, and in the workshop have shown great attention to detail.  David can clean, but he has stated he doesn’t want to clean, at least exclusively for hotel rooms.  David has shown effective problem solving and strategy skills in playing chess and getting things that he wants that are outside the reach of his level independence in his housing. |
| **Job Tasks Based on Skills and Interests** *(i.e. answer a phone, take a message, drive a car)*  *♦If you have done your “homework” to determine skills and interests, this will lead to what job tasks the person can and will be able to do. ♦Job tasks are descriptors of the job (examples:* [*https://www.bls.gov/ooh/a-z-index.htm#A*](https://www.bls.gov/ooh/a-z-index.htm#A)  *♦Be sure that the task matches skills and interests. Just because someone has the skill to stock shelves doesn’t mean he or she has any interest to do so.*  Stocking books, music, or other media: Bookstores, music stores, libraries.  Detail painting, drawing, etching for decorative furniture or other artisan applications: Art workshops, contractors, interior decorators, floral shops, bakeries, boutiques.  Job Exploration at an aviation center or airport?  Job Exploration at an assembly facility? |
| **Desired Employment Considerations & Rationale for Each**  *(i.e. A.M. employment due to transportation, evening hours due to medicines, non-smoking environment due to asthma, modified work station due to wheelchair, no work on Sundays due to involvement in church.)*  *♦What needs to be looked for in a work environment? (Lighting, noise, pace of business, location, size, etc.). ♦What needs to be looked for in culture of workplace? (People/personalities, quality versus quantity, tight or loose on method of how work is done, outgoing, quiet, etc.). ♦Preferences – what he/she would like to be in place & deal breakers – non-negotiable characteristics that must be accounted for. ♦Need to explain these characteristics: Joe is not going to be able to work after 7:00 pm due to taking his medication at this time and the medication makes him very drowsy. His doctor has stated that a time change for this medication is non-negotiable.*  *(More information needed about working sitting/standing, indoor/outdoor, loud/quiet, heavy lifting, etc.)*  David would prefer late morning or afternoon work as he does not like to get up early in the morning. He should be able to take regular smoking breaks for 15 minutes every two hours. David would do best with a small group of consistent co-workers who are able to get to know and understand David. This will allow him to develop better interpersonal relationships with them.  David would be most comfortable with limited interaction with the public and unexpected circumstances. Group home staff will be able to transport him to and from work as his schedule dictates. |
| **Learning styles / teaching tools** *(e.g. visual learner, picture book, cues)*  *♦How does this person learn best? ♦How do you plan to facilitate learning on-the-job while incorporating the people who typically teach new employees?*  David learns best through direct instruction of the exact way something has to be done and then repeating what he’s seen through demonstration. It is important that someone from their staff is there to instruct him in his tasks and that he can show the trainer that he can perform the task effectively. This will allow David to develop a rapport with his trainer and other coworkers who work with him. He will be interested in impressing them. |
| Ideal number of hours per work-week & how this was determined *♦State your opinion on an appropriate number of work hours and how this decision was made. ♦You need to present a clear idea of how many hours per week this person wants to work prior to going out to looking for a job.*  David has requested that he works 20 or more hours a week. |
| **Plan of Action** *(who? what? when? where? how? will these be achieved)* |
| *I. Job Possibilities – based on identified skills/interests & tasks. List name of business and type of work.*  *♦List potential places of employment by name (and contact person if identified) that have need of the skills/tasks the job seeker has to offer & that fit the preferred characteristics of a job. ♦List the tasks you will be looking for within that company. ♦This list will come from a job planning meeting, if held. This is your starting place for job development, once authorized to begin.*  CT Hobby – Shelly D. has a connection with the owner.  Hobby Lobby – Previous employer, Kristen F. has connection  Barnes & Noble – Informational interview to be arranged by Katie W.  Electric Ladyland – Informational interview to be arranged by Katie W.  Regional airport – Informational interview to be arranged by Katie W. |
| II. Representational Considerations *(Include role of Employment Specialist in job development. This is the area to address the plan for job development—who will make employer contacts; how will disability info be addressed, etc.)*  *♦State how you are going to represent the job seeker (go together or you act as his/her agent). ♦Discuss how the individual’s disability is going to be addressed to potential employers - what can you say? What can’t you say? Be sure to get input from job seeker and/or legal guardian. ♦How will you describe the impact of disability in functional terms? Rather than saying “he has Autism” how will you describe his specific characteristics and how they relate to work?*  David has given Katie permission to describe his disability in functional terms. She is to act as his agent and represent him during the initial stages of job development. It is likely that David will do best in a Customized job, so she will conduct job analysis to determine the right fit. Other people in the group will make initial contacts when they have personal connections to the company and then pass job development over to Katie. He wants to see the job and meet the employer – interview – before any decisions are made. David has asked she not tell potential employers that he lives in a group home. |
| III. On-the-Job Supports *(Role of Employment Specialist, natural supports, training supports – how typical people who train will be involved, other supports.)*  *♦Explain what type of supports will be expected at the job site (examples: facilitating relationships, following natural prompts to tell time, working with small group of consistent co-workers, initial instruction using the time clock, etc.)*  *(Well written! It’s important that David is trained like any other employee with minimal supports.)*  Katie will be available during initial orientation and training but will take a “back seat” to the company’s typical method of orientation. It will be important, from the very beginning, that David is seen as a valued co-worker and not someone needing lots of “outside support.” She will speak with the trainer, in advance, about how David learns best, so they are prepared to accurately show him the job. She will also work with David to “think before he acts” by identifying stressful situations in advance and how to recognize oncoming stress and having plans for effective ways to deal with it. It is important that the Employment Specialist remain as consistent as possible – rather than someone conducting PCJS and someone else providing on-the-job supports. |
| IV. Other Support Services *(Such as rehab tech, SCL, supports needed for transportation, etc.)*  *♦List here any support services the job seeker has/will need that relate to him/her being successful at work (residential services, case manager, PT appointment every other week, Therapist appointment every Wednesday, etc.). ♦Will the job seeker need an accommodation? Describe what may be needed and who may be able to help figure out the details.*  No workplace accommodations are anticipated at this point. They made be requested once David begins work and they become necessary.  Staff at his housing unit will be responsible for transporting David to work if it is outside of walking distance.  David may need assistance from OVR or other resources in acquiring a work uniform. |
| V. Plan for Fading *(Plan for individual to be independent on the job site.)*  *♦Identify needed natural supports (people, prompts, orientation, etc.). ♦Identify ES initial role on the job site. ♦Plan for sharing job seeker’s learning style, suggested teaching techniques, optimal methods of communicating information, etc.*  Katie will work with David to ensure that he can complete his tasks, clock in and out, access the breakroom and restroom, and knows his managers and coworkers. She will also help David to work on strategies for handling stressful situations and managing his moods while at work. Once he has demonstrated comfort and competency in these areas, Katie will be able to fade from continuous supports to monthly check ins.  Katie will request units from David’s waiver to continue long term supports when he reaches 60 days of stability in the field. |
| VI. Other Important Information *(Individualized)*  *♦Describe any other necessary information here that you didn’t feel was appropriate to place anywhere else. ♦Examples: criminal background, safety concerns, unique aspects of person not listed previously, etc. ♦You don’t have to list anything here, only if needed.* |

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| **Signature of ES:** |  |
| **Print Name of ES:** |  |
| **SE Provider Name:** |  |
| **OVR Counselor Name:** |  |
| **Date:** |  |
| **Total Time Spent:** |  |

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| **Addendum / Amendment / Modification** *(to be completed if needed)*  *♦If you find the individual a job that is unrelated to what you have described originally, you will need to explain here AFTER discussing with the OVR Counselor.* |

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