

# Session 1 / Day 1 PowerPoint Outline

## Supported Employment (SE) Core Training Series: Person-Centered Job Selection and Career Profile

### Core Training Series

- Session 1: Overview of Supported Employment in Kentucky
  - SETP 101
  - 3 live days via Zoom
- Session 2: Overview of the Impact of Wages on Benefits
  - SETP 102
  - 1 live day via Zoom
- SETP 103: Final Quiz and Certificate

### Quick History

- SE as one response to:
  - Patterns of congregation and segregation
  - Low expectations
  - “Readiness” trap

### Mental Health System

- 1955 – Fountain House began Transitional Employment for people with SMI (1st Clubhouse Model)
- 2005 - Substance Abuse and Mental Health Services Administration (SAMHSA) study found supported employment to be the most effective approach for securing employment for people with psychiatric disabilities
- 2010 - Kentucky secured the Dartmouth Supported Employment Project (now IPS)
- Still serves only about 1% of those who receive state mental health services (1.7% nationwide)
- Day treatment continues to be the norm

### Creation of the “Readiness Model” 1950’s – 1960’s

- Day Activity Center
- Work Activity Center
- Sheltered workshop
- Job

## Supported Employment Research Articles

- Journal of Vocational Rehabilitation (2012) - Prevocational services and supported employment wages by Zafar E. Nazarov, Thomas P. Golden, and Sarah von Schrader
  - Abstract: Using an observational approach, we investigate the relationship between the receipt of prevocational services and subsequent hourly wages of consumers participating in supported employment programs. To evaluate the potential impact of these services on wages of consumers, we use six years (2005–2010) of data from of the New York Integrated Supported Employment Report (NYISER) data management system. Results indicate that receipt of prevocational services has a negative correlation with hourly wages of consumers. This finding suggests that prevocational services may have detrimental effects on providers' and consumers' expectations on consumers' work ability and productivity resulting in reduced hourly wages. Furthermore, participation in prevocational services may serve as a signal to employers about consumer's productivity.
- Psychiatric Services Research (1997) – An Update on Supported Employment for People with Severe Mental Illness by Gary R. Bond, Ph.D., Robert E. Drake, M.D., Ph.D., Kim T. Mueser, Ph.D., and Deborah R. Becker, M.Ed.
  - No evidence was found that supported employment led to stress levels precipitating higher rehospitalization rates. Two features of many supported employment programs have the most empirical support: integration of mental health and vocational services within a single service team and the avoidance of preplacement training. Two other widely held principles- ongoing support

## Who's not ready?

The question that initiated our SE movement.

## Marc Gold & 1960's – 1970's history

- As a Special Educator in the 1960s, he realized....
  - His students with severe disabilities had much more potential than anyone realized;
  - All people with disabilities should have the opportunity to live their lives much like everyone else; and
  - Everyone can learn if we can figure out how to teach them.

## Teach; Don't Test

"A lack of learning in any particular situation should be first interpreted as an inappropriate or insufficient use of teaching strategy, rather than an inability on the part of the learner." - Marc Gold.

## **Competence/Deviance Hypothesis**

“The more competence an individual has, the more deviance [difference perceived in a negative way] will be tolerated in that person by others.” – Marc Gold.

## **Seeking Competence**

What brings out the competence in this person? What context brings out the intelligence...the gentleness...the adaptive behavior...the work skill...the good housekeeper...the conscientiousness—what context in the way of places, what context in the way of people, what context in the way of task activity, what context in the way of things to look forward to, what context in the way of role expectations? And, having discerned what brings out the best in this person, our task in service goes on to asking the question, how can we do more of that? - from Jake Yates reflections about Marc Gold, “On-the-road update,” July 1992, Jack Pealer's "Safeguards Letter".

## **1970's**

The 1970s led to the “workstation in industry” or “enclave” model of employment services.

## **1980's**

Early Supported Employment Job Coach/Job Placement Model.

## **1990's Individualized Job Search Planning**

- Person Centered Job Selection (PCJS) became required part of of SE in Kentucky in early 2000's
- Strengths, Interests, and Conditions overlap which leads to Job Search.

## **Personalized Jobs (beyond “job placement”)**

- Stephane and Jodi sitting together smiling in a store with jeans on shelves.
- Bryan and Larry working in an industrial setting.
- Bryan and Larry working in an industrial setting.
- LeAnn sitting at a desk looking down at a stack of papers.
- Shelly standing in a warehouse holding a scanner.

## **Employment Specialist (ES) as a Bridge**

- ES services as a “bridge” to typical support:
  - Job analysis
  - Natural supports

## **2000's**

- Beyond labor market job development
- Customized employment

## Employment First Kentucky

“It is the policy of the Commonwealth of Kentucky that competitive integrated employment in the community shall be considered the first and primary option for persons with disabilities of working age who desire to become employed.” - Signed into law March 24, 2022; Executive Orders: 2018, 2020.

## Competitive Integrated Employment (CIE)

- All jobs found via Vocational Rehabilitation (VR) must meet the definition of CIE:
  - You are paid no less than minimum wage and at least what other employees without disabilities who do similar work at that job are paid.
  - You are eligible for benefits and promotions like your coworkers without disabilities who do similar work.
  - You interact with other people without disabilities to the same extent as employees without disabilities who do similar work.
- 2014 Work Innovation Opportunities Act (WIOA)

## Office of Vocational Rehabilitation (OVR) Refresher

- Everyone starts Supported Employment as a consumer of the Office of Vocational Rehabilitation
- Yes, people can be clients of multiple agencies at the same time
- (Yes, that might get confusing but hang in there...)

## Order of Selection – as of May 14, 2025

- When a state VR agency is in [Order of Selection](#), not everyone eligible will be able to receive services
- Encouraging people to apply, go through eligibility and be put on the waitlist, so they can be served more quickly once services resume
- Being moved from the waitlist is based upon Priority Category and date of application

## Order of Selection

- If a consumer has a signed IPE – Individual Plan for Employment – in place prior to May 14, 2025 they will receive services, no changes
- If someone has a Medicaid waiver (that provides supported employment) the waiver may cover all SE costs while VR is closed to that Category under Order of Selection
- Email Coordination of Funding for Employment Services form to [DDID.SupportedEmployment@ky.gov](mailto:DDID.SupportedEmployment@ky.gov)

## SE Phases of Service

- [OVR Documentation & Process section](#) of the Supported Employment Core Training Materials page (see IPS and Traditional)
- Flowchart for OVR Supported Employment:

- Services
- Documentation
- Invoicing

## **Sequence of Services**

### **Billing OVR Discovery**

- Person-Centered Job Selection (PCJS)/Career Profile: DISCOVERY! Who is this person? What are characteristics of a good job for him/her?
- Traditional:
  - \$80/hour (10-20 hours)
  - Time spent directly with or on behalf of consumer
  - PCEP Activity Notes submitted monthly
  - \$800 for PCEP within 45 days of begin service date
  - \$400 for PCEP 46+ days of begin service date
- IPS:
  - \$750 for Career Profile and Job Search plan

### **Billing OVR Discovery**

- Job Development & Acquisition: Using info from PCEP/Career Profile. Not just filling out applications! Making connections, info interviews, etc. Job Analysis: What's it really like in this business? How do people typically learn their jobs?
- Job Development:
  - Bill \$80/hour up to 30 hours max
  - Time spent directly with or on behalf of consumer in job development
- Job Acquisition Report:
  - Bill \$800 if within 60 days of begin service date
  - Bill \$400 if 60+ days of begin service date

### **Billing OVR Supported Employment Services (New!)**

- Supported Employment Services (intensive) Starting the job, facilitating relationships, learning the tasks, setting up supports, etc.
- Bill \$80/hour minimum 30 days/maximum 2 years
  - Intensive supports to assist the supported employee to reach "stable employment"
- Monthly submit Employment Stability Assessment
  - This gauges how the person is progressing toward stable employment

## **Stable Employment**

### **How do you know?**

- Competitive integrated employment is achieved.
- The individual is satisfied with employment.

- The acquired job is consistent with the individual's strengths, abilities, interests, and informed choice.
- The individual's job performance meets the expectations of the employer.
- Natural supports are appropriate and in place
- All necessary accommodations are appropriate and in place.

### **Documentation**

- Employment Stability Assessment includes a measure of Stable Employment
- Once you determine the consumer is stable:
  - Submit final Employment Stability Assessment
  - Submit Extended Service Plan
    - This will include your plan for Extended Services & allows the Counselor to issue authorization for the Day 1 Stable Employment Outcome payment

### **Payments (New!)**

- Submit Extended Services Plan along with:
  - Day 1 bill \$500
    - This payment will happen AFTER the VRC approves the Day 1 Extended Service Plan/final Employment Stability Assessment and sends you an authorization
  - Day 45 bill \$1500
  - Day 90 bill \$3000
- The CLOCK for outcome payments starts once the consumer is in "stable employment" NOT when they begin the job

### **Extended Services**

- How's it going? Where do we go from here?
- Provided throughout the term of employment (entire time they are at that job)
- Not intensive like Supported Employment Services
- More Check in & helping more if needed occasionally
- Minimum Expectation = 2 times per month in person
- IF YOUTH WITH A DISABILITY (under age 25)
  - Bill \$80/hour twice a month until VR closes the case

### **Closing the VR Case**

- VR will close the case once successful in STABLE EMPLOYMENT for 90 days
- Supported Employment is a Long-Term Service
  - VR will no longer give you money once the case closes
  - Your agency IS EXPECTED to continue Extended Services through the term of Employment

- Yes, VR dollars end
- Yes, someone can REAPPLY for VR services in the future if they need another job
- Yes, IF someone has a Medicaid waiver your agency can bill supported employment AFTER you are finished billing hourly payments to VR
  - More on this on Day 3

## **VR Expectations**

- All vendors (agencies) of SE need to accept at least 5 new referrals per year
- All SE staff must receive 15 hours of Continuing Education each year, July 1 – June 30. (Unless staff has CRC, CESP or Marc Gold & Assoc. Certification)
  - 4 of the 15 must be in the area of Deaf, Deaf/Blind or Low Vision
- Any questions/issues may be addressed with your SE Consultant

## **Administration Tips & Documentation**

- Know who turns in paperwork & invoices to VR
  - Central billing/admin person
  - Individual ES
- Supervisors
  - Know what is being turned in
  - Review paperwork ahead of time for quality and content
- Quality Matters
- Ensure Clarity
  - What did you learn?
  - How do activities relate to what you have learned?
  - On the job – showing progression toward/maintenance of stable employment
    - Yes, this means more than “working toward independence”
- Professionalism Matters
  - Communication
  - Presentation

## **Programs That Provide SE**

- 1915c Medicaid Waivers
  - SCL, MPW, ABI
  - Intended to serve people who would otherwise qualify for ICFMR level care (institutional) in the community
- IPS Supported Employment
  - Evidence base model, primarily serving people with Serious Mental Illness and/or Substance Abuse issues

## Waiver SE

- When it comes to SE, waivers pay the Extended Services/Long Term Supports portion of supported employment services AFTER client has exhausted hourly SE funds from OVR.
- The goal is independence on the job
- Must be on the service plan
  - The regulations & billing amounts are different for these waivers, so it is important to know WHICH waiver a job seeker receives

## Individualized Placement & Support (IPS) SE

IPS Supported Employment helps people with serious mental illness/substance abuse get and keep the type of jobs they want. Qualifying conditions depend upon your agency's agreement to provide IPS.

### Unique Features of IPS SE

- Job Search starts within 30 days
- One Employment Specialist to 20 people
- 65% of ES time must be spent in the community (networking, job development, PCEP activities, follow up – NOT in office)
- 6 face to face employer contacts/week
- Employment Specialists are full members of mental health treatment team
- Transition Supports/Step Down Supports
- Fidelity Scale

## Bigger than Kentucky

- Best Practice in our field - [APSE Universal Employment Competencies](#)

## Supported Employment Phases

- Discovery: skills, preferences, support needs & ideal characteristics of the workplace.
- Job Development: networking, informational interviews, application process.
- Supported Employment Services: orientation, connection to natural support, training support and increase independence.
- Extended services: checking in, maintaining stable employment.

### Discovery Phase – Why do PCJS/Career Profile?

- This is Kentucky OVR's assessment/evaluation for those receiving Supported Employment
- We know that standardized work evaluations tell us what people with significant disabilities can't do – this allows us to figure out what people can do



- There's more to SE than just asking, "what do you want to do?"
- Concept that EVERY person has strengths ("presume competence")
- Way to break past preconceived notions
- Discovers new job ideas
- Looks at all aspects of the person's life (skills, interests, support needs, etc.)
- Prepares for focused job development

## **The Iceberg Analogy of Discovery**

- What we usually know about the people we try to assist is just the tip of the iceberg.
- We need to know much more

## **Randy's Story**

### **What was known**

- Worked at Food Lion as a bagger
- Worked part time
- Attended TRP on days off
- Did sweeping and mopping at TRP
- Organic brain disorder
- Intellectual Disability
- Autism
- Limited language skills
- Violent behavior
- Lots of support

### **What was learned**

- Needed a job with consistency
- Job with predictability
- Quality vs. quantity
- Small group of people
- Not a lot of interaction with variety of different people
- Memorizes numbers
- Likes to take things apart
- Once learned something, knows it!

## **How to Get From There to Here?**

Start with the familiar then move towards the novel.

## **Initial Meeting**

### **How to Set Up**

- Where? Somewhere comfortable. Home, library, coffee shop, etc. (Familiar! His turf).
- What to do? Introductions, explain SE process, set out expectations.
- What to ask? Tell me about your day. What do you enjoy doing? What do you do well?

### **What to Avoid**

- Your office.
- The ADT/other day program center.
- Just asking questions from the PCEP/Career Profile - NOT a form to fill out on the first day.

## **Initial Meeting at Home (Randy)**

- Met with Randy & his parents
  - He lived with them
  - He had limited language & they offered verbal information on his behalf
- Explained process
- Expectations – Lori, Family
- Relationship building/trust

### **Things Learned**

- Background info, caring family
- “Check your money, please”
- Takes stuff apart (annoyance)
- Attends TRP when not at work
- Has pizza with family on Fridays
- Goes to movies – only independent activity
- What was learned? Where to go from here?

## **Starting Place...Home/Garage**

- Why selected?
  - “He always...” can lead to finding hidden interests/skills
  - Familiar place
  - Common activity

### **What was learned**

- He has lots of things in garage to take apart.
- ASK: Where does all this come from?

- ANSWER: Neighbors bring it.
- Discover – neighbor involvement
- ASK: Does he ever put it back together?
- ANSWER: Not often, mostly takes apart.
- Likes routine of taking things apart.
- Discover - His room is very orderly.
  - ASK: Is he orderly/tidy in general?
  - ANSWER: Randy always wants everything in its place & will put things back of out of order.

## **TRP**

### **Why chosen?**

- Familiar
- Observation opportunity
- Talk to others who know him
- It's where he spends a great deal of time

### **What was Learned?**

- Stays busy with cleaning.
- Once he's learned a task, he won't learn another way.
- "Check your money, please." – still there
- No interaction with others (Susan).

### **Ready for Job Development?**

- NO!
- So, he likes to clean. Great! We can always find janitorial jobs!
- BUT....Ask more questions!
- What talent or skill makes Randy unique to a potential employer???
- All jobs are not created equal.

### **Thinking in Questions**

- ASK: Why does Randy clean?
- ANSWER: Randy likes to be busy. He likes to see the results of his work and things in the right place.
- What we need to remember: It isn't that Randy LIKES & WANTS to clean, it's that this is the preferred option of the limited choices available. Learn what we can from this & seek something more fitting to Randy.
- ASK: How does Randy learn tasks?
- ANSWER: Modeling tasks. Once Randy has learned it, that's how it will be. He won't change method. Learned this from talking with Susan at TRP and family at home.

- What I need to remember/important: On the job site, he needs to learn the correct way first; no room for correcting after a task is learned. Seek good instruction!

## **Remember the Iceberg!**

- Randy cleans at the TRP.
- He is a hard worker who wants to be busy and prefers to use his hands.

## **Pizza Hut**

- Went with family to eat
- Observed family dynamics/social skills
- “Check your money, please.”
- What was learned? Stays with family, and they ordered for him.
- Where do we go from here?

## **Movies**

- Why Selected?
  - Only place Randy went by himself
  - Part of his typical routine, familiar place
  - “Check your money, please.” Will he do this here?
  - Observation opportunity

## **What was learned from movie theater**

- Randy only says, “check your money, please” when someone is around who can explain what he means.
- Knew routine of what to do at the movies (get ticket, sit in seat, quiet).

## **Ready for Job Development?**

- NO!
- So, he likes to go the movies. Great! I can always find a job as a ticket taker.
- BUT....Lots of people, need to converse, not routine, doesn't use Randy's unique skills, likely not consistent co-workers...
- Ask more questions!!
- All jobs are not created equal.

## **Remember the Iceberg!**

- He goes to the movies every Friday night.
- Randy goes independently because he likes to watch movies. His preferred work conditions are totally opposite those of a movie theater.

## **Thinking in Questions**

- ASK: How can we know Randy won't try to take someone's money?

- ANSWER: He only says, “check your money please” when someone is there to explain what he means by it.
- ASK: How can someone do what needs to be done with unfamiliar people when he doesn’t talk much?
- ANSWER: Needs to be shown (same every time).
- So, Randy should work with money?
- ASK: What is it about this?
- ANSWER: It’s not counting money or money itself he likes; it is the memorization of large numbers.
- NOTE: THIS is a unique ability Randy has to offer.

## **Record Review**

- Approach with caution
- Balance need for information – diagnostic, health related, background, etc. with understanding that a lot of information may not be currently relevant.
- You shouldn't ignore what's in a file, but you also need to get to know this person for yourself to see who s/he really is.

## **Putting it All Together**

- Common themes
- Not just one event
- Evidence

## **Discovery = Translation**

- The finesse of discovery is to identify typical aspects of life and to translate those activities into Conditions for success, Interests toward employment and potential Contributions to be offered to employers.
- Discovery is essentially an activity of translation.
- Marc Gold & Associates

## **What are you Looking for?**

- Tasks
- People
- Environment

## **Ideal work tasks for Randy**

- uses interests and skills in taking things apart
- uses unique ability to memorize numbers

- consistency and predictability
- quality versus quantity

### **Ideal co-workers for Randy**

- Small group
- Mature

### **Ideal Setting for Randy**

- small business or defined workstation
- industrial
- not a lot of interaction with a variety of people

### **Practice Translation**

- From what you've learned about Randy, brainstorm potential work tasks he could perform and places of business where such tasks are needed.
- Consider the setting/conditions when listing businesses. Include contact person if one is known.
- Summary about Randy leads to Tasks which leads to Business/contact person

### **Randy's Job After PCJS/Career Profile**

- Working in a factory taking things apart
  - Disassembly skills
- Put in boxes marked by set of numbers
  - Memorization of long numbers
- Works full-time with benefits
  - Regular schedule, well compensated
- Works with 2-3 other men in his work area
  - Mature co-workers, not a lot of interaction with unknown others; natural supports
- Takes vacations
- No violent behavior

### **The Big Question**

Would Randy have come up with this job without this process?

### **Compare the Jobs**

- Worked only when on the schedule - no consistency
- Groceries needed to be bagged at a fast pace; other tasks when asked; no routine
- Lots of people interaction – public & high turnover of co-workers

- Needed a lot of support
- Worked everyday, set routine regarding tasks & schedule
- Responsible for tasks which utilized his competencies
- Quality was important
- Same people every day who knew him
- Reduced support

## **Planning for Discovery**

- What do you know?
- What do you need to know?
- How can you get the information?

## **Ways to Get Information**

- Talk to others
- Record review
- Observation
- All with permission when talking to others

## **The trouble with “What do you want to do?”**

- The question forces a response when people often have limited information from which to decide.
- People may tell you things you want to hear.
- Discovery isn’t about a job title or naming a job. It’s about the job characteristics (tasks, people, environment).
- Doesn’t explore what’s important to the job seeker.
- It’s limiting.
- Many people have limited life experiences and a narrow vision of positive possibilities.

## **Spending time with people**

- Begin with familiar activities the person likes to do and does well.
- Build on information learned and move on to new activities.

## **Considerations for time with people**

- Where? Coffee shop, library, place of worship, park
- With whom? Other service recipients, paid staff, neighbors, family, friends
- What? Volunteering, joining a routine activity, shopping, visiting local businesses/observation
- Other things that influence our behavior? Time of day, communication method, weather, pace, expectations – of activity and role

## **Prep a Meal Activity Idea**

- At home
- At cooking class
- Follow a recipe?
- Understand sequencing of tasks
- Comprehension – words, pictures, font size
- Fine motor skills?
- Understand measurements?
- Ask for help?
- Look for transferrable skills

## **That's unrealistic!**

I want to be a:

- Doctor
- NBA player
- Police officer
- Fashion designer

## **Don't take the "easy" route either**

I want to:

- Work at Taco Bell
- Bag groceries
- Be a greeter
- Clean buildings

## **Thinking in Questions (reminder)**

- Why did the person say a specific type of work? What is intriguing to them about that? Have they tried it before? Who is the influence in their lives? What kind of people do they like to be around?
- What works and doesn't work?
- Don't assume - investigate!

## **Thinking in Questions to Learn More**

If someone says she wants to be a firefighter, what are some questions or things you'd like to know/investigate? What activities would you use to get the info?

## **"I want to be a fireman"**

Questions:



- Why the interest in being a fireman?
- Has she tried it before?
- Does he know a firefighter?
- What does she know about it?
- What does he like about it the idea?

#### Activities

- Home visit
- Talk with family/friends
- Go to fire station to explore
- Talk with fireman
- Do some job shadowing
- Watch videos
- Anything else?

#### Thinking in Questions – support needs

- What needs to be in place for her to be at her best?
- What needs to happen for her to stay healthy?
- What needs to be in place for him to be safe?
- What type of environment do we need to find so he won't spit on people?
- How does she effectively receive instruction?

**Information Organization Form (Optional) – located in the Session 1/Day 1 section of the [Supported Employment Core Training Materials](#) page.**

**Customized Job Development Plan (Optional) – located in the Session 1/Day 1 section of the [Supported Employment Core Training Materials](#) page.**

#### Writing Product

- Meaningful
- Respectful
- Descriptive
- Useful
- Plan to share with the job seeker and family/guardian

#### Writing Process

- Have a good note taking/memory stimulating strategy.
- Avoid interruptions.
- Say it to someone else.
- Take a walk.

## Note Writing

- Quality Matters
- Be clear and precise.
- Describe activities so there is no question as to what occurred.
  - Unclearly stated behavior/actions can and will be misinterpreted.
- Provide enough description to ensure statements are informative.

## The Importance of Description

- Bob's shy.
  - "Bob looked down at the floor when he spoke with the manager at Auto Zone."
- Sally's happy.
  - "After we left Best Buy, Sally was smiling and talked about things she liked about the store (conversation with Joan about demonstrating laptops features, open/accessible store layout ,and its orderliness and cleanliness) on the way home."

## Proofread

- The more time and distance you can put between your writing and proofreading, the more objective you will be.
- Enlist someone else to proofread your work.

## OVR Specifics

### [Traditional]

#### Discovery - Person-Centered Job Selection (PCJS)

- Receive authorization from OVR Counselor to begin Discovery/PCJS process.
- Document each activity/meeting with "PCEP Activity Note."
- Talk with supervisor about how often you invoice
- \$80/hour: minimum 10 hours; maximum 20
- Remember! This is when you spend time getting to know the individual in different aspects of her/his life. Spend time in different places, meet people who are important to her/him, review records. Spending quality time and learning from each activity is critical to get to know this person.

#### PCEP Activity Notes (Info to be learned)

- Complete one note per activity.
- Submit all notes to your OVR Counselor at the end of each month (5th of next month at latest).
- If Job Seeker has a Case Manager – should be sent to CM as well.

- Must be turned in monthly – even if no contact was made. Create a note of attempts to contact.
- These notes reflect how you are getting to know the individual in various aspects of their life.
- Billable hours include time spent with or directly on behalf of the consumer
- Basic Information
- Discovery Activity: State here exactly what you (the ES) have done with or for the job seeker on this day to get to know them better.
- Results: What did you learn about the individual?
- Next Steps: What else do you want to know or learn more about? How will you find the information? This section guides future activities. Include dates & places.

#### **How to not write a note:**

- Job Seeker's Name: Joe Smith
- Discovery Activity: Met at Starbucks
- Purpose: Start the PCEP
- Results: He wants to work but can't stand for long periods of time. Has his GED.
- Next Steps: Finish PCEP

#### **Person Centered Employment Plan**

- PCEP is written after you've completed the Discovery/ Person Centered Job Selection phase.
- Turn into OVR along with an invoice for:
  - \$800 IF approved within 45 days of begin service date on authorization
  - \$400 IF approved 46+ days of begin service date
- (If job seeker has a Case Manager – be sure CM receives a copy as well)
- This plan should reflect all that you've learned about the individual and be a plan to guide job development.
- General Info: Who is this person?
  - 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, what will need to be addressed?

#### **[IPS]**

#### **Career Profile**

- Receive authorization from OVR Counselor

- Remember! This is when you spend time getting to know the individual in different aspects of her/his life. Spend time in different places, meet people who are important to her/him, and review records. Spending quality time and learning from each meeting is critical to get to know this person.
- No notes are required to submit to OVR
  - Know how you will keep track of information!
- The Career Profile is NOT intended to be a form you fill out in a Q&A meeting.
- Look at the Career Profile.
- Look at the Tip Sheet – Remember, the answers to these questions will guide how you fill out the Profile.
- When we talk about the headings on the PCEP, the same information is relevant to the Career Profile, just asked in different ways...but you have to know the info!

### **Career Profile & Job Search Plan**

- Career Profile and Job Search Plan are written after you've completed the initial phase.
- Turn into OVR along with an invoice for \$750.
- This plan should reflect all that you've learned about the individual and be a plan to guide job development.
- It's more than just a report.
- This must be clearly known enough for you or the Job Seeker to explain to an employer along with how s/he is beneficial to the company.
- This needs to be understood enough – now – so that everyone is ready for Job Development! What are you looking for? Who are you talking to? Where are you going?

### **Basic Tips to Get Started (Questions to Engage Job Seeker)**

- How did you get here today?
- How might being employed change your life?
- What would be the smallest or easiest 1st step for you?
- When was the last time you felt good? What would it take to reach that again?
- What do people say you are good at?
- What do you think you are good at? What makes you unique?
- What do you want life to look like in 3 years?
- What activity have you noticed makes you lose track of time?
- Imagine that you are truly confident that others will support you. What might you do?
- When do you feel most like your true self?
- What jazzes you about going to work/school?
- So, tell me about your morning.

- If you could talk to your future self, what would you say?
- With whom do you like to spend time?

## **Person-Centered Employment Plan and Career Profile**

- It's More than Just a Form.
- It's What You Know About the Person & is the start of your Job Development PLAN.

## **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? Job that did not work well and why?
- Describe what has and has not worked and WHY specific job sites worked/did not work for the person.
- Be creative in finding out why jobs have/have not worked well for the person, what was it about this experience(s) that made the difference?

## **Interests**

- 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.

## **Skills**

- 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.

## **Job Tasks**

- Skills and interests translate into what job tasks the person can and will be able to do.

- 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.

## **It's Our job to Be the Translator**

Skills + Interests = Tasks

## **Desired Employment Considerations & Rationale for Each**

- 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.

## **Learning Style/Teaching Tools**

- 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?

## **Ideal number of hours per week**

- 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.

## **Plan of Action**

- 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. This is your starting place for job development once authorized to begin.
- Representational Considerations

- Include role of Employment Specialist. 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
- Discuss how the individual's disability is going to be addressed to potential employers - what can you say? What can't you say?
  - Permissions for potential disclosure.
- How will you describe the impact of disability in functional terms?
- 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.).
- 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.
- 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.

## Other Important Information

- 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.

## Final Sections

- Signature & Contact Information

- Total time spent – This DOES NOT include time spent writing the report. This is a total of all time spent doing PCJS (activities with and on behalf of job seeker)
- Addendum/Amendment/Modification
  - To be completed if and when needed AFTER discussing with OVR Counselor.

### **Questions to Consider When doing a PCEP/Career Profile**

- Have all of the questions (including italicized questions) been answered?
- Does the person seem familiar to you as you read it?
- Is it easy to read?
- Have interests/skills been explored?
- Is there justification of what was learned/planned?
- Is there a clear plan for Job Development?
- Supports clearly defined?
- Do you still have questions after reading this or need more information?

### **Reviewing PCEP/Career Profile**

- Ask a co-worker to review your PCEP/Career Profile and see what they think of the previous questions
- Ask the individual/family to review the PCEP/Career Profile and see if it sounds like you've captured who he/she is or if there are areas which still need exploration

### **Communication is key**

- Activity notes must be turned into OVR (non IPS)
- PCEP should also be turned into Case Manager
- IPS requires routine meetings between ES & VRC, ES & treatment team
- Other SE programs should look at similar practice

### **Quote by J. Rock Johnson**

“One of the biggest problems has been the low expectation of providers... Until I was connected with a ‘keeper of hope.’ He had hope for me when I didn’t have it for myself. This (kind of relationship) shouldn’t happen by accident - it should happen by design.”