SD Department of Human Services
Division of Developmental Disabilities

PERSON CENTERED EMPLOYMENT PLANNING GUIDE

2015

Path to Employment	Sample Questions	PCT Tools for Discovery	Participant Responses and Direction	Employment Action Plan and ISP Content ✓ Employment Discovery OR Supported Employment/Career Planning

Person is in school and is planning for employment post-graduation	Individual Interests
	1. What are your favorite parts of the school day?
	2. If you could have any job, what would it be and why?
	3. Have you had a job before?
	4. Do you have responsibilities/chores at home?
	5. Which chores do you enjoy most?
	6. Which chores do you most dislike?
	Money
	1. When you graduate, where will you live?
	2. Will you have to pay for rent, groceries, and utilities?
	3. Do you know how much you need to make to pay your bills?
	4. How much money will you need to have fun?
	Self-Determination
	1. Is there anything that worries you about getting a job?
	2. Is your family excited that you want to get a job?
		• Important To/For
		• Using Gifts to Build Connections
		• Good Day/Bad Day
		• Routines/Rituals
		  o Identify peak performance time throughout the day/evening
		• Relationship Map
		  o Natural support networks
		  o Informs Matching Tool for personality characteristics
		• Matching Tool
		  o Identify supports and skills needed,
		  o Personalities that may or may not work well for the person
		• Communication Chart
		  o Identify communication and supports on the job
		• Learning Log
		  o Use during job shadowing, etc.
		• Hopes and Fears exercise
		  o Positive focus while acknowledging and addressing fears
			If the participant has a clear desire for employment after graduation, the team can:
			• Determine whether career path includes post-secondary education
			• Decide to move forward and learn together,
			• Consider this participant as a candidate for Vocational Rehabilitation services,
			• Identify employment support provider and resources related to achieving employment
			
			If the participant is of working age but unable to clearly answer the questions, the team may:
			• Go to the next set of questions and consider employment in 2 years, rather than this year, or
			• Stay with this plan if they believe the participant does want a job in the next year.
				1. Identifies the desired weekly schedule, including:
				• Hours of Service and Outcome (1-40)
				• Schedule and environments
				• Identify present level of employment outcomes
				
				2. Identifies the desired outcome for the participant through Employment Action Plan;
				• Addresses the goal with activities targeted to having a job within the next twelve months
				3. Identifies actions and activities to identify and highlight employment related competencies (Outcome is to overcome job seeker and family fears and barriers)
				4. Identifies employment support provider and resources related to achieving employment
				5. Identifies strategies to access potential funding resources for employment
				6. Addresses other "Important To" and "Important For"

Path to Employment	Sample Questions	PCT Tools for Discovery	Participant Responses and Direction	Employment Action Plan and ISP Content ✓ Supported Employment/Career Planning

The person is currently in a job or career	1. Do you want to stay where you are?
	2. What do you like about the job you have now?
	3. Is there anything you do not like about the job you have now?
	4. Do you want to try something new where you are currently working?
	5. Do you want to learn about different jobs?
	6. How can we help you learn about other kinds of jobs?
	7. Would you like a job somewhere else? How much money did you make last year?
	8. Are you making enough money to meet your living expenses?
	9. Do you need to make more money? If so, why?
		• Important To/For
		• Working/Not Working
		  o From perspective of participant, employer, job coach
		• 4+1 Questions
		  o Create an action plan to address concerns and be sure that there is support to continue with "what we're pleased about"
		• Using Gifts to Build Connections
		• Donut
		  o Help with clarification on job responsibilities, duties
			If individual indicates general satisfaction with their current job and earnings, then the focus of this path is to maintain or improve the outcomes of their current situations (e.g. hours, pay, expanded job responsibilities, promotion)
			
			If the individual indicates dissatisfaction with their current job and/or earnings, but clearly wants to work or change work situations, go on to the next set of questions, under the path "Person wants a job this year."
				• Hours of service and outcome (1-40 hours per week).
				• Identify present level of employment outcomes, if any.
				• Consideration for Vocational Rehabilitation services;
				• Identifies employment support provider and resources related to achieving employment;
				• Identifies desired weekly schedule and environments;
				• Identifies strategies to access potential funding resources for employment;
				• Identifies actions and activities to identify and highlight employment related competencies;
				• Addresses how the participant will increase their wages, either through increased hours or another job.
				• Addresses other "Important To" and "Important For" activities, supports that may continue to be available.
				• Documents team recommendation if group supported employment is identified as the participant's desired outcome, and
				  o Documentation that the person has made an informed decision to retain group supported employment rather than individual integrated employment
				  o Documentation of continued team discussion regarding the participant's employment goals

Path to Employment	Sample Questions	PCT Tools for Discovery	Participant Responses and Direction	Employment Action Plan and ISP Content ✓ Employment Discovery

Person is unemployed or underemployed and wants a job this year	Individual Interests
	1. If you could have any job what would it be?
	2. Do you like working alone or with people?
	3. What is important to you about work?
	4. Have you had a job before?
	5. Do you want to try some different kind of work?
	6. Do you want to advance your career in the same field?
	7. What type of training might help you achieve your goal?
	Money
	8. How much money do you need to make to pay your bills?
	9. How much money will you need to have fun?
	Self-Determination
	10. Are there jobs you do not want to do?
	11. Are there reasons you are having a hard time getting a job?
	12. Is there anything that worries you about getting a job?
	13. Is your family excited that you want to get a job?
		• Important To/For
		• Using Gifts to Build Connections
		• Good Day/Bad Day
		• Routines/Rituals
		  o Identify peak performance time throughout the day/evening
		• Relationship Map
		  o Natural support networks
		  o Informs Matching Tool for personality characteristics
		• Matching Tool
		  o Identify supports and skills needed,
		  o Personalities that may or may not work well for the person
		• Communication Chart
		  o Identify communication and supports on the job
		• Learning Log
		  o Use during job shadowing, etc.
		• Hopes and Fears exercise
		  o Positive focus while acknowledging and addressing fears
			If the participant has a clear desire for employment now, the team can:
			• Decide to move forward and learn together,
			• Consider this participant as a candidate for Vocational Rehabilitation services,
			• Identify employment support provider and resources related to achieving employment
			
			If the participant is of working age but unable to clearly answer the questions, the team may:
			• Go to the next set of questions and consider employment in 2 years, rather than this year, or
			• Stay with this plan if they believe the participant does want a job in the next year.
				1. Identifies the desired weekly schedule, including:
				• Hours of Service and Outcome (1-40)
				• Schedule and environments
				• Identify present level of employment outcomes
				2. Identifies the desired outcome for the participant through Employment Action Plan;
				• Addresses the goal with activities targeted to having a job within the next twelve months
				3. Identifies actions and activities to identify and highlight employment related competencies (Outcome is to overcome job seeker and family fears and barriers)
				4. Identifies employment support provider and resources related to achieving employment
				5. Identifies strategies to access potential funding resources for employment
				6. Documentation if an extension is deemed necessary to assist the participant in achieving desired outcome
				• Progress and milestones accomplished within one year timeframe
				• Barriers to be addressed during extension period
				• Action plan to build on success and address identified barriers
				• Addresses other "Important To" and "Important For"
				7. Addresses other "Important To" and "Important For"

Path to Employment	Sample Questions	PCT Tools for Discovery	Participant Responses and Direction	Employment Action Plan and ISP Content ✓ Community Life Engagement

Employment within 2 years	Interests, Activities, Strengths
	1. What's a typical day look like?
	2. Is there something you are really good at? What do you think you would be good at?
	3. Where do you like to spend time? What else do you like to do?
	4. Do you want to learn a new skill?
	
	Self-determination
	5. Do you want to learn about different jobs?
	6. Do you want to see how other people make money?
	7. Can you share your own interests?
	8. What is your greatest fear when thinking about working?
	9. What do we need to do better to help you be prepared to think about it in the future?
	10. What motivates you to start your day, be in your community and to work?
		• Important To/For
		• Using Gifts to Build Connections
		• Good Day/Bad Day
		• Routines/Rituals
		• Learning Log
		  o Use during job shadowing, etc.
		• Hopes and Fears exercise
		  o Positive focus while acknowledging and addressing fears
			From the typical day, try to match activities and skills with potential employment
			
			As you listen to the answers to the questions, determine if the plan should address structured activities to further self-determination.
			
			If the participant (or team) is able to answer a few questions and believes in the possibility:
			Use Vocational Assessment to determine gaps in information that should be considered as part of Employment Action Plan.
				1. Identifies the desired weekly schedule, including:
				  • Hours of Service and Outcome (1-40)
				  • Schedule and environments
				  • Identify present level of employment outcomes
				2. Addresses how the individual is learning about employment so as to assess their interests, their ability to make informed choice and to overcome fears and barriers.
				3. Addresses fears and barriers related to employment.
				4. Addresses other "Important To" and "Important For" activities, supports and/or outcomes that may continue to be available during this year.
				
				ISP must documentation must include team decision that Community Life Engagement services are most appropriate for the person, including but not limited to:
				  • Consideration of how current plan and activities, experiences, or interests may lead closer to employment in the future;
				  • Information presented to the participant about opportunities for employment on an annual basis;
				  • Documentation that the participant has made an informed decision not to work;
				  • Documentation of team recommendation if Community Life Engagement services are provided in residential setting

Path to Employment	Sample Questions	PCT Tools for Discovery	Participant Responses and Direction	Employment Action Plan and ISP Content ✓ Community Life Engagement
Not Focused on Employment	1. Can you think of how your life might change if you had money for what you wanted? 2. Can you think of how your life might change if you were more involved in the community? (friends at work, etc.) 3. How will you spend your days while you are unemployed and/or retired? 4. Are you a morning person? 5. Do you like to do things later in the day? 6. Do you like to be with other people? 7. Do you like to be alone? 8. Do you feel good when you are helping someone out? 9. Do you like physical activity? 10. Do you prefer quiet activities?	• Important To/For • Presence to Contribution • Routines/Rituals • Dreams/Goals If the working age participant says "I don't want to work" It is the responsibility of the team to: • Consider how present plan and life activities, experiences and interests may lead closer to employment in the future • Present information about and opportunities for employment on an annual basis AND • Clearly document that participant has made an "informed decision" not to work (See Draft criteria)	**Draft criteria: Possible Evidence of "informed choice related to decisions about employment"** • Environment supports choice-making • Information is available on a variety of employment options • Person has had experience with options to develop personal preferences • Information is provided in a manner reflective of person's ability to understand and communicate • Non-judgmental advice and support are offered. • Support includes consideration of positive and negative consequences of the decision. • Presentation of information is provided by more than one provider or team member.	If the participant is beyond typical working age (62) and has not expressed an interest in employment, Employment Action Plan is not required within ISP For those of working age: 1. Identifies the desired weekly schedule, including: • Hours of Service and Outcome (1-40) • Schedule and environments 2. Describes non-work activities in which the participant chooses to participate in during this plan period. 3. Addresses how preferred activities that could be related to future employment will be identified, through exploration and ways these may inform future decisions related to employment. 4. There is a discussion record that captures efforts to assure that the participant is making an informed decision about not working. • Documentation of team recommendation if Community Life Engagement services are provided in residential setting.

The purpose of the Person Centered Employment Guide is to assist Case Managers, job development staff and others to prepare for discussions with individuals, families, and support teams to choose and implement supports that will lead to a Path to Employment.