**PERSON CENTERED EMPLOYMENT PLAN (PCEP)**

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| **Job Seeker’s Name:** |  |
| **Address:** |  |
| **Phone Number:** |  |

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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?* |
| **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?*  *♦ 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.* |
| **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.* |
| **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.* |
| **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.* |
| **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.* |
| **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?* |
| 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.* |
| **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.* |
| 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?* |
| 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.)* |
| 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.* |
| 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.* |
| 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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| **Print Name of ES:** |  |
| **Date:** |  |