



DC LEARNERS & EARNERS EMPLOYMENT & DISCOVERY

TOOLKIT

Charting the LifeCourse: Employment

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PARTNERSHIPS IN EMPLOYMENT PROJECT



5-year grant awarded to 14 states: AIDD awarded funding to eight states in 2011 and 2012, and six states in 2016: *District of Columbia, Hawaii, Kentucky, Massachusetts, South Carolina, and Utah.*

Focus on competitive integrated employment for youth with I/DD: This project promotes cross-systems and cross-agency collaboration to improve competitive integrated employment outcomes for youth and young adults with intellectual and developmental disabilities (I/DD). *Competitive integrated employment* is when “individuals with disabilities earn wages consistent with wages paid to workers without disabilities in the community performing the same or similar work.”

States form consortiums: The six 2016 Partnerships in Employment states formed a consortium or coalition of stakeholders that include:

- ▶ **Individual Level:** Individuals with I/DD, family members
- ▶ **Community Level:** Pilot sites, employers, providers
- ▶ **State Level:** Developmental Disabilities Agency, Vocational Rehabilitation Agency, State Education Agency, State Developmental Disabilities Council, other state agencies

AIDD contractors perform project evaluation and provide technical assistance: The Lewin Group is conducting a comprehensive, longitudinal evaluation and the Youth Employment Solutions (YES)! Center is providing training and technical assistance to states.

DC LEARNER & EARNERS

DC Learners and Earners initiative is aimed at improving employment outcomes for young people, ages 14 – 30 years old, with intellectual disabilities. Recognizing that to be successful this will require change at every level, DC is working with people with disabilities and families to build high expectations for employment and share tips for success; with neighborhoods throughout the District of Columbia to build community-based networks of support for young people; and examining where our government policies and practices must change.

WHAT IS THIS AND WHO IS IT FOR?



This guide will help you think about questions to ask, things to do, and resources to access that lead to a job, career, volunteer position, or continuing education of your choice.

Youth, Young Adults, and Families

Parents, step-parents, foster parents, siblings, grandparents and extended family play an important role in the lives of youth who are starting to think about what they will do when high school ends, and how they can take control of their own lives. The transition years are critical in shaping the future of a young person with disability. What happens during this time can have a lasting effect, good or bad, on the life that youth lead as they become adults. Setting expectations about employment and being a contributing member of the community once school ends is a powerful way to discuss meaningful activities in this new phase of life!

There are strategies and skills that can be an advantage in obtaining and retaining employment during this time of transition. These skills can assist a young person to have the job and/or career they choose when they are an adult based on their likes, dislikes, gifts, talents and abilities. Also, college or other continuing education opportunities might also be part of the picture.

This toolkit provides strategies to guide a person's journey as they move closer to their desired result. It is not intended to be all inclusive, but is a starting place for youth and families to individualize the planning process to meet their own unique needs. It is meant to be a conversation starter as youth and families begin to think about and plan for adult life.

Supporters

Community members, employers, support coordinators, teachers, counselors, therapists and others can use this guide to help transition age youth and their families think about and plan for the future, supporting a trajectory toward real jobs and real lives for people with disabilities. Youth and families often don't know what they don't know. This guide provides some of the questions to ask, things to think about and the resources that can provide answers and next steps toward employment and career goals. Potential employers and community members can use this toolkit to better understand the goals and needs of individuals seeking employment. It can also be used for professional development for those who support individuals and families.

NOTES



GUIDE

Why do people work?

The quick answer is to make money to support themselves financially and get the things they want. But work is also an opportunity to build friendships, learn new things, and achieve a sense of accomplishment, competence and pride! Working gives people something to do with their time, adds structure to their day, builds social networks, and helps people attain a sense of purpose. Work is an important part of adult identity, and this is as true for individuals with disabilities as it is for anyone. Having the right job can greatly increase satisfaction with and quality of life.



People with disabilities want to work, and are able to work if given the support and preparation they need to be successful. It begins early and continues throughout the life course. Beginning in childhood, families, schools, friends, community members, support coordinators and other supporters can encourage the child to develop a vision for their future, including what kind of job they would like to have. All children dream about what they want to be when they grow up, and children who happen to have a disability or special healthcare need are no different!

As children prepare to leave high school, they begin to focus even more on jobs, careers, college or continuing education. As adults, sometimes we make the decision to change jobs or careers, and eventually begin to think about retirement.

Sometimes people with disabilities encounter barriers to employment. Some common barriers include not knowing what kind of job they want to do, not having the skills needed for a particular job, not having work experience, and additional issues such as transportation and needed accommodations.

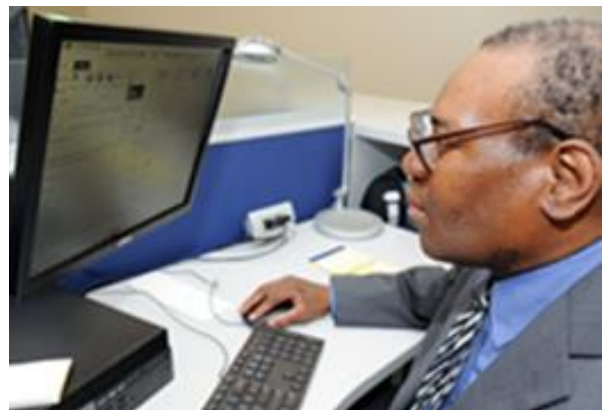
A Change in Our Thinking...

In the past, many people with disabilities have not had many chances to find employment in their community alongside their non-disabled peers. They commonly worked in jobs that were created just for people with disabilities and they were segregated from the rest of the community. Some reasons why people with disabilities may not have had access to employment were:

- Low expectations about what people with disabilities can contribute as workers;
- Stereotypes about what type of work people with disabilities can do;
- A focus on the limitations of a person with a disability instead of their abilities and skills;
- Lack of exposure to work experiences in the community.

People with disabilities still have a higher rate of unemployment than the general population. However, today we are seeing a change in expectations as people with intellectual and developmental disabilities become productive, valued community members working alongside their peers in jobs across the country.

People with disabilities are valued employees in their communities. They want their families and supporters to see beyond old stereotypes and focus on their skills, abilities, and interests when thinking about employment. People with disabilities can and do hold real community jobs as productive and valued employees.



PLANNING FOR EMPLOYMENT

What is a Portfolio?

LifeCourse Employment Portfolios

The LifeCourse Employment Portfolios are a set of tools to help a person seeking employment, families, or professionals make a plan for employment. In the next few pages, we will take you step-by-step through filling out your own portfolios. Each section of the portfolio is identified by headers in bold. The headers correspond with the section in the guide containing directions for that section, as well as examples to help get you started.

Tools for Persons Seeking Employment

- **Exploring Employment**– This portfolio will help you figure out if you want to work and what kind of job or career you want. It helps you to think about things you want to try and what supports you will need.
- **Planning Employment**– This portfolio will help you plan employment goals once you have already thought about or have a pretty good idea of what kind of job you want to do, or if you want to change jobs. It will help you plan specific goals, list steps to take to move toward them, and think about the supports you will need. This tool can be completed by the job seeker or with help from a family member or professional.

You can complete these portfolios on your own, or you may need help from a family member or supporter.

Once completed, the portfolio can be used for:

- guiding your own course of action leading to employment
- advocating in formal meetings with professionals about your vision for employment
- training support staff (job coaches, personal care assistants, teachers) who are helping you work towards employment.



PLANNING FOR EMPLOYMENT

Portfolios for Families and Professionals

Tools for Families

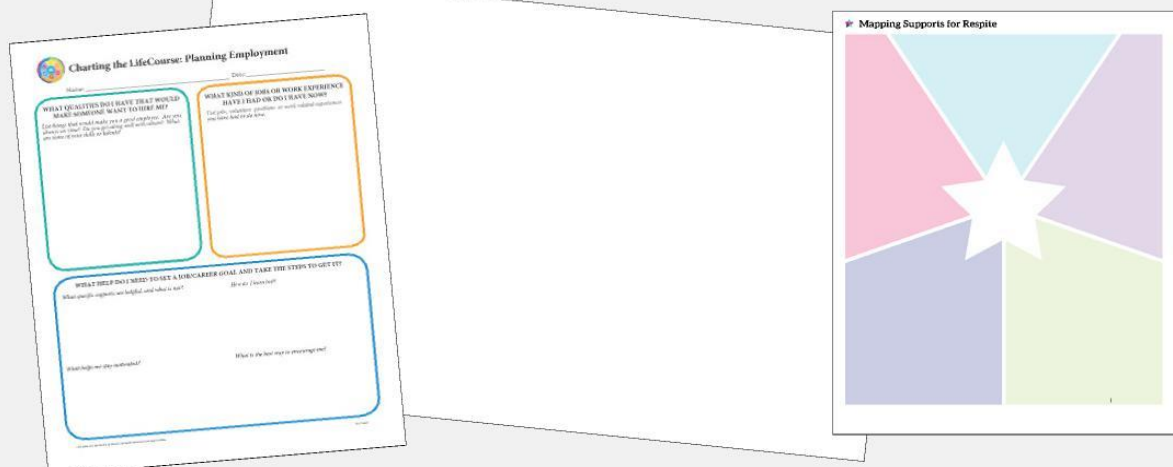
- **Family Perspective on Employment Outcomes** – Family members of a job seeker can use this tool to express their opinions about employment for their loved one. It will help families express what kind of job they would like to see their family member have, concerns about them working, opinions about goals and next steps, and what kind of supports they think their family member would need.



Tools for Professionals

- **Professionals – Template for Employment Discovery** – Employment professionals can use this tool to have better conversations with people seeking or thinking about a job or career. It helps to them to assist job seekers to think about why they want to work, job/career goals, next steps, supports they will need and what has worked or not worked in the past. It also shows how you can use the information you learn about the person through their portfolio to create a Discovery Positive Personal Profile and Job Search & Community Participation Plan.
- **Professionals Guide for Employment Discovery** – This tool will help professionals to understand how Person-Centered Thinking and Charting the LifeCourse can work together to assist job seekers in the employment discovery process.

Download your own portfolios at lifecoursetools.com/employment



LEARNING ABOUT YOURSELF

One Page Profile



Before you can make decisions about what you want to do in your adult life, including the kind of job or career you want, you have to learn about yourself and your interests. What do you have a passion to spend your day doing? What is it about work that is appealing to you? What's going to ignite a fire in you that will make you get out of bed and contribute each day?

No one knows you and your interests better than you and those closest to you. One way to begin this process is by creating a One Page Profile. A One Page Profile is a short introduction that captures key information about you on a single page. The next page has a template for you to create your One Page Profile. You should include enough detail that someone who has never met you will have a good idea of who you are and understand what matters to you.

What people like and admire about me: This is a list of your positive strengths, talents and qualities. Ask family or others who know you well for input, or do this exercise as a group activity.

What's important to me: Include things about your life that are important to you, including people, places, interests, passions, hobbies, possessions, rituals, routines, including what's important related to work. What are things that you value the most that make you who you are?

How to best support me: Identify specific kinds of supports that are helpful to you and also list things that are not helpful. Think about the support you need to create the best environment and outcomes in your life.

WHAT AM I GOOD AT OR INTERESTED IN?

List things that you've been told you do well, or you feel good about. What do you do that you are proud of or think is important? What would you like to learn more about or try? For example – you're a "people person" or you like helping others.

WHY IS IT IMPORTANT TO ME TO WORK?

List reasons you want to get a job or have a career. What are your thoughts on working? It could be you want to make money to have or do the things you want, or because you want to have a meaningful way to spend your days.

WHAT DO I NEED TO HELP ME FIGURE OUT WHAT I WANT TO DO?

*List supports that are helpful to you and supports that are not.
What specific support do you need to figure out what kind of job you would like and be good at?
What do others need to know to best be able to help you explore jobs/careers?*

ONE-PAGE PROFILE

Exploring Employment



Charting the LifeCourse: Exploring Employment

Name: _____ Date: _____

WHAT AM I GOOD AT OR INTERESTED IN?

List things that you've been told you do well, or you feel good about. What do you do that you are proud of or think is important? What would you like to learn more about or try? For example - you're a "people person" or like helping others.

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EMPLOYMENT SUCCESS STORY

And One-Page Profile Example

Deborah's Success Story

It was Deborah Gaither-Phillip's grandmother who insisted that she learn how to navigate the city and live on her own. Deborah resided at Forest Haven, the District's former institution for people with intellectual and developmental disabilities until she was 17 years old. But after just one year of living with her grandmother, she emerged as a strong advocate for herself and an expert at maneuvering the streets of D.C. with relative ease.

The native Washingtonian has held a variety of jobs, from cook to housekeeper, to construction demolition assistant. At the urging of her daughter, Deborah came to DDS in 2014 for support and a fresh start in pursuing a self-directed life. Her two primary wishes at that time were to get a new place to live and a new job. Within the year, she began an internship with the Rehabilitation Services Administration (RSA), working with the operations unit. Her duties included filing and assisting with preparations for the agency to relocate to the southwest area of the District. Based on her performance as an intern and the Agency's commitment to model the employment practices it works to cultivate with local business, in March 2016, Deborah became a full-time employee with DDS/RSA.



As a clerical assistant, Deborah answers the phone, gathers and distributes mail throughout her unit, assists with meeting room setup, processes orders for office supplies, and handles other duties as assigned. "I have come a long way," she acknowledges with a humble smile. "I have my own money and I am learning a lot of stuff." That "stuff" includes improving her computer skills. Supported by RCM of Washington, she has a job coach who works with her two days a week to make sure she understands the basics of email usage, Microsoft Office products, and internet usage and file navigation. Job Coach Danielle Deshields commented that Deborah is "very determined to learn and to do a good job." Because of her perceptive reasoning and observation skills, Deborah was recommended and accepted the role of trainer assistant with People Planning Together, a person-centered training module that teaches people with disabilities how to effectively advocate for the supports they need to lead self-directed lives. Eventually, Deborah hopes to join the ranks of trainer to ensure that people with disabilities are confident and effective in communicating about things that matter most to them.

Excited about her first government job, Deborah has one message for people with disabilities: "You have to want to do better for yourself. Be willing to do what is asked of you. Work with your counselors and supervisors so you can get a better life."

EMPLOYMENT ONE-PAGE PROFILE

Deborah's One-Page Profile

Deborah's One Page Profile

Created with support in a
People Planning Together
Workshop

Important to me:

- To work hard to accomplish my SMART Goals.
- To keep improving myself and learning new things. *Reading, computers, spreadsheets and literacy.*
- Helping people w/ things I'm good at:
 - Filing
 - Checking mail
 - Ordering supplies

What people like and admire about me!

"I like how outgoing you are! You say Good morning every day."

"Her eagerness to work and get things done in a timely manner. You are very persistent, which is a good thing."

"When learning new task, you ask many questions until you are to understand."



What Others Need To Know Or Do To Best Support Me:

- Get the training I need- Outlook and other computer products.
- To have Dragon and JAWS on my computer
- To have a Job Coach helping me learn the things I need to work in an office.
- Show me how to do what I need to do first and then I can practice it.

SDA People Planning Together



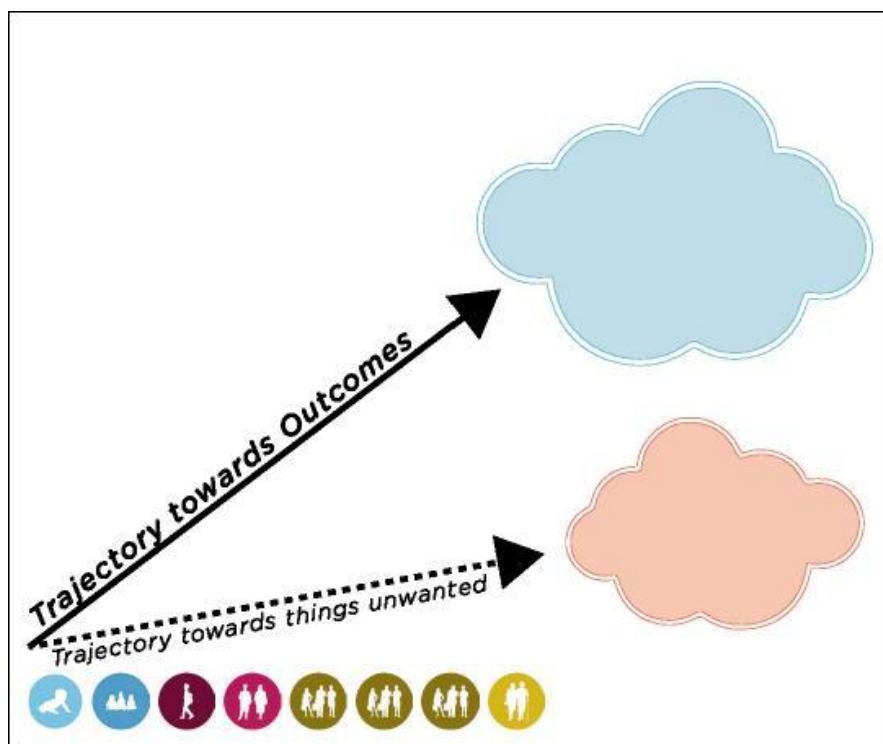
EXPLORING EMPLOYMENT

What is Our Vision?

VISION FOR A GOOD LIFE

Every child, from a young age, dreams about what they want to be, where they want to live, if they will get married and have a family, and what their life will look like when they are grown. Parents often encourage their children to dream big, even when it might seem like the dream is out of reach. It should be no different for a child with a disability or special healthcare need. As the child becomes a teenager, it is even more important for the youth and the family to have a vision of what the future might look like. Even as an adult, it is important to keep a vision of the future in mind into adulthood and senior years. The best gift a parent can give a child is optimism and high expectations, offering encouragement, support, and experiences to prepare for the road ahead.

Think about shooting an arrow. You need to have a target at which to aim, or the arrow might go off course and not land where you would like. The goal is for the arrow to go towards the bulls-eye of the target. If the goal is to have inclusive, good lives in the community as adults, then from a young age, the child and the family can begin to aim for that goal and set a path to get there. This is called a life trajectory. If individuals and families want to achieve enviable lives in the community, then they must have a vision of where the trajectory is aimed. What does that enviable life look like? What kind of things would be part of that life? They also might want to keep the things they DON'T want in mind, and make sure life experiences and events aren't pushing them in that direction. By having a vision for the future from a young age, it is more likely that the life trajectory will lead the person to the life about which they dream.



EXPLORING EMPLOYMENT

What is Our Trajectory?

LIFE TRAJECTORY WORKSHEET: EXPLORING EMPLOYMENT

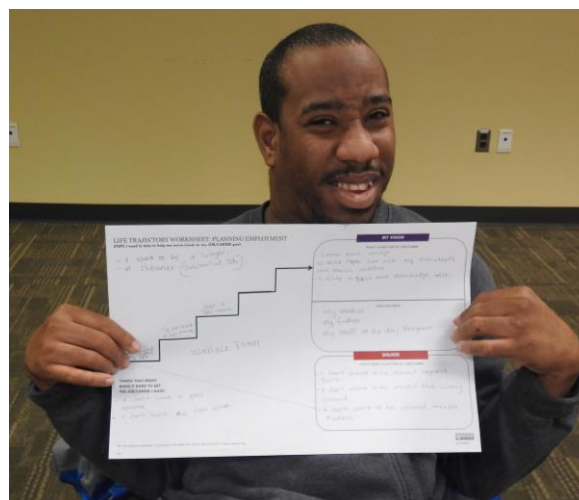
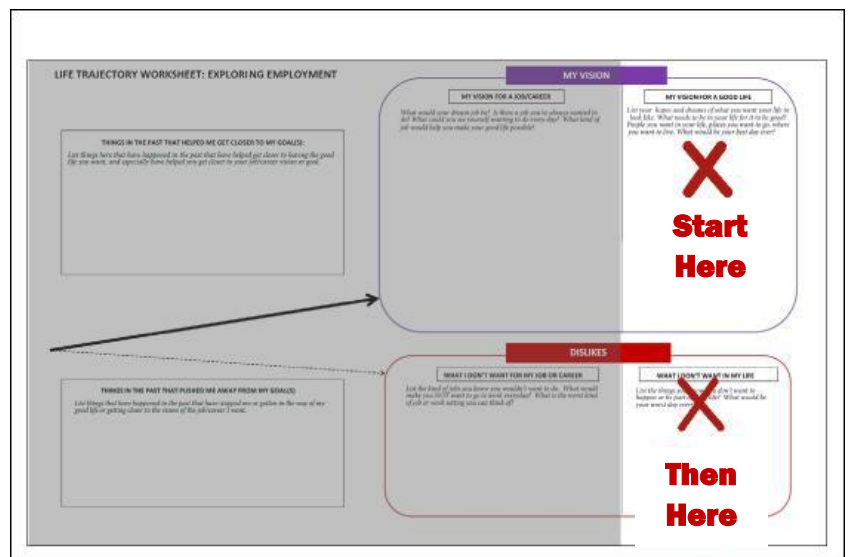
Good employment planning starts with a clear vision for a good life and for a good employment experience. Having a vision of what good employment looks like for you, and keeping that vision in mind, can help guide you as you make decisions about whether choices or experiences draw you closer to that vision or further away.

MY VISION FOR A GOOD LIFE

First, go to the **PURPLE** bubble on the upper right side of the page (see image at right), list a few things that make a good life for you, in general (not specific to employment). These are often the things you want that employment will help make possible! List your hopes and dreams for what you want your life to look like. What needs to be in your life for it to be a good life? Who are the people you want in your life? What are the places you want to go? Where you want to live? What would be your best day ever?

WHAT I DON'T WANT IN MY LIFE

In the **RED** box on the bottom right, list the things you don't want in your life overall (see image at right). List the things you know you don't want to happen or be part of your life? What would be your worst day ever?



EXPLORING EMPLOYMENT

Trajectory

MY VISION FOR A JOB/CAREER

MY VISION FOR A JOB/CAREER

Next, go to the left side of the **PURPLE** box. Write down what your dream job would be. Is there a job you've always wanted to do? What could you see yourself wanting to do every day? What is it about that job that you like? What kind of job would help you make your good life possible?



WHAT I DON'T WANT FOR A JOB/CAREER

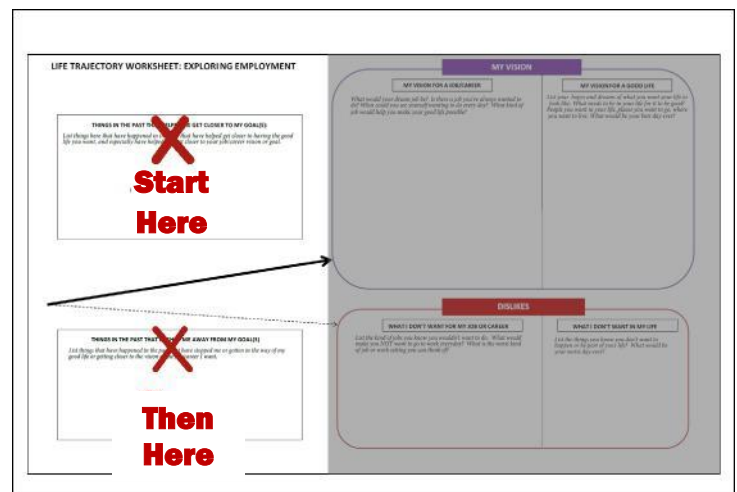
Now, on the left side of the **RED** box, list the kind of jobs you know you wouldn't want to do. What would make you NOT want to go to work every day? What is the worst kind of job or work setting you can think of?

EMPLOYMENT TRAJECTORY

The 'trajectory' is the path in life that will either lead you toward your good life or push you toward what you don't want. Life experiences and events affect the trajectory. Some experiences help move the trajectory toward the desired good life outcomes. Others might move the trajectory toward unwanted results. It's important to reflect on past life experiences, both positive and negative, to know what to continue or build upon, and what to avoid or stop doing. With every choice, decision, experience, or interaction with others, consider which direction it nudges the trajectory.

THINGS IN THE PAST THAT HELPED ME GET CLOSER TO MY GOAL(S)

List things here that have happened in the past that have helped get closer to having the good life you want, and get closer to your job/career vision or goal.



THINGS IN THE PAST THAT PUSHED ME AWAY FROM MY GOAL(S)

List things that have happened in the past that have stopped me or gotten in the way of my good life or my vision of the job/career I want.

PLANNING FOR EMPLOYMENT

Questions to Get You Started



Employment Trajectory

My Vision –

Think of the things that are important to you in a job. Think about your own personal goals. Where would you want to work? What career do you want?

Who could help you get the job you want? _____

What supports might you need? In what kind of place would you want to work?

Dislikes –

Think of the things you don't want in a job. _____

Steps –

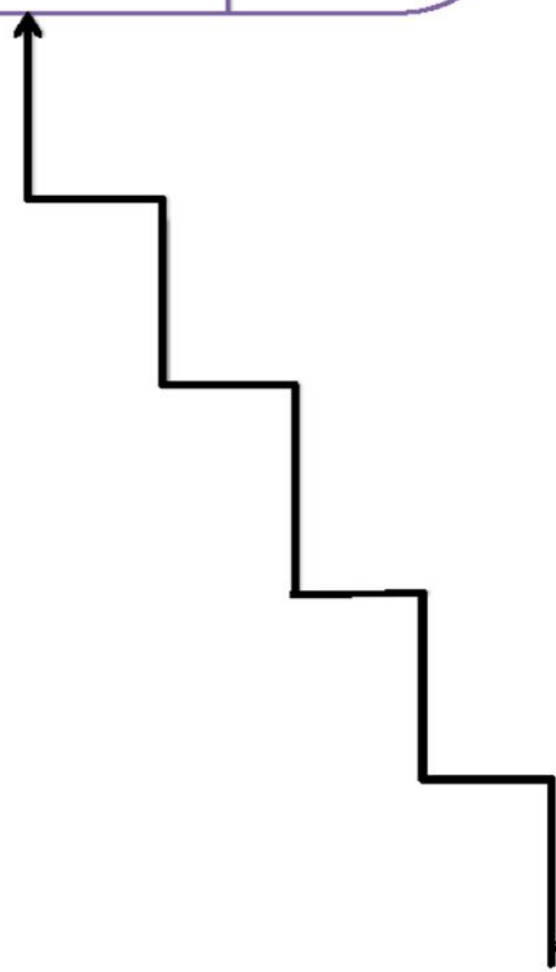
What are some steps you need to take to get closer to your goal? _____

What are some things that might make it hard to get the job/career you want?

PLANNING FOR EMPLOYMENT

Simple Blank Trajectory

LIFE TRAJECTORY WORKSHEET: PLANNING EMPLOYMENT
STEPS I need to take to help me move closer to my JOB/CAREER goal:

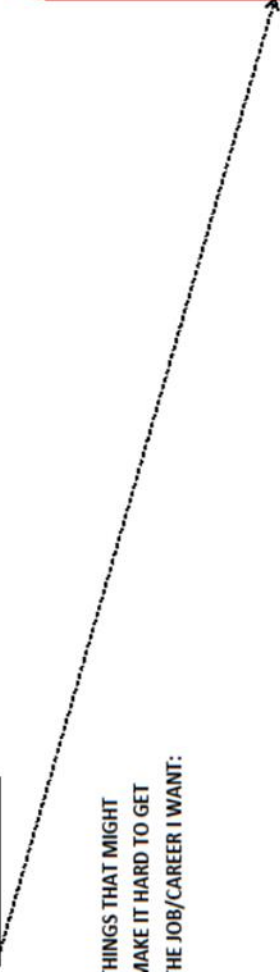


MY VISION
WHAT I WANT FOR MY JOB/CAREER:

WHO CAN HELP?	SUPPORT NEEDS:
---------------	----------------

DISLIKES
WHAT I DON'T WANT FOR MY JOB/CAREER:

THINGS THAT MIGHT MAKE IT HARD TO GET THE JOB/CAREER I WANT:



DC SELF-ADVOCATE TRAJECTORY

CHARTING the life course Employment Trajectory: Self-Advocates

"If you put your mind to something, you can really do it!"
"I was born ready to work!"
"Be yourself!"

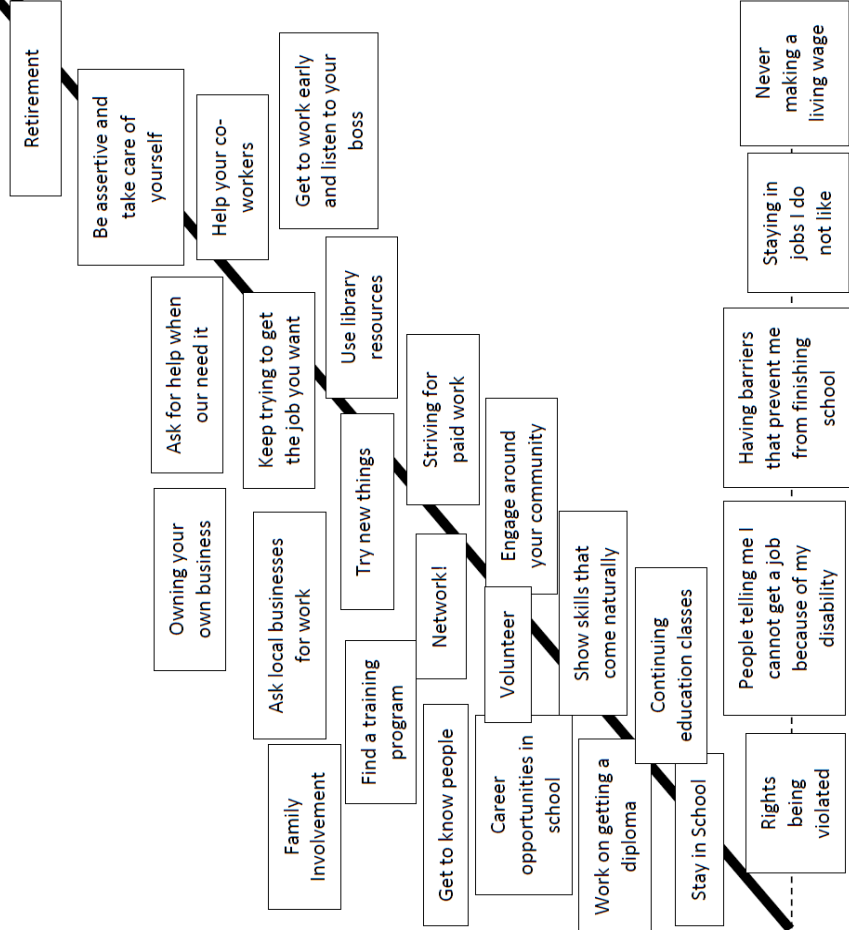


VISION for employment/work life

- Opportunities to talk to people in jobs I may want
- People to identify my strengths
- Accommodations and supports in school and work
- Volunteer opportunities or internships that turn into paid work
- Opportunities to network with people
- Opportunities to ask questions before taking a job
- Having high expectation for myself and from others
- Jobs with benefits and ongoing opportunities for learning
- Support to be assertive in asking for what I need and trust that my school or employer will provide the help I need
- Having the same opportunities as coworkers
- Learning how to manage your money to save for the future and have a good life now
- Reliable transportation/transportation support

What I DON'T want

- Having your rights violated
- People to not believe in you
- People telling you, you cannot get a job because of your disability
- Being afraid to be assertive
- To do other people's work
- Being taken advantage of
- Low expectations for myself or from others
- Hostile work environment
- Mean co-workers
- To settle for a job I do not want
- No opportunities
- Not being able to say no for fear that you'll lose your job

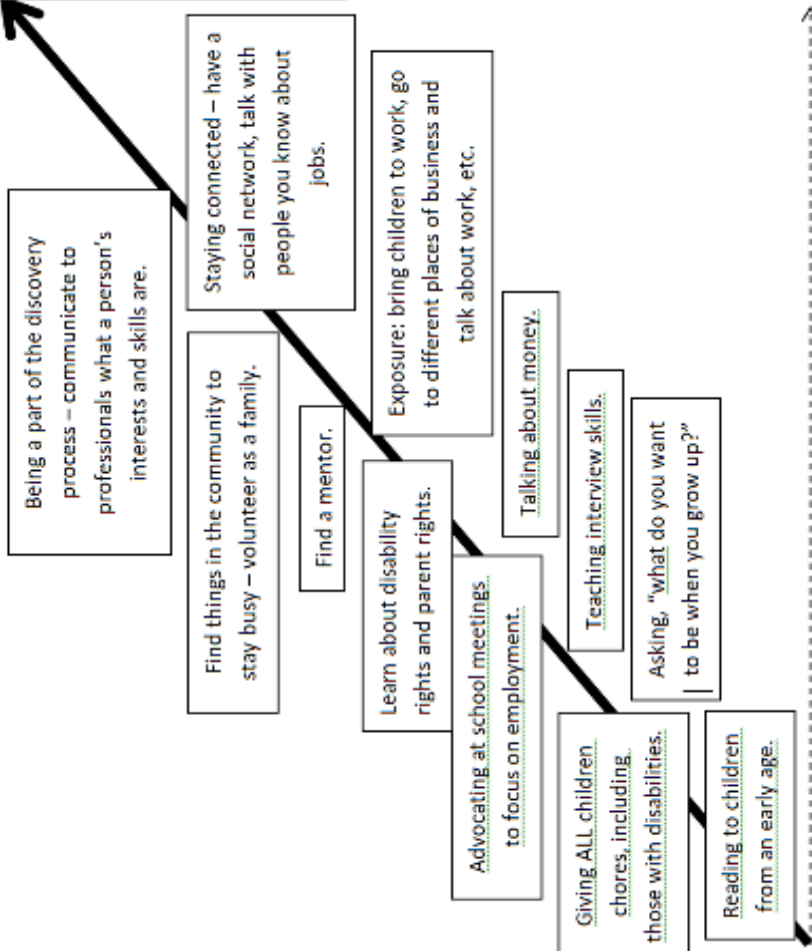


This tool was adapted by the DC Department on Disability Services and Project ACTION!, from tools developed by University of Missouri-Kansas City Institute for Human Development, University Center for Excellence in Developmental Disabilities (2015). (Last revised 04/17)

CHARTING the life course

Life Trajectory Worksheet: Family Focus on Employment

Families discussed, what works to support employment?
Believe, Encourage, Be Creative



VISION for the Life I WANT

- Employment – a good job that creates meaning and economic self sufficiency
- Independence – doing as many things independently as possible and as desired
- Self-determination – making one's own decisions
- To have a mentor- someone to look up to who understands each person's experience.
- To contribute to other family members

What I DON'T Want

- To be discouraged by professionals
- To give Up Hope
- Boredom
- To not have a social network of friends or employment contacts
- Negativity and low expectations



This tool was adapted by the DC Department on Disability Services, from tools developed by University of Missouri-Kansas City Institute for Human Development, University Center for Excellence in Developmental Disabilities (2015). (Last revised 01/17)

EMPLOYMENT SUCCESS STORIES

And Trajectory Examples

Kevin's Success Story

Kevin Wright is a 25-year old native Washingtonian with a Learning Disability and a Speech Impairment. Kevin does not consider them barriers; instead, he considers his quiet nature to be his only barrier. He attended two different schools for his kindergarten to high school years.

He attended Accotink Academy in Springfield, VA from kindergarten to the 9th grade of high school, until he transferred to Kingsbury Day School in Washington, DC. There he completed his 10th through senior year of high school and graduated. While in school, Kevin participated in the DC Summer Youth Employment programs where he gained valuable work experience at various government agencies, including the Internal Revenue Service, the Office of the Chief Technology Officer, the Department of Transportation, and the United States Mint.

After high school, Kevin went to Mitchell College for four years where he studied Communications with assistance from Rehabilitation Services Administration (RSA). He received his bachelor's degree in Communications with a minor in Graphic Design. Kevin's consistent persistence and networking led him to a six-month internship at the Department on Disability Services (DDS) as part of the Aspiring Professionals Internship Program. This Employment First focused program places qualified individuals with disabilities in paid positions at District government agencies.



Due to that internship, Kevin was hired as a contractor for DDS on the DC Learners & Earners initiative. Kevin plays an integral role by presenting at national conferences, conducting training, creating and editing materials, and acting as a mentor to others. He recently became a certified trainer for the People Planning Together trainings, a program that helps people with development disabilities create their own life plans and become more independent. Before starting his internship, Kevin was attending Community College Preparatory Academy to become certified in Microsoft Office. He now has certifications in both Microsoft Word and PowerPoint and looking to get certifications in Outlook, Excel, and Access.

Kevin's ultimate career job is to be a mentor to young adults and talk with them about the challenges and struggles he experienced, as well as helping them develop their own career paths. Although Kevin can be a very quiet and introverted person, he is becoming an inspiring motivational speaker.

EMPLOYMENT TRAJECTORY

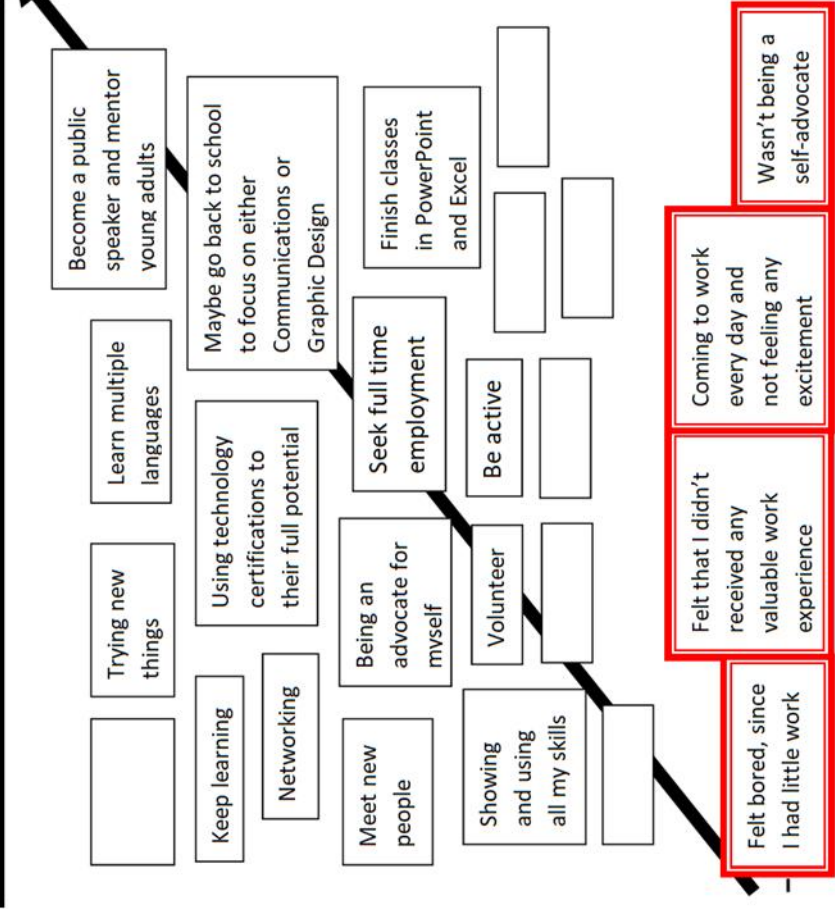
Kevin's Trajectory



CHARTING the life course

Employment Trajectory: Kevin Wright

"Success isn't always about greatness. It's about consistency. Consistent hard work leads to success. Greatness will come."
Dwayne Johnson



VISION for employment/work life

- Volunteer opportunities that eventually lead to an internship or full time job
- Is the work I'm doing can benefit others
- Having a positive attitude
- Working somewhere I love/waking up excited for work
- Having the opportunity to meet new people/networking
- Being passionate
- Following my dream job

What I DON'T Want

- ❌ Others telling me it's easy to find work
- ❌ Not gaining valuable work experience such as learning new skills
- ❌ To not be accommodated in the workplace
- ❌ Little involvement in a workplace
- ❌ Taking the easy route towards success
- ❌ Being afraid to give advice or input to other co-workers
- ❌ Not speaking up at work

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EMPLOYMENT SUCCESS STORIES

And Trajectory Examples

Gabriel's Success Story

Gabe and his wife, Alex, moved to Washington, D.C. from Kansas City, Missouri in 2012. While Gabe has Down Syndrome and Alex has Cerebral Palsy, neither of them let that slow or stop them for pursuing their dreams. They never saw their disabilities as a deficit and as young adults Gabe and Alex have already accomplished so much. They live in a sky rise apartment close to Downtown D.C.

Gabe has several jobs that all are in pursuit of his goals in life. He is working as a bagger at Harris Teeter Supermarket. He loves making his own money, working with customers and being a part of the Harris Teeter family. Gabe's hard work and great customer service was recognized in August 2017 when he was named employee of the month. Gabe is also an actor and is actively involved in Community Theater.

In addition to being a loving husband and hard worker, Gabe is also a passion advocate for people with disabilities. Gabe is a board member of the self-advocacy coalition, Project ACTION! He graduated from self-advocate leadership training and has testified at several council hearings and presented at numerous



conferences. Gabe and his wife love going to the movies, concerts, and plays. They have traveled all over the United States visiting friends and family and seeing new things.



EMPLOYMENT TRAJECTORY

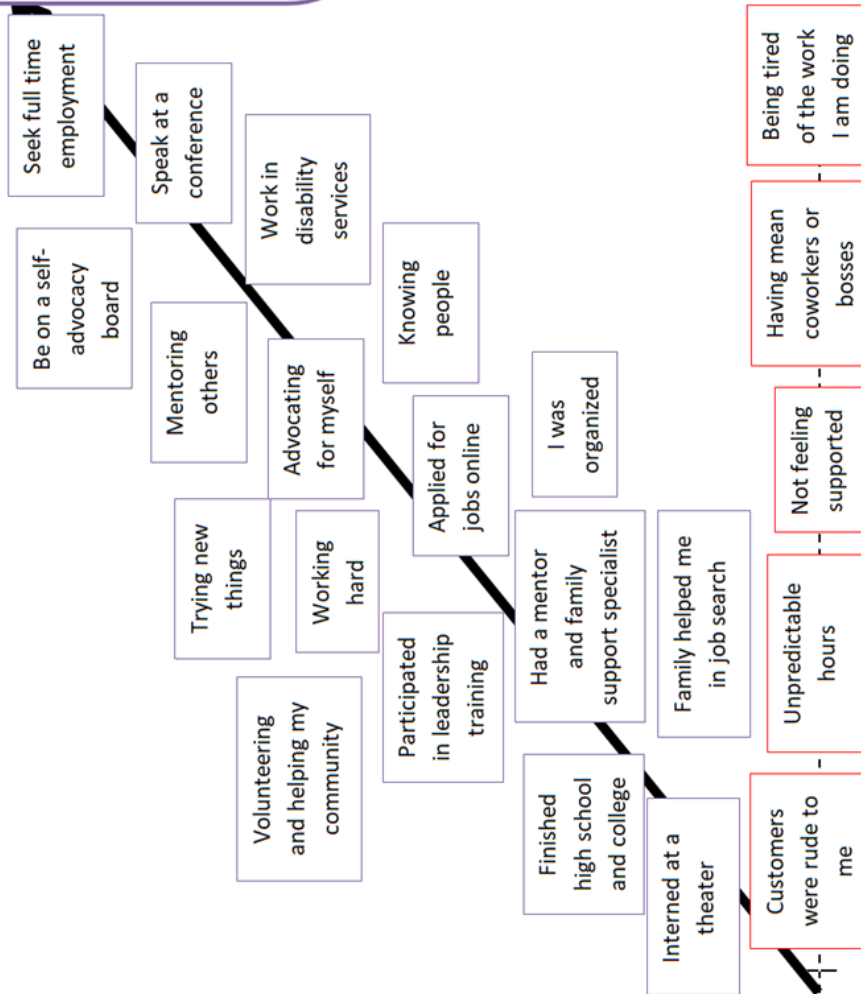
Gabe's Trajectory



CHARTING the life course

Employment Trajectory: Gabriel Savage

"My objective is to contribute to the community through employment and advocacy."



VISION for employment/work life

- Opportunities for good, competitive employment
- Having coworkers who are respectful and caring
- More work hours when I ask for them
- Constant and consistent employment (full time)
- Being able to share my experience with others
- Having a job that helps people
- Friendly, smiling people
- People listen when I talk to them
- People help and support me when I ask
- Independence
- Broadway Star or Actor
- Be a Public Speaker

What I DON'T want

- Slow paced job
- Low paying job
- Working with impolite people or customers
- People being on my back all the time and not thinking I can do the job
- Working with people who do not like their job
- Laziness from myself or from others
- To get to tried at your job



This tool was adapted by the DC Department on Disability Services and Project ACTION! from tools developed by University of Missouri-Kansas City Institute for Human Development, University Center for Excellence in Developmental Disabilities (2015). (Last revised 04/17)

Integrated Star Worksheet

This section is to help you think about HOW you can begin to work on different aspects of your next phase of life. Who can help you with job exploration, getting a summer job, filling out applications, or answering questions you might have? Who might be able to assist you with your needs once you get a job? What kinds of supports might help you and where do you find the supports you need?

Everyone uses a variety of resources and supports to get through their day-to-day routines. People build upon their own assets, skills, and capabilities. Most of us have people in our lives that do things for us (and vice versa). We tap into available community groups, clubs, organizations, and resources. And who doesn't use technology these days?

Ideally, when someone has different abilities or support needs, they might need to access eligibility-based supports from a government system. However, they also should remember to explore the same types of supports that anyone else would use!

In order to support a trajectory to an inclusive, quality, community life, supports for individuals and families should ideally be a combination and partnership of the personal strengths and assets of the individual and family, relationship-based supports, technology, community resources, and eligibility-based supports.

The next few pages will help you explore the people places, technology and resources that can help you figure out what kind of a job or career you want, and can support your efforts to find a job, keep a job, and have the on-the-job supports to help you be successful.



INTEGRATED SUPPORTS

Breakdown



Personal Assets and Strengths

Personal assets and strengths are those things that a person or family brings to the table. It might be tangible resources, or it might be the knowledge, skills, strengths, personality or capabilities of the person.

Examples:

- Has chores and responsibilities at home or school
- Uses alarm to wake and get ready for school or work
- Knows how to access and use public transportation
- Has had summer job or other work experience

Technology

Technology-based supports could be anything from specialized technology, computers, iPads, smart phones, to something as simple as an alarm clock.

Examples:

- Online resume builders
- iPad or Smartphone
- Computer
- Online Classes
- Social media to connect and search for jobs
- Apps to help learn a job skill

Relationships

Relationship-based supports are the things with which family, friends, neighbors, co-workers and other people can help. One person probably can't provide all the support a person might need, but several people might each be able to do one thing!

Examples:

- Job shadow a family member
- Spend day with friend at their college or trade school
- Ask family friends, teachers what kind of job they think you would be good at
- Start carpool or ride co-op
- Ask neighbors, friends, or family about doing part-time jobs

Community-Based Supports

Community-based supports are those things that any community member can access. This might include community centers, parks and recreation, public transportation or faith based resources.

Examples:

- Visit businesses to learn about jobs
- Visit colleges or technical schools
- Attend career day or job fair at school or in the community
- Talk to school counselor about your job interests

Eligibility Specific

Eligibility-based supports include those services or things that someone is eligible to access based on disability, age, income or other specific criteria.

Sometimes, a person might rely so much on systems supports that it can get in the way or interfere with relationships, community and other things that are important to them. The trick is to provide just enough support, where and when the person needs it, for them to be able to live the life they would like.

Examples:

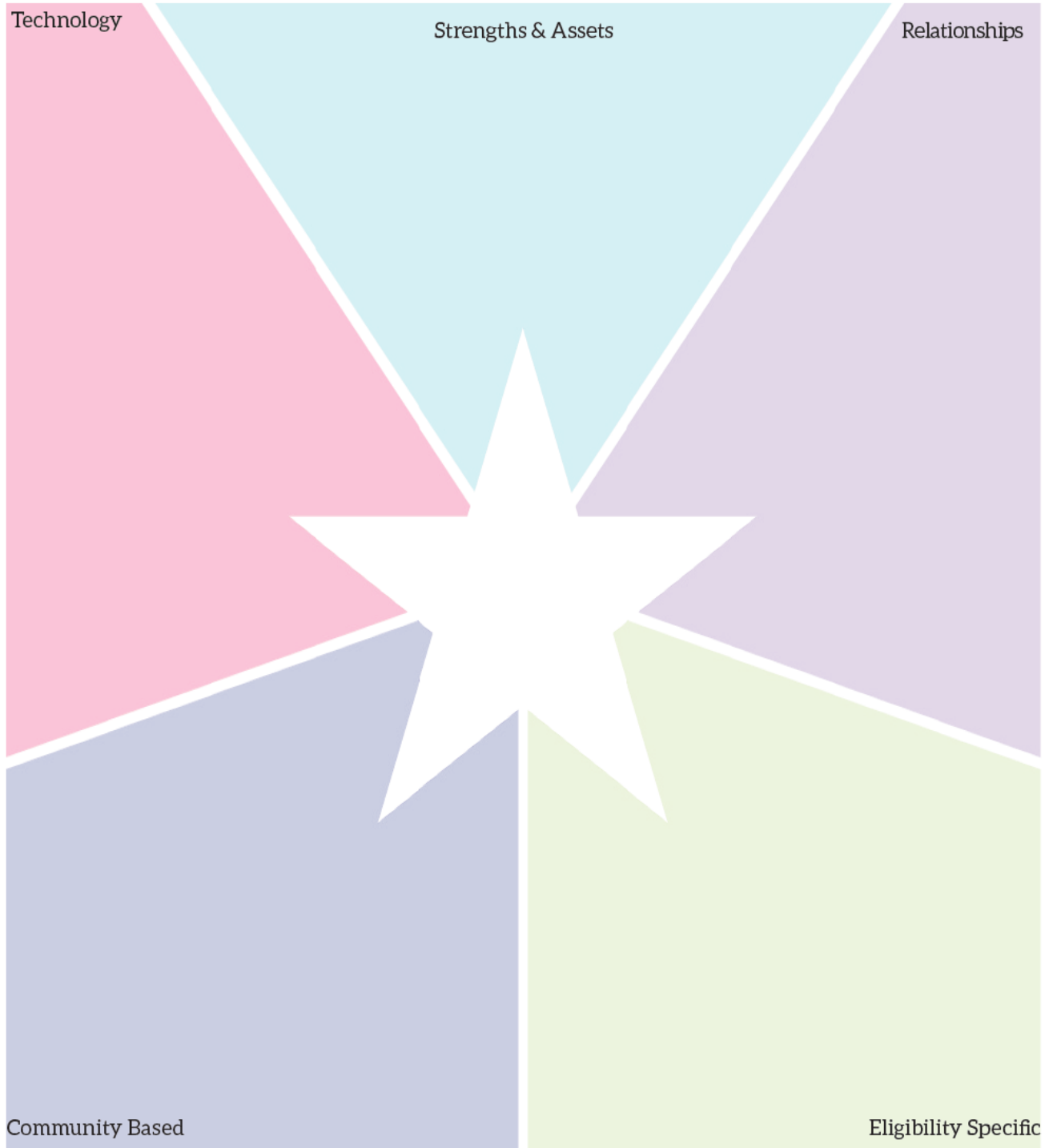
- RSA and/or DDA staff
- Center for Independent Living for job exploration or assistance
- American Job Center for job interest and skill assessment
- IEP or Transition plan to learn skills and work experience
- IEP to develop a circle of support
- Agencies or providers who offer social and soft skills
- Project ACTION!

INTEGRATED SUPPORTS

Blank Integrated Support Star



Charting the LifeCourse Integrated Supports Star: Mapping



Access the Charting the LifeCourse framework and tools at lifecoursetools.com

INTEGRATED SUPPORTS

Sorting Resources Example

Case Study

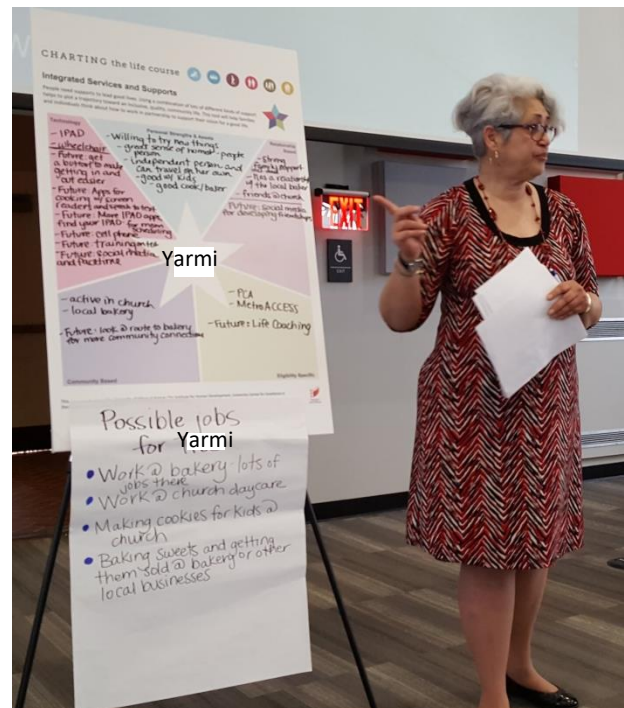
Yarmi is a 26 year old woman who lives at home with her mother and one of her brothers. She has a great sense of humor and is very friendly. She speaks Spanish and English, but sometimes it's hard to understand her because of her disability.

Yarmi loves to cook, especially sweets, although with limited reading and math skills, she doesn't follow recipes too well without assistance. She also loves being around children, especially her little nieces and nephews. Yarmi uses a motorized wheelchair and can use the Paratransit system alone, if she's going to a familiar place and has been thoroughly trained.

Yarmi has three older brothers. One brother also lives in the family home. Another brother lives near-by with his own family, and the third brother lives in Ohio. Yarmi's mother works full-time as a teacher's aide. Her father lives in the area and is also involved in Yarmi's life. They all love and support Yarmi, but don't know what to do to promote her independence and employment. In fact, they think that Yarmi can't and shouldn't work because they are extremely concerned about her safety, at a job and on public transportation. They have always been overly protective of Yarmi and this attitude somewhat impacts Yarmi's self-confidence. They say that this is just their culture.

Since Yarmi finished school a few years ago, she spends most of her days watching TV or playing games on her iPad. She has assistance from a personal care attendant for about 3 hours a day who helps her get dressed and fed in the morning. Yarmi spends most of her time alone during the day, until her mother gets home. She would love to have friends to talk to on the phone, go shopping with, date, and just hang out with and a job. Yarmi receives SSI, and really doesn't have a lot of funds, but she would like to go to college, too.

Yarmi is an active member of her neighborhood church -they welcome her with open arms, but she is afraid to volunteer for activities because she thinks people will tell her "no" due to her disability or make fun of her. Recently, Yarmi has been going to a bakery in her neighborhood and sometimes talks with the owner, Mr. Urah, about some of the goodies they sell. Mr. Urah is originally from Nigeria and has a slight accent, so sometimes Yarmi doesn't understand everything he says and sometimes Mr. Urah doesn't understand Yarmi either. Although Yarmi could visit the bakery alone, she never does because her house is not really accessible and she doesn't want her family to worry about her having a mishap.



INTEGRATED SUPPORTS

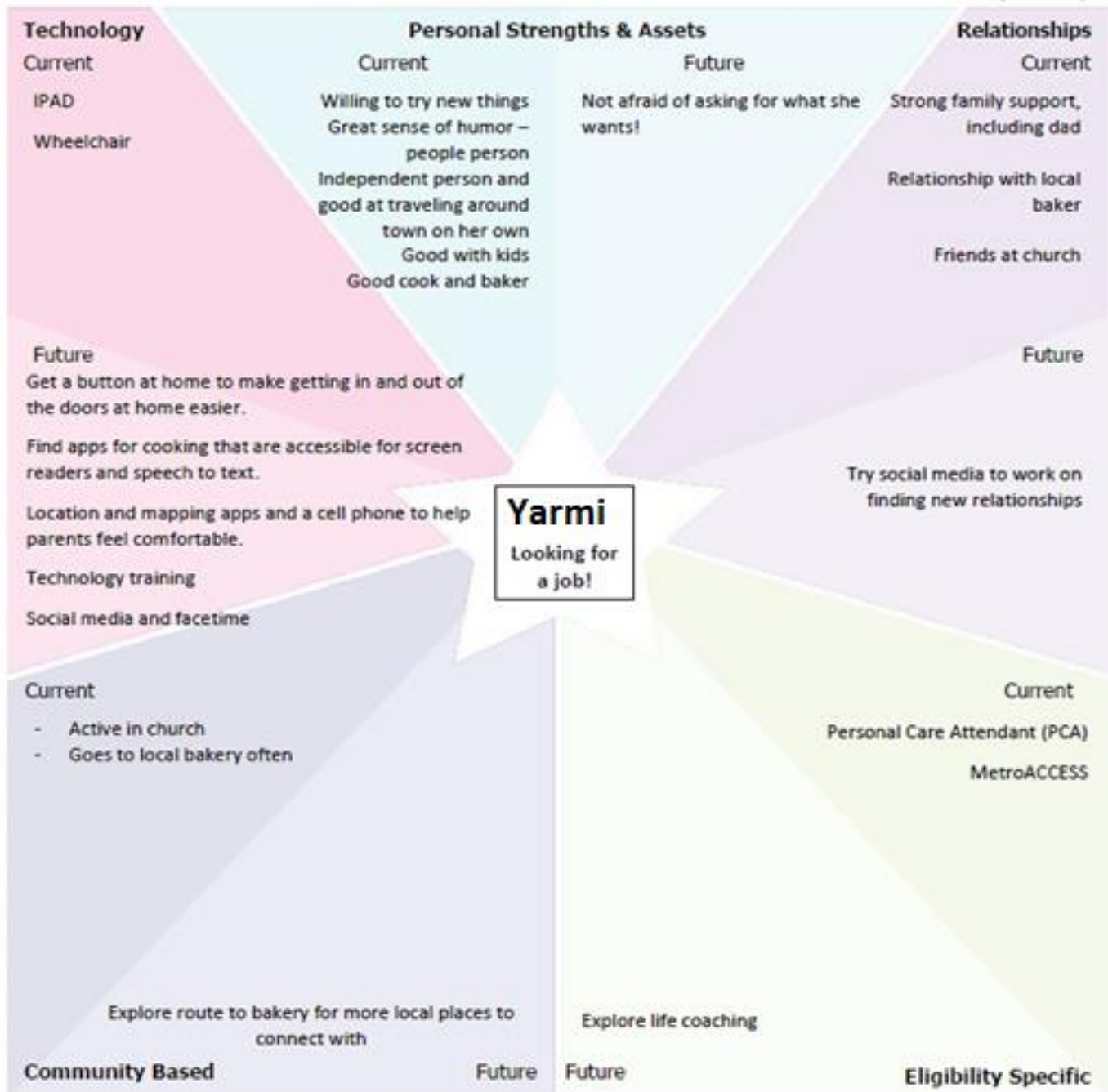
Example Star

CHARTING the LifeCourse



Integrated Supports

This integrated supports star was created by the DC Supporting Families Community of Practice based on a hypothetical case study. The story was used in order to practice sorting supports into different categories, in order to think of ideas and goals for job searching.



POSITIVE PERSONAL PROFILE (PPP)



A **Positive Personal Profile (PPP)** “takes inventory” of the attributes of job seekers to help in their job search.

The profile takes into account many factors:

- Past life experiences, attributes, talents, relationships, community resources, responsibilities, and expectations for employment
- Discussions and guided conversations
- System formal assessments, observations, and interviews

A Positive Person Profile is built based on person centered thinking concepts and tools, which have resulted in teams discovering quality job matches across the country.

- The LifeCourse Framework helps to form a vision, plot a trajectory for a full, inclusive life in the community, and gathers information across the lifespan. The Charting the LifeCourse Framework includes the person in the context of their family.
- The combination of these concepts, principles and supporting tools help to match career pursuits based on each person’s interests and talents.
- There are no specific set of tools from PCT or LifeCourse that create the perfect PPP as each person’s life is unique.

Exploration of a career pathway to a fulfilling job for someone with disabilities is based on life experiences, preferences, opportunities, resources, what those close to them cherish about them, and the supports needed for a good life all in concert with the person and their family. The information gained from these approaches fit together in a flexible way for employment specialists in their pursuit to assist the people they support to achieve community integrated employment.

The PPP, built on the meaningful conversations gathered from both PCT and LifeCourse, has a number of practical uses for Employment Specialists:

- Assists employment specialists to work with the person and their family to look holistically at a person’s life to help identify jobs based on a person’s positive experiences and goals for a good life
- Provides a platform to brainstorm resources available from the person’s own strengths and assets, family, friends, technology, the community as well as through eligibility based services and supports
- Inventories positive attributes and the supports needed to strengthen a positive and successful job match
- Develops a worksheet to assist in the development of resumes, preparing for interviews, or identifying the best approach for reaching out to employers

Learn more about PPP and the DDS Discovery Toolkit at <https://dds.dc.gov/page/discovery-toolkit>

POSITIVE PERSONAL PROFILE (PPP)

Blank PPP



Positive Personal Profile

Name: _____

Date Completed: _____

<i>Dreams and Goals</i>	<i>Interests</i>
<i>Talents, Skills and Knowledge</i>	<i>Learning Styles</i>
<i>Values</i>	<i>Positive Personality Traits</i>
<i>Environmental Preferences</i>	<i>Dislikes, Pet Peeves, Idiosyncrasies</i>
<i>Work Experiences</i>	<i>Support System</i>
<i>Specific Challenges</i>	<i>Specific Accommodations</i>
<p>Given the information on the profile, what ideas do you, the job seeker, and his/her supporters have for potential jobs, job tasks, types of companies, and/or actual businesses you plan to target?</p> <p>NOTE: If you have already started an active job search, describe what you have done so far:</p>	

INDIVIDUAL JOB SEARCH & COMMUNITY PARTICIPATION PLAN



The PPP should feed into guided conversations that, in turn, lead to the development of the Individual Job Search and Community Participation Plan. Possible questions to ask when completing this plan:

Career Development/Life Phase

- What has the person told us about how they want to spend their days?
- What kind of exploration has already been done related to employment and community participation? Is more necessary?
- What kind of training and education has already been done related to employment and community participation (keeping in mind that training and education can happen informally)? Is more necessary?
- Is a job search already underway or does the person already have a job?
- Does the person need support exploring or engaging in recreational or social activities?
- What did we learn from the Work Experiences section of the PPP?
- What life experiences has the person had such as summer jobs or chores?
- What other responsibilities has the person had?
- Have they met with a guidance counselor?
- Visited where other people work or volunteered
- Had other life experiences that relate to careers?

List of Specific/Marketable Tasks, Potential Jobs or Life Activities

- What does the PPP tell us about what the person is good at and feels good proud about?
- What does the PPP tell us about where a person might like to work or spend time?
- What does the PPP tell us about what a person might like to do?
- What would a person need to do for work, family and social life, community engagement and relationships or expand their use of technology to keep them on their trajectory to their good life---and their dreams?

INDIVIDUAL JOB SEARCH & COMMUNITY PARTICIPATION PLAN



Employer or Community Partner and Engagement

- Has your agency done any community mapping? What did you learn from the Integrated Supports Star and trajectory about experiences, places and relationships?
- What have you learned through that process, what businesses, organizations or groups could you connect this person with based on their interests?
- What would be the best way to start making that connection? Informational interview? Site visit? Volunteering? Relationships and current connections?
- After the initial connection, what are the next steps to stay engaged with this business, organization or group or to explore a different business, organization or group?

Person/Resource

- What does the Relationship Map tell us about who can be a resource to the person?
- What have we done to ensure the people supporting the person in their job search and community participation activities is a good match? (Hint: Use the Matching Tool)
- Review the Integrated Supports Star and Trajectory, or the combined LifeCourse Employment Portfolio.

Next Steps and Other Considerations

- How and when might we use the Learning Log to evaluate this process?
- How and when might we use the Working/Not Working to evaluate this process?
- How and when might we use the 4+1 Questions to evaluate this process?
- When might it be good to go back to the trajectory- what might we have missed? Where might we have gone off course?
- Where can we use the Integrated Supports Star to look for opportunities? Support Needs? Mapping?
- Where might we use the LifeCourse Guides for ideas on exploratory questions?

INDIVIDUAL JOB SEARCH & COMMUNITY PARTICIPATION PLAN



INDIVIDUAL JOB SEARCH & COMMUNITY PARTICIPATION PLAN

A Roadmap for individualized, purposeful and proactive planning

Participant/Job Seeker: _____ DATE: _____

Employment Specialist/Support Coordinator: _____

This document should reflect: interactions/discussions with the participant/jobseeker, an acknowledgement of his/her expressed interests, information collected during discovery and the creation of a Positive Personal Profile as well as other assessments. This plan should be reviewed and updated as often as necessary.

CAREER DEVELOPMENT/LIFE PHASE	RATIONALE
<input type="checkbox"/> Assessment/Exploration	
<input type="checkbox"/> Education/Training	
<input type="checkbox"/> Active Job Search	
<input type="checkbox"/> Retention/Advancement/Job Change	
<input type="checkbox"/> Leisure/Recreation/Social	
<input type="checkbox"/> Other (life challenges, crisis, etc.)	

CREATE SMARTER GOALS identifying specific/marketable tasks, potential jobs, and/or life activities -- keeping in mind the settings and environments well suited to the **individual's** interests, attributes and stated goals.

1.
2.
3.
4.
5.
6.

INDIVIDUAL JOB SEARCH & COMMUNITY PARTICIPATION PLAN



IDENTIFY local employers (companies) and/or community partners (organizations and people) to explore and **CONSIDER** your options for engagement.

Employer Community Partner	Type of Engagement (Job lead, informational interview, site visit/ assessment, work trial, OJT, volunteer opportunity, social/recreational activity, etc.)
1.	
2.	
3.	
4.	

DETERMINE the people/resources to be part of this individual’s support team.

Person/Resource	Reason Rationale Expectations

NEXT STEPS & OTHER CONSIDERATIONS: With and/or on behalf of this individual:

<input type="checkbox"/>	Conduct research of one or more companies and/or community partners
<input type="checkbox"/>	Arrange for an informational interview (tour) of a targeted company or community partner (with/without the individual)
<input type="checkbox"/>	Develop a task list of <i>employer</i> needs you observed (that job seeker would be capable of doing) or list of social/recreational activities in which individual could participate.
<input type="checkbox"/>	Raise my expectations of the job seeker/individual – and actively involve him/her in the process of identifying, choosing and participating in selected opportunities.
<input type="checkbox"/>	Identify additional contacts/ideas/leads for potential opportunities AND learn more about the job seeker/individual.
<input type="checkbox"/>	Other:

THIS PLAN IS SCHEDULED FOR REVIEW ON: _____

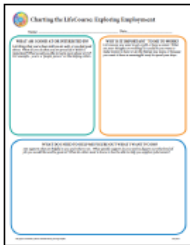
TOOLS

CHARTING the LifeCourse



Employment Discovery Portfolio Kit

Tools for Persons Seeking Employment

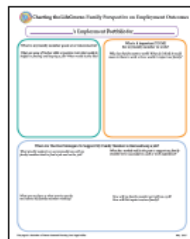


- **Exploring Employment** – People who are trying to figure out if they want to work and what kind of job or career they want can use this portfolio. It helps them to think about things they want to try and what supports they will need. This tool can be completed by the job seeker or they might need help from a family member or professional.



- **Planning Employment** – Plan employment goals with people who have already thought about or have a pretty good idea of what kind of job they want to do, or want to change jobs, using this tool. It will help them to plan specific goals, list steps to take to move toward their goals, and decide needed supports. This tool can be completed by the job seeker or they might need help from a family member or professional.

Tools for Families

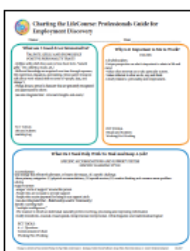


- **Family Perspective on Employment Outcomes** – Family members of a job seeker can use this tool to express their opinions about employment for their loved one. It will help families express what kind of job they would like to see their family member have, concerns about them working, opinions about goals and next steps, and what kind of supports they think their family member would need.

Tools for Professionals



- **Professionals – Template for Employment Discovery** - Employment professionals can use this tool to have better conversations with people seeking or thinking about a job or career. It helps to them to assist job seekers to think about why they want to work, job/career goals, next steps, supports they will need and what has worked or not worked in the past.



- **Professionals Guide for Employment Discovery** – This tool will help professionals to understand how Person-Centered Thinking and Charting the LifeCourse can work together to assist job seekers in the employment discovery process.



Charting the LifeCourse: Exploring Employment

Name: _____ Date: _____

WHAT AM I GOOD AT OR INTERESTED IN?

List things that you've been told you do well, or you feel good about. What do you do that you are proud of or think is important? What would you like to learn more about or try? For example - you're a "people person" or like helping others.

WHY IS IT IMPORTANT TO ME TO WORK?

List reasons you want to get a job or have a career. What are your thoughts on working? It could be you want to make money to have or do the things you want, or because you want to have a meaningful way to spend your days.

WHAT DO I NEED TO HELP ME FIGURE OUT WHAT I WANT TO DO?

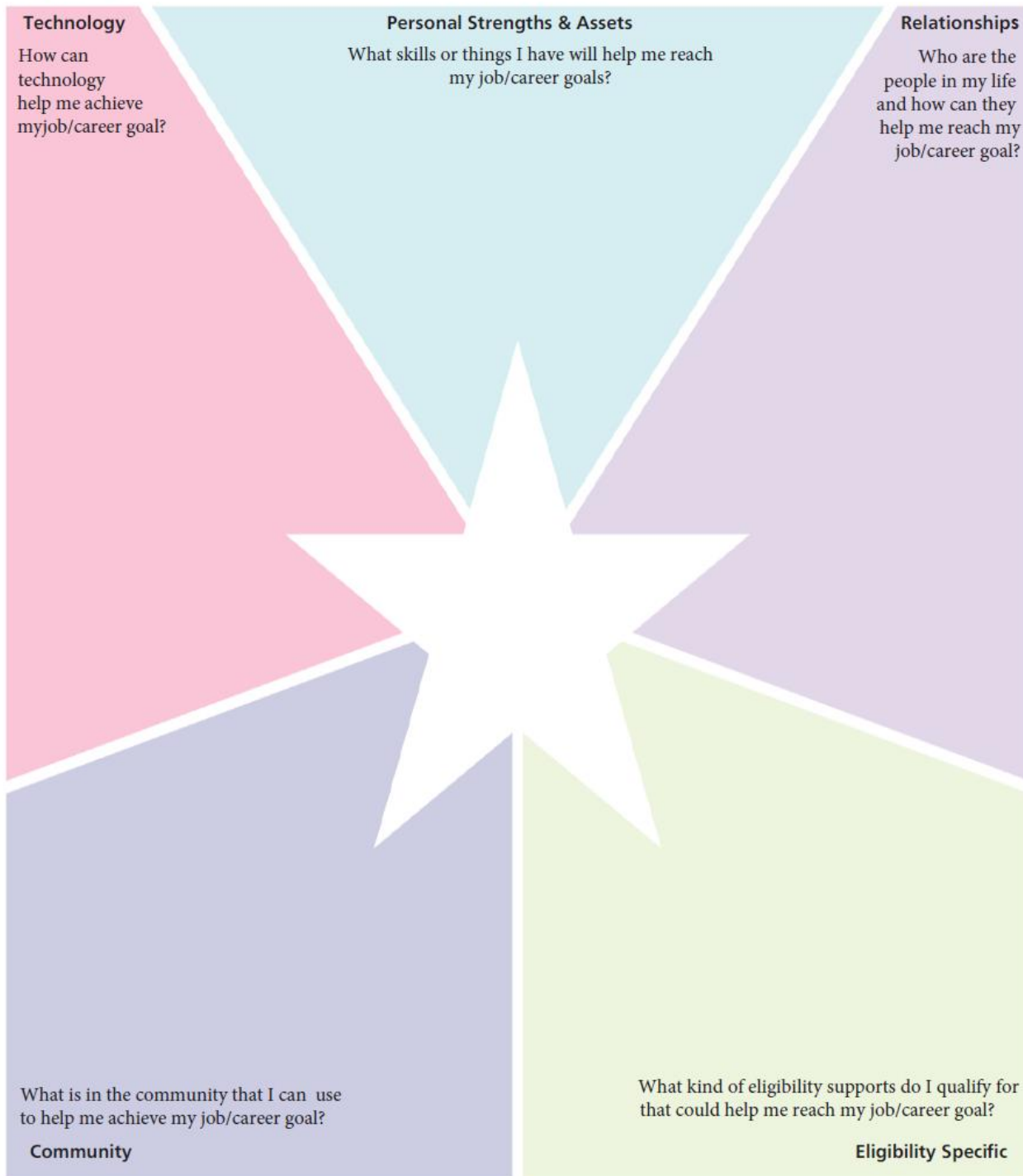
List supports that are helpful to you and what is not. What specific support do you need to figure out what kind of job you would like and be good at? What do others need to know to best be able to help you explore jobs/careers?

EXPLORING EMPLOYMENT

Integrated Support Star



LifeCourse Integrated Supports Star: Mapping



Access the LifeCourse framework and tools at lifecoursetools.com

EXPLORING EMPLOYMENT

Trajectory

LIFE TRAJECTORY WORKSHEET: EXPLORING EMPLOYMENT

THINGS IN THE PAST THAT HELPED ME GET CLOSER TO MY GOAL(S):

List things here that have happened in the past that have helped get closer to having the good life you want, and especially have helped you get closer to your job/career vision or goal.

THINGS IN THE PAST THAT PUSHED ME AWAY FROM MY GOAL(S)

List things that have happened in the past that have stopped me or gotten in the way of my good life or getting closer to the vision of the job/career I want.

MY VISION

MY VISION FOR A JOB/CAREER

What would your dream job be? Is there a job you've always wanted to do? What could you see yourself wanting to do every day? What kind of job would help you make your good life possible?

MY VISION FOR A GOOD LIFE

List your hopes and dreams of what you want your life to look like. What needs to be in your life for it to be good? People you want in your life, places you want to go, where you want to live. What would be your best day ever?

DISLIKES

WHAT I DON'T WANT FOR MY JOB OR CAREER

List the kind of jobs you know you wouldn't want to do. What would make you NOT want to go to work everyday? What is the worst kind of job or work setting you can think of?

WHAT I DON'T WANT IN MY LIFE

List the things you know you don't want to happen or be part of your life. What would be your worst day ever?

PLANNING FOR EMPLOYMENT

One-Page Profile



Charting the LifeCourse: Planning Employment

Name: _____ Date: _____

WHAT QUALITIES DO I HAVE THAT WOULD MAKE SOMEONE WANT TO HIRE ME?

List things that would make you a good employee. Are you always on time? Do you get along well with others? What are some of your skills or talents?

WHAT KIND OF JOBS OR WORK EXPERIENCE HAVE I HAD OR DO I HAVE NOW?

List jobs, volunteer positions or work related experiences you have had or do now.

WHAT HELP DO I NEED TO SET A JOB/CAREER GOAL AND TAKE THE STEPS TO GET IT?

What specific supports are helpful, and what is not?

How do I learn best?

What helps me stay motivated?

What is the best way to encourage me?

PLANNING FOR EMPLOYMENT

Integrated Support Star



LifeCourse Integrated Supports Star: Planning



Access the LifeCourse framework and tools at lifecoursetools.com

PLANNING FOR EMPLOYMENT

Trajectory

LIFE TRAJECTORY WORKSHEET: PLANNING EMPLOYMENT

STEPS I need to take to help me move closer to my JOB/CAREER goal:
(you will think about WHO or WHAT can help you with the steps in the STAR)

THINGS THAT MIGHT MAKE IT HARD TO GET THE JOB/CAREER I WANT
List things that might get in the way of your vision or slow you down in taking steps toward your job/career goal?

MY VISION

WHAT I WANT FOR MY JOB/CAREER

What is my short term goal for employment? What is the job or career I most want to end up doing in the long run?

PREFERENCES:

List the things you MUST have to apply for or accept a job. What are things you would your work place to be like? (outside/inside; fast/slow pace; salary; schedule; job tasks; dress code, work around people or not).

DISLIKES

WHAT I DON'T WANT FOR MY JOB/CAREER

List the kind of jobs you know you don't want to do? What is your worst case scenario for employment? What kinds of things in a job would make you NOT want to do it or make you most unhappy?

FAMILY PERSPECTIVE ON EMPLOYMENT

One-Page Profile



Charting the LifeCourse: Family Perspective on Employment Outcomes

_____ 's Employment Portfolio for _____

What is my family member good at or interested in?

What are some of his/her skills or positive traits that could be helpful in finding and keeping a job? What would he/she like?

Why is it important TO ME for my family member to work?

Why does he/she want to work? What do I think it would mean to them to work or how would it impact our family?

What Are The Best Strategies To Support My Family Member to find and keep a job?

What specific supports or accommodations will my family member need to find a job and on the job?

What has worked well in the past to support my family member to be successful in a job or work experience?

What are my fears or what worries me the most about my family member working?

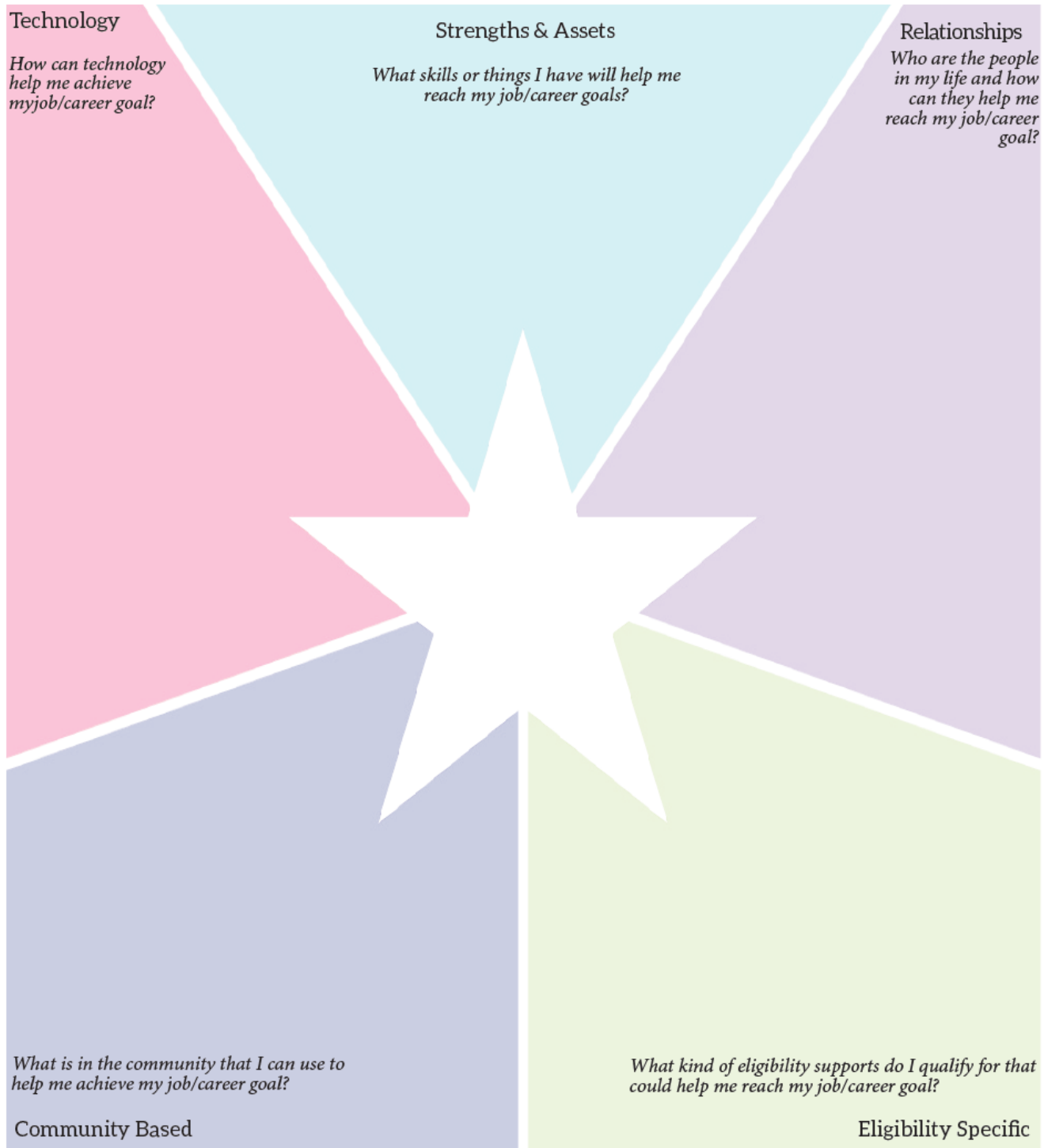
*How will my family member get to/from a job?
How will this impact me/our family?*

FAMILY PERSPECTIVE ON EMPLOYMENT

Integrated Support Star



Charting the LifeCourse Integrated Supports Star: Mapping



Access the Charting the LifeCourse framework and tools at lifecoursetools.com

FAMILY PERSPECTIVE ON EMPLOYMENT Trajectory

MY VISION

MY VISION FOR MY FAMILY MEMBER'S JOB OR CAREER
What kind of job or career do I think would be good for my family member? Would a small business of their own be a good option?

MY VISION FOR MY FAMILY MEMBER'S GOOD LIFE
What do I think my family member's good life should look like? What would make them happy or give their life meaning?

What kind of job settings would work best for my family member? Would they do better working inside or outside, fast or slow pace, around people or not?

DISLIKES

WHAT I DON'T WANT FOR MY FAMILY MEMBER'S JOB OR CAREER
What kind of job would I not want my family member to have? What would make a job not a good fit?

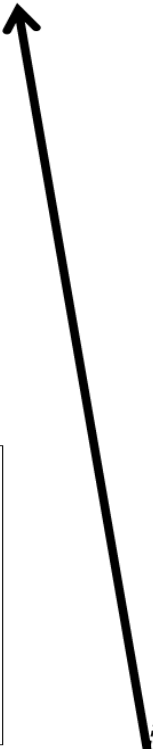
WHAT I DON'T WANT FOR MY FAMILY MEMBER'S LIFE
What would make my family member unhappy in life? What do I not want to see happen in his/her life?

Steps I would like to see my family member take toward reaching his/her job or career goals:
What are some specific next steps would I suggest for my family member? How could I help?

Things that happened in the past that helped my family member get closer to good life/job goals:
What are some things that helped prepare my family member to get a job and be a good employee?

Things that might make it hard for my family member to get the job/career he/she wants
What are things that might get in the way of my family member taking steps to reach their employment goal?

Things that happened in the past that kept my family member from moving closer to job or life goals
What has happened in the past that has led my family member in a direction they didn't want to go?



PROFESSIONAL'S TEMPLATE

One-Page Profile



Charting the LifeCourse: Professionals -Template for Employment Discovery

Name: _____ Date: _____

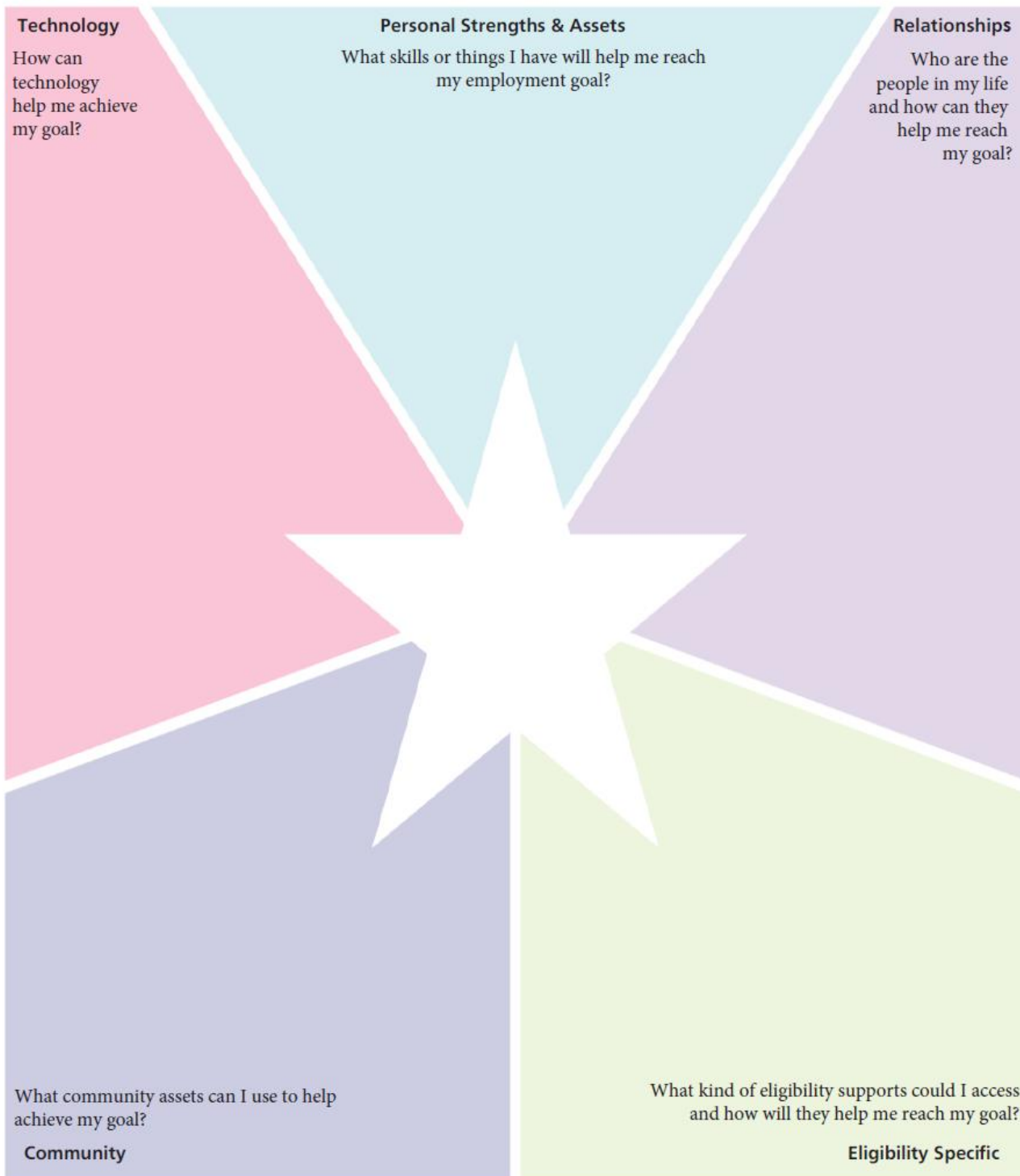
What am I Good At or Interested In?

Why is it Important to Me to Work

What Do I Need Help With To Find And Keep A Job?



LifeCourse Integrated Supports Star: Mapping



Access the LifeCourse framework and tools at lifecoursetools.com

PROFESSIONAL'S TEMPLATE

Trajectory

LIFE TRAJECTORY WORKSHEET: EXPLORING EMPLOYMENT

THINGS IN THE PAST THAT HELPED ME GET CLOSER TO MY GOALS

THINGS IN THE PAST THAT PUSHED ME AWAY FROM MY GOALS

MY VISION

MY VISION FOR A JOB/CAREER

MY VISION FOR A GOOD LIFE

DISLIKES

What I Don't Want for My Job or Career

What I Don't Want in My Life





Charting the LifeCourse: Professionals Guide for Employment Discovery

Name: _____ Date: _____

What am I Good At or Interested In?

TALENTS, SKILLS AND KNOWLEDGE
POSITIVE PERSONALITY TRAITS

- Abilities with which they seem to have been born; “natural gifts.” (EG. athletics, music, art,)
- Skills and knowledge are acquired over time through exposure, life experience, education, and training. (Most career resources talk about work-related skills in terms of “people, data, and things.”)
- Things about a person’s character that are genuinely recognized and appreciated by others

(see also *Integrated Star - Personal Strengths and Assets*)

PCT TOOLS:
Like and Admire
Learning Log

Why is it Important to Me to Work?

VALUES

- Life philosophies;
- Unique perspective on what is important to attain in life and career
- Values often motivate us to take particular actions.
- Values reflected in what we do, say, and think.
- Closely related to personality and temperament.

PCT TOOLS:
Rituals and Routines
Working/Not Working

What Do I Need Help With To Find And Keep A Job?

SPECIFIC ACCOMODATIONS AND SUPPORT SYSTEM
SPECIFIC LEARNING STYLE

Accomodations

- any strategy that effectively alleviates, or lessens the impact, of a specific challenge.
- three primary categories: (1) physical accommodations; (2) special services; (3) creative thinking and common sense problem-solving

Support System

- unique “circle of support” around the person
 - People who are not paid to provide support
 - People who receive payment for being in our support circle
- (see also *Integrated Star - Relationships and/or Community*)

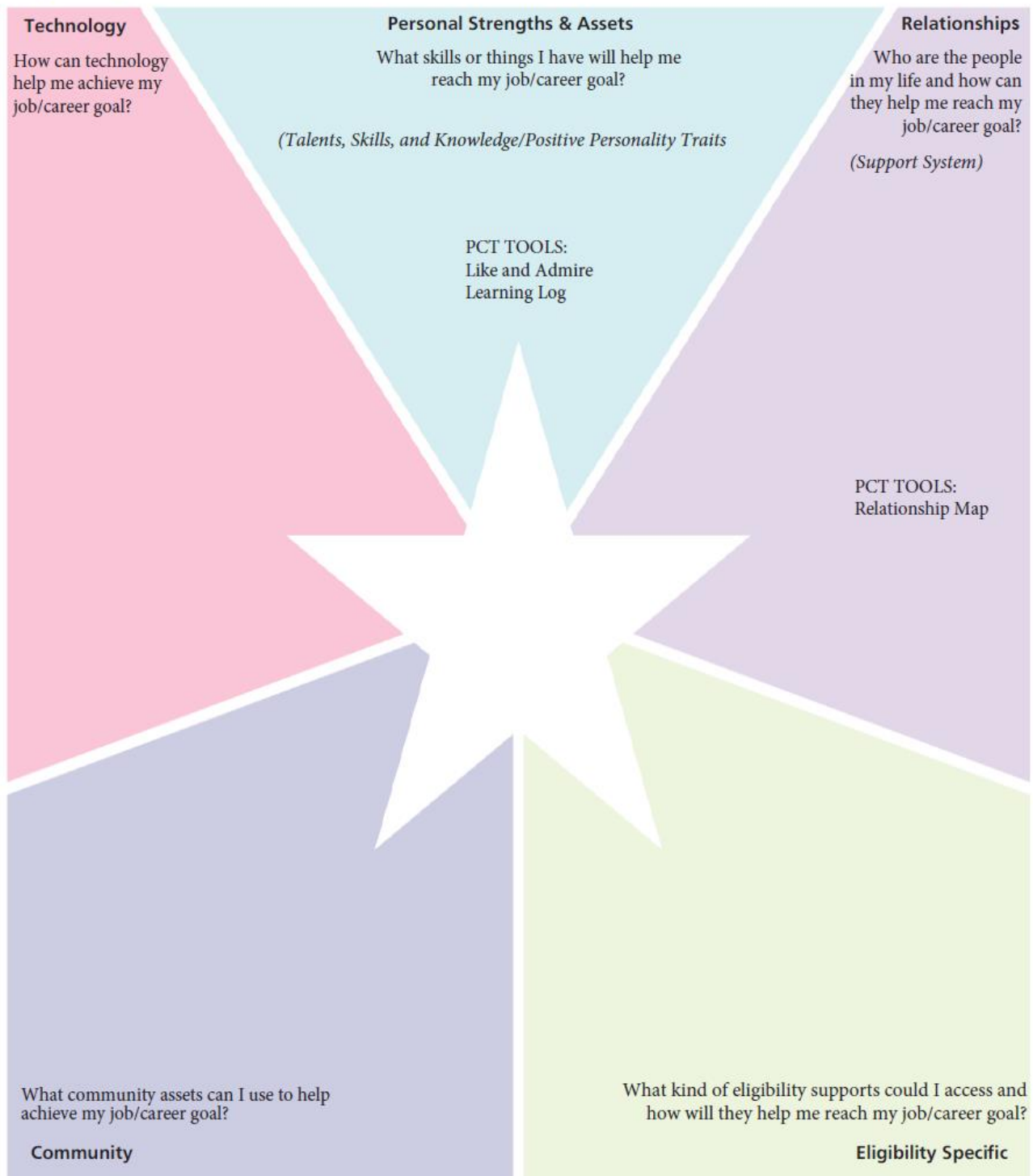
Specific Learning Style

- “multiple intelligences,”
- The manner in which an individual naturally prefers receiving, processing and expressing information
- bodily kinesthetic, musical, visual-spatial, intrapersonal, interpersonal, verbal-linguistic and mathematical-logical

PCT TOOLS:
4 + 1 Questions
Communication Chart
Working/Not Working



LifeCourse Integrated Supports Star: Mapping



Access the LifeCourse framework and tools at lifecoursetools.com

LIFE TRAJECTORY WORKSHEET: EXPLORING EMPLOYMENT

MY VISION

MY VISION FOR A JOB/CAREER

EMPLOYMENT DREAMS AND GOALS AND INTERESTS

DREAMS & GOALS

- Dream careers: six primary categories: (1) caring for others; (2) being a performer (including public speaking, singing, broadcasting); (3) leading or working for an organization that makes a difference; (4) owning a business; (5) generating ideas (planning, training/teaching, organizing, and/or writing); or (6) any job that you are competent to perform, meets your needs, and has a minimum of negative factors for you.

INTERESTS

- things that grab and hold your attention;
- things that energize you physically, mentally, emotionally, and/or spiritually
- hobbies, leisure-time pursuits, recreation, and avocations

Preferences:

- high or low pressure jobs/careers
- indoor or outdoor
- set routine, schedule, predictable tasks
- quiet setting/alone or high energy setting/lots of people

PCT TOOLS:
Learning Log
Good Day/Bad Day

MY VISION FOR A GOOD LIFE

DREAMS FOR OVERALL GOOD LIFE

- What do I really want out of life?
- How do I picture my life in the future?
- Where and with whom would I like to be living?
- What would I like to be doing for fun? For work? What would I like to accomplish?
- What activities would be fulfilling to me?

PCT TOOLS:
Good Day/ Bad Day
Working/Not Working

DISLIKES

What I Don't Want for My Job or Career

DISLIKES, PET PEEVES, IDIOSYNCRASIES RELATED TO EMPLOYMENT

- Job, job setting or type of work task you do NOT want to do
- Things you didn't like about past jobs or work/volunteer experiences
- Core dislikes related to employment

PCT TOOLS
Good Day/Bad Day
Working/Not Working

What I Don't Want in My Life

DISLIKES, PET PEEVES, IDIOSYNCRASIES

- things in which we have no interest, or would prefer to avoid if possible
- things that make us uncomfortable

PCT TOOLS
Good Day/Bad Day
Working/Not Working

THINGS IN THE PAST THAT HELPED ME GET CLOSER TO MY GOALS

POSITIVE LIFE AND WORK EXPERIENCES

- formal education and training;
- previous volunteer or paid jobs,
- community service
- skill acquisition through hands-on experiences/trial and error
- on-the-job experiences
- everyday life experiences
- hobbies and recreational activities
- what have they accomplished in their lives/What are they proud of?/specific milestones in their lives.

PCT TOOLS
Learning Log
Good Day/Bad Day

THINGS IN THE PAST THAT PUSHED ME AWAY FROM MY GOALS

SPECIFIC CHALLENGES

- Past barriers, limitations, deficit, weakness, idiosyncrasy, pet peeve, shortcoming, road block, hindrance, problem, barricade, difficulty, or obstacle
- risk and adventure
- challenging life circumstances
- lack of opportunities poor choices
- specific effects of the disability that created challenges
- specific challenges that may get in the way of a person's pursuit of his/her life dreams and goals.

PCT TOOLS
Learning Log
4 + 1 Questions

Contact Us



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