

TIPS FOR COMPLETING CAREER DEVELOPMENT PLAN

Name:	DOB:	Age:	SASID:
Current School:	Current Grade level:	Meeting Date:	My anticipated exit date:
My Career Goal:			
Benefits Counseling	<input type="checkbox"/> Provided Family w/Benefits Planning Information		

My Career Development Team: (Persons assisting me with the development of this plan)

Name _____	Title _____ Student
Name _____	Title _____ Parent/Guardian
Name _____	Title _____ Transition Specialist/ Special Educator
Name _____	Title _____ Transition Specialist
Name _____	Title _____ ORS
Name _____	Title _____ BHDDH Representative
Name _____	Title _____ Other

The team portion of the document may be moved to its own page to capture signatures at the meeting and then allow you to type information post meeting. A release form, completed by parents on 14 year old students, is required for the team to invite agency representatives. Document these with your invitations.

My Transition Assessments (Include Vocational Assessment & Person Centered Planning):

The Career Development Plan should begin with the completion of a Person-Centered Plan such as a MAP, PATH, or a Discovery Profile. Multiple PCP methods can be used at different stages. This section should mirror the Transition Assessment Section on the IEP.

https://www.dropbox.com/sh/fl97vz1u1jcadj2/AAALsUurIEB0SyOU1q1C_z2Ia?dl=0

My Interests & Preferences

The expressed areas of interest can be obtained using a variety of methods and tools based on the individual. Some students will be able to express their interests. They may have completed a variety of interest inventories and interviews. Others will need the assistance of their team and the observations of the important people in their life to provide information. Interests can be anything that is a preference for the individual and can include environments, tactile information, hobbies, and social preferences.

My Job preferences may be specific for some students and documented as Holland Codes, Career Clusters or types of tasks. Information may be more general for students at the beginning of career awareness. It should reflect the preference information gathered such as “Working indoors in a quiet setting”, “working with people- helping”.

Recommendations should document the team’s ideas for “next steps” for the individual to continue with their vocational and career development based on experiences, preferences, and assessment to date. This can include further assessment/exploration, or any activities included in “My School Based Preparatory Experiences” or “My Vocational & Related Services”. Documents with guiding questions for interests and preferences can be found in:

<http://www.marco gold.com/Publications/Forms/Discovery%20Questions.pdf>

Community Support Services

Document community support services by recording the date(s) information about a service is presented (introduction), when an application is given, or a referral is completed by an individual and their family. Documenting eligibility for CDB (Child Death Benefit), SSI and SSDI will assist with appropriate benefits planning when an individual becomes employed.

I will Transition to...POST SCHOOL GOALS

Complete this post school employment section based on preferences, present levels of functional performance for the individual and data obtained regarding work tolerance and any physical or emotional restriction. This information is likely to change over time.

My School Based Preparatory Experiences (Check)

This section is a checkbox to indicate the student has participated in an activity. Documentation of participation can be done through a variety of ways. Curriculum based activities may have pre/post testing, worksheets or projects. Activities can be documented through journaling, feedback sheets, photo-stories, or any method that documents a student's participation and what was obtained from the experience. Formal assessments, such as an Assistive Technology Evaluation, should be documented by a professional report.

My Vocational & Related Services

This section is a checkbox to indicate the student has participated in a vocational experience and/or service. Documentation of participation can be done through a variety of ways. Curriculum based activities may have pre/post testing, worksheets or projects. Activities can be documented through journaling, feedback sheets, job coach/supervisor evaluations, photo-stories, or any method that documents a student's participation and what was obtained from the experience. Experience and services delivered through ORS and other service providers should be documented by a professional report.

Integrated Trial Work Experiences

Trial Work Experience documentation should be formal and consistent in order to reflect a student's performance in a specific occupation or collection of specific tasks. It is recommended that job descriptions, job analysis, task analysis, and multiple methods of assessment and performance measures be utilized during the TWE. Information gathered should reflect not only the student's overall performance, but their level of interest, preferred tasks, level of independence, effective training and monitoring methods, documented improvements, and other aspects of the workplace related to their experience.

*If a TWE is completed in multiple work sites, the job titles should be closely related and include many common tasks. Information regarding job titles and tasks can be found using tools such as O*NET.*

<http://www.onetonline.org/>

Information below is based upon results of My Assessments, Person Centered Planning, School Based Preparatory Experiences, Vocational & Related Services, and Integrated Trial Work Experiences:

This is a summative narrative of all of the information gained from vocational experiences and activities completed. It should reflect strengths and barriers from an occupational perspective. Transferable skills, soft skills, physical restrictions, “what works and what doesn’t”. Service and supports should reflect the individual in their preferred occupations/situations. As students move closer to school exit, the specific responsibilities for vocational supports need to be identified.

The information contained in the section can be included in the Present Level of Functional Performance of the IEP.

My Accommodations Needed (Including Assistive Technology):

Person/Agency Responsible:

Beginning at age 14, the team should begin by considering the Accommodations on the IEP and how they may be reflected in the community and employment. This can be the baseline for developing accommodations for work performance, instruction and support needs, and other factors that will assist the individual to be successful in competitive employment.

My Accommodations Needed (Including Assistive Technology): A job accommodation is a reasonable adjustment to a job or work environment that makes it possible for an individual with a disability to perform job duties. Accommodations may include specialized equipment, facility modifications, and adjustments to work schedules or job duties, as well as a whole range of other creative solutions.

An assistive technology device is a tangible item, device, or piece of equipment that enables a person with a disability to perform a task, or increase or improve their performance on a task. Assistive technology can range from relatively simple, low-tech items such as Velcro® to highly sophisticated technology such as specialized computer equipment from specialized vendors

Reading

- Provide pictures, symbols, or diagrams instead of words
- Read written information to employee
- Provide written information on audiotape
- Use voice output on computer
- Use line guide to identify or highlight one line of text at a time

Writing

- Provide templates or forms to prompt information requested
- Allow verbal response instead of written response
- Allow typed response instead of written response
- Use voice input on computer
- Use spell-check on computer
- Use a scribe to write the employee's response
- Provide ample space on forms requiring written response

Memory

- Use voice activated recorder to record verbal instructions
- Provide written information
- Provide checklists
- Prompt employee with verbal cues (reminders)
- Post written or pictorial instructions on frequently-used machines

Performing Calculations

- Allow use of calculator
 - Large-display calculator
 - Talking calculator
- Use counter or ticker
- Make pre-counted or pre-measured poster or jig
- Provide talking tape measure
- Use liquid level indicators
- Mark the measuring cup with a "fill to here" line

Organization

- Minimize clutter
- Color-code items or resources
- Provide A-B-C chart
- Provide 1-2-3 chart
- Divide large tasks into multiple smaller tasks
- Avoid re-organization of workspace
- Label items or resources
 - Use symbols instead of words
 - Use print labels instead of hand-written labels

Time Management/Performing or Completing Tasks

- Provide verbal prompts (reminders)
- Provide written or symbolic reminders
- Use alarm watch or beeper
- Use jig for assembly to increase productivity
- Arrange materials in order of use
- Use task list with numbers or symbols
- Avoid isolated workstations
- Provide space for job coach
- Provide additional training or retraining as needed
-

Accommodation for Limitations in Motor Abilities

Using Computer:

- Use key guard
- Use alternative input devices
 - speech recognition
 - speech output
 - trackball
 - joystick
 - touchscreen

Using Telephone:

- Use large-button phone
- Use phone with universal symbols (fire, police, doctor)
- Use phone with speed-dial, clearly labeled
- Use receiver holder
- Use headset

Accessing Workspace:

- Place anti-fatigue mats at workstation
- Use motorized scooter
- Use stools at workstations
- Move items within reach
- Provide frequent rest breaks

Handling or Grasping Objects:

- Use ergonomic tools, handle build-ups, or other tool adaptations
- Use orthopedic writing aids
- Use grip aids
- Use jig or brace
-

Accommodations for Limitations in Social Abilities**Emotional Support:**

- Give positive feedback
- Use visual performance charts
- Provide tangible rewards
- Use co-workers as mentors
- Use Employee Assistance Program (EAP)
- Provide job coach
-

Interacting with Co-Workers:

- Model appropriate social skills
 - Where to eat at work
 - When to eat at work
 - When to hug other co-workers
 - How to pay for coffee
 - What to do if you are mad
 - Who to ask for help
 - When to leave your workstation

Working Effectively with Supervisors:

- Communicate one-to-one with employee
- Deal with problems as they arise
- Keep job coach informed
- Train supervisors on communication etiquette
- Discuss disciplinary procedures
- Monitor effectiveness of accommodations currently provided
-

Others: (Please identify)

Transportation:			
How will I get to and From Work? (Check all that apply)			
RIPTA		Family	
Paratransit (RIDE)		Friends/co-worker	
Agency: Name		Walk	
Driver's License/Car		Other (describe)	
Type of Support Needed: (Check what applies)		Person or Agency Responsible	
Needs Training: (i.e. Travel & pedestrian safety, reading bus schedule)			
Needs Assistance to Access			
No Access to Transportation			

Beginning at age 14, the team should consider a student's ability to access the community and employment opportunities and minimize barriers in order to have the most independent life possible. Each subsequent year, the team should be considering and exploring options as a critical part of the plan.