

# Vocational Exploration Curriculum

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**Module 1**

**Domain:** Getting to Know Each Other

**Competency: 1.** Complete the application to Horizons Traumatic Brain Injury Employment Service

**Subcompetency: 1.** Introduction to Horizons Employment Services and Staff

**Type of Activity:** Group

**Supplies/Materials:** None

<i>Objective</i>	<i>Activity/Strategy</i>	<i>Support Staff Role</i>
1. Meet Horizons Manager and Staff 2. Demonstrate interest in program by willingness to attend meeting	* Meet Employment Services Manager * Meet Employment Services Staff	* Notify individual of Screening Committee date and time * Determine if other people in individual's support system are available to attend * Determine if transportation is needed, and provide if needed * Conduct informal interview to find out about the person's injury, current status, motivation to work, and vocational interest.

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## Module 1

**Domain:** Getting to Know Each Other

**Competency:** 1. Complete the application to Horizons Traumatic Brain Injury Employment Services

**Subcompetency:** 2. Complete the Intake Packet

**Type of Activity:** Individual

**Supplies/Materials:** Authorization Form  
Checklist for Individuals with TBI  
Intake Interview Observations  
TBI Employment Services Handbook

<i>Objective</i>	<i>Activity/Strategy</i>	<i>Support Staff Role</i>
1. Complete documentation necessary for enrollment in program.	* Complete Authorization Form	* Set up meeting with participant and family, if appropriate
2. Assess individual's ability to complete paperwork independently	* Complete Checklist for Individuals with TBI * Complete Intake Interview Observations	* Determine whether participant can complete intake packet. If he/she can, then ask them to complete documents. * If he/she cannot, then assist in completion of documents. * Review Intake packet for completeness and accuracy
2. Provide individual with verbal and written information about program.	* Review TBI Employment Services Handbook	* Give participant handbook. * Determine whether he/she can read independently or if he/she requires assistance.
3. Understand contents of handbook	* Read and review handbook	* Provide appropriate level of assistance. * Collect signed grievance form and signed receipt of handbook. * File with Intake packet

# Vocational Exploration Curriculum

## Module 1

**Domain:** Getting to Know Each Other

**Competency: 2.** Emotional Issues Associated with TBI

**Subcompetency: 1.** Assessing for Depression

**Type of Activity:** Individual

**Supplies/Materials:** Brain Injury Association of America’s “Coping with Depression after Traumatic Brain Injury”

<i>Objective</i>	<i>Activity/Strategy</i>	<i>Support Staff Role</i>
1. Assess individual’s level of depression and need for professional intervention	* Read and review Brain Injury Association of America’s “Coping with Depression after Traumatic Brain Injury”	* Assist individual read and comprehend information in pamphlet.  * Facilitate discussion of individual’s self-assessment of level of depression  * Provide referral information to psychologist/psychiatrist

# Vocational Exploration Curriculum

## Module 1

**Domain:** Getting to Know Each Other

**Competency:** 3. Case Management

**Subcompetency:** 1. Accessing Community Supports

**Type of Activity:** Individual

**Supplies/Materials:** Contact information/brochure for BIAF Family Support Specialist

Contact information for appropriate Support Group

Contact information/brochure for FAAST

Contact for Social Security

Contact for Food Stamps

Contact for Food Bank

<i>Objective</i>	<i>Activity/Strategy</i>	<i>Support Staff Role</i>
1. Ensure individual has contact information for community supports	<ul style="list-style-type: none"> <li>* Review brochure for BIAF</li> <li>* Review information for local Support Group</li> <li>* Review information for FAAST</li> <li>* Assess need for and then review information for SSI/SSDI application</li> <li>* Assess need for and then review information for food stamps</li> <li>* Assess need for and then review information for local food bank</li> </ul>	<ul style="list-style-type: none"> <li>* Provide contact information/brochure</li> <li>* Provide contact information local support group</li> <li>* Provide contact information/brochure for FAAST</li> <li>* Facilitate discussion and provide contact information</li> <li>* Facilitate discussion and provide contact information</li> <li>* Facilitate discussion and provide contact information</li> </ul>

# Vocational Exploration Curriculum

## Module 2

**Domain:** Selecting an Appropriate Occupation

**Competency: 1.** Knowing and Exploring Supports

**Subcompetency: 1.** *JobsPlus*

**Type of Activity:** Individual or Group Activity

**Supplies/Materials:** Personal Identification

Address of *JobsPlus*

Handout with list of Core Services

<i>Objective</i>	<i>Activity/Strategy</i>	<i>Support Staff Role</i>
1. Become familiar with the facilities, technology centers, and partners at <i>JobsPlus</i>	<ul style="list-style-type: none"> <li>* Locate closest <i>JobsPlus</i></li> <li>* Discuss previous experience with <i>JobsPlus</i></li> <li>* Tour facility, locating technology centers and meeting Partners</li> </ul>	<ul style="list-style-type: none"> <li>* Make arrangements to tour facility</li> <li>* Facilitate discussion of services that members of the group have used or are familiar with</li> <li>* Accompany client(s) to <i>JobsPlus</i></li> <li>* Conduct tour, locating technology centers, and introducing client(s) to partners</li> <li>* Discuss sign-in protocol for access to building and sign-in protocol for accessing computers</li> </ul>
2. Register to utilize services	<ul style="list-style-type: none"> <li>* Complete registration process</li> </ul>	<ul style="list-style-type: none"> <li>* Assist as needed</li> </ul>
3. Establish means to communicate electronically	<ul style="list-style-type: none"> <li>* Set up e-mail account</li> </ul>	<ul style="list-style-type: none"> <li>* Assist as needed</li> </ul>
4. Become familiar with Core Services	<ul style="list-style-type: none"> <li>* Review Core Services handout</li> <li>* Choose two core services of interest and discuss how these services could help develop appropriate occupation</li> </ul>	<ul style="list-style-type: none"> <li>* Review Core Services handout with client(s)</li> <li>* Facilitate discussion of how services may be useful to client(s)</li> </ul>

# Vocational Exploration Curriculum

## Module 2

**Domain:** Selecting an Appropriate Occupation

**Competency: 1.** Knowing and Exploring Supports

**Subcompetency: 2.** Vocational Rehabilitation

**Type of Activity:** Individual or Group

**Supplies/Materials:** Personal Identification

Address of Vocational Rehabilitation

<i>Objective</i>	<i>Activity/Strategy</i>	<i>Support Staff Role</i>
1. Become familiar with the services and supports available at Vocational Rehabilitation	<ul style="list-style-type: none"> <li>* Locate address of Vocational Rehabilitation</li> <li>* Discuss previous experience with Vocational Rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>* Facilitate discussion of previous services and supports used by client(s)</li> <li>* Facilitate discussion of services and supports available to client(s)</li> </ul>
2. Prepare to visit Vocational Rehabilitation	<ul style="list-style-type: none"> <li>* Review CD, Accessing Vocational Rehabilitation Services</li> <li>* Write and rehearse your story to take to VR</li> </ul>	<ul style="list-style-type: none"> <li>* Participate in review and clarify information as needed</li> <li>* Assist individual complete the paragraph of relevant information for the VR counselor</li> </ul>
3. Complete intake with Vocational Rehabilitation, if appropriate	<ul style="list-style-type: none"> <li>* Make appointment with Vocational Rehabilitation Counselor</li> <li>* Request referrals for needed services, such as Vocational Evaluation and Guidance</li> </ul>	<ul style="list-style-type: none"> <li>* Accompany client(s) to Vocational Rehabilitation appointment</li> <li>* Facilitate referrals to outside vendors</li> </ul>

# Vocational Exploration Curriculum

## Module 2

**Domain:** Selecting an Appropriate Occupation

**Competency: 2.** Interests and Assessments

**Subcompetency: 1.** Career Scope

**Type of Activity:** Individual

**Supplies/Materials:** JobsPlus Registration Number

<i>Objective</i>	<i>Activity/Strategy</i>	<i>Support Staff Role</i>
1. Complete Career Scope Interest Inventory, obtaining score in the following areas: Object identification Abstract shape matching Clerical matching Pattern visualization Computation Numerical reasoning Word meanings	* Log on to Career Scope Program * Complete tutorials * Complete practice tests * Complete inventory	* Assist as needed  * Determine and provide level of assistance needed, if any, to complete inventory
2. Obtain Results in the following areas: General learning ability Verbal and numerical aptitude Spatial aptitude Form perception Clerical perception Motor coordination Finger dexterity Manual dexterity	* Review results	* Introduce client to CRC * Review results with client and CRC * Discuss results as they relate to specific occupations and career fields * Begin development of Employment Plan

# Vocational Exploration Curriculum

## Module 2

**Domain:** Selecting an Appropriate Occupation

**Competency:** 2. Interests and Assessments

**Subcompetency:** 2. Assessments

**Type of Activity:** Individual

**Supplies/Materials:** JobsPlus Registration Number

<i>Objective</i>	<i>Activities/Strategies</i>	<i>Support Staff Role</i>
1. Determine aptitude and interests through the assessment process	<ul style="list-style-type: none"> <li>* Complete Prove-It Testing</li> <li>* Complete Academic Assessment</li> <li>* Complete Personal Interest Assessment</li> <li>* Review results</li> </ul>	<ul style="list-style-type: none"> <li>* Accompany individual to JobsPlus</li> <li>* Assist client complete assessments</li> <li>* Meet with CRC</li> <li>* Assist with interpretation of results as required</li> <li>* Continue development of Employment Plan</li> </ul>
2. Determine aptitude and interests through work-site assessment	<ul style="list-style-type: none"> <li>* Discuss availability of work-site assessments</li> <li>* Select location for work-site assessment</li> <li>* Complete work-site assessment</li> </ul>	<ul style="list-style-type: none"> <li>* Coordinate work-site assessment with Community Business Partners</li> <li>* Accompany individual to work-site assessment</li> <li>* Meet with CRC</li> <li>* Discuss client's experience with the assessment and how it relates to career interests</li> <li>* Continue development of employment plan</li> </ul>
3. Reconciliation of aptitude, interests, and abilities (and results of neuropsychological testing) with desired employment roles	<ul style="list-style-type: none"> <li>* Participate in Disability Adjustment Counseling</li> </ul>	<ul style="list-style-type: none"> <li>* Describe Disability Adjustment Counseling</li> <li>* Introduce client to Peter Oas, Ph.D., Licensed Clinical Psychologist</li> <li>* Coordinate neuropsychological testing, if it has not been previously completed</li> <li>* Refer client to Disability Adjustment Counseling with Dr. Peter Oas to</li> </ul>

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		include reviewing results of neuropsychological testing * Assist client with appointments, assignments, and any other issues as needed
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## Module 3

**Domain:** Preparing for Employment

**Competency: 1.** Disclosure on the Job

**Subcompetency: 1.** Determine Need for Disclosure

**Type of Activity:** Individual or Group

**Supplies/Materials:** Disclosure Handout

Traumatic Brain Injury Handbook

Job Accommodation Network Handout,

“The ADA: Employment Rights as an Individual”

<i>Objective</i>	<i>Activities/Strategies</i>	<i>Support Staff Role</i>
1. Decide whether you need to disclose disability information prior to hire	* Answer questions on Disclosure Handout, Determine Need for Disclosure: Gather all the Facts	* Assist client(s) answer questions on worksheet * Facilitate discussion among clients if in group setting
2. Learn more about protections provided by ADA	* Review summary of protections of the ADA provided in Traumatic Brain Injury Handbook * Review Job Accommodation Network handout	* Ensure client(s) understands their protections under the ADA
3. Practice disclosing functional limitations	* Complete activity on page 7-13 of Disclosure Workbook to create a practice script * Practice disclosure to employment consultant * Practice disclosure to close friend	* Assist client(s) create a practice script * Using role-play, have the client(s) disclose their disability utilizing the script they have written. * Provide feedback. * If group setting, have clients disclose to one another and provide feedback. * Ask client(s) to disclose to a close friend * Discuss any concerns client may have with disclosure

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**Module 3**

**Domain: Preparing for Employment**

**Competency: 1. Disclosure on the Job**

**Subcompetency: 2. Decide When to Disclose**

**Type of Activity: Individual or Group**

**Supplies/Materials: Disclosure Handout**

<i>Objective</i>	<i>Activities/Strategies</i>	<i>Support Staff Role</i>
1. Better understand when to disclose disability information to an employer	* Review handout from Disclosure Workbook, “2. Decide When to Disclose: Consider Pros and Cons	* Assist reviewing handout * Facilitate discussion with client(s) on timing of disclosure

# Vocational Exploration Curriculum

## Module 3

**Domain:** Preparing for Employment

**Competency: 1.** Disclosure on the Job

**Subcompetency: 3.** Choose How to Disclose

**Type of Activity:** Individual or Group

**Supplies/Materials:** Disclosure Handout

<i>Objective</i>	<i>Activities/Strategies</i>	<i>Support Staff Role</i>
1. Learn how to disclose disability issues	* Review Disclosure Workbook, 3. Choose How to Disclose: General Information	* Assist reviewing handout * Facilitate discussion of how client(s) disability can be disclosed in different modalities

# Vocational Exploration Curriculum

## Module 3

**Domain:** Preparing for Employment

**Competency:** 2. Resume and Cover Letter

**Subcompetency:** 1. Creating a post-injury resume and cover letter

**Type of Activity:** Individual

**Supplies/Materials:** Computer

Microsoft Word

24lb bond paper (off-white, grey, or white)

Contact information for previous employers

Contact information for personal references

Handout, “Your Guide to Resume Writing”

<i>Objective</i>	<i>Activities/Strategies</i>	<i>Support Staff Role</i>
1. Create a resume	<ul style="list-style-type: none"> <li>* Gather information about previous employers, including supervisor names, addresses, telephone numbers, and dates of hire</li> <li>* Gather information about personal references, including addresses and telephone numbers</li> <li>* Review handout, “Your Guide to Resume Writing”</li> <li>* Use software to create a professional resume. Microsoft Word template for Professional Resume is acceptable.</li> <li>* Include action words from handout</li> </ul>	<ul style="list-style-type: none"> <li>* Assist client gather information about previous employers</li> <li>* Assist client gather information about personal references</li> <li>* Assist with review of handout</li> <li>* Provide client appropriate level of assistance in either updating current resume or preparing resume, using Microsoft Word</li> <li>* Assist with review of action words</li> </ul>
2. Create generic cover letter, including disclosure	<ul style="list-style-type: none"> <li>* Cull descriptions of pre-injury jobs for relevant skills/responsibilities that pertain to post-injury employment</li> <li>* Write cover letter, including disclosure</li> </ul>	<ul style="list-style-type: none"> <li>* Assist client evaluate pre-injury jobs for intact skills and responsibilities that can be highlighted on current applications</li> <li>* Assist client write cover letter, including disclosure</li> </ul>

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3. Review resume and cover letter	* Conduct final review of resume and cover letter	* Assist with final review
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# Vocational Exploration Curriculum

## Module 3

**Domain:** Preparing for Employment

**Competency: 3.** First Impressions: The Interview

**Subcompetency: 1.** Dress Appropriately

**Type of Activity:** Individual or Group

**Supplies/Materials:** About.Com: Career Planning Handout: “Questions to Ask Yourself Before you Get Dressed for a Job Interview”

<i>Objective</i>	<i>Activities/Strategies</i>	<i>Support Staff Role</i>
1. Learn to choose appropriate attire for job interview	<ul style="list-style-type: none"> <li>* Review About.com handout</li> <li>* Observe attire in three different workplace settings</li>   <li>* Review current wardrobe for appropriate job interview clothes, purchase clothes, or use community resource to obtain clothes (e.g. Suit Up to Move Up, JobsPlus)</li> <li>* Have clothes cleaned and pressed in preparation of interview</li> </ul>	<ul style="list-style-type: none"> <li>* Review handout with client(s)</li> <li>* Accompany client(s) to three different settings to observe attire of employees</li> <li>* Facilitate discussion with client(s) about appropriate clothes, jewelry, shoes</li>   <li>* Assign time line for preparing appropriate attire for interview</li> <li>* Coordinate community services, if needed</li> </ul>

# Vocational Exploration Curriculum

## Module 3

**Domain:** Preparing for Employment

**Competency: 3. First Impressions: The Interview**

**Subcompetency: 2. Interpersonal Skills**

**Type of Activity:** Individual or Group

**Supplies/Materials:** Kansas Department of Social and Rehabilitation Services Handout, "Interview Assistance"

About.com: Human Resources, "Interpersonal Skills Job Interview Questions"

<i>Objective</i>	<i>Activities/Strategies</i>	<i>Support Staff Role</i>
1. Utilize effective interpersonal skills during an interview	<ul style="list-style-type: none"> <li>* Review handout, "Interview Do's and Don'ts"</li> <li>* Practice components of initial greeting</li> </ul>	<ul style="list-style-type: none"> <li>* Assist with review</li> <li>* Participate in practice of initial greeting, including smile, handshake, and eye contact</li> <li>* Provide feedback</li> <li>* Facilitate practice amongst group members</li> <li>* Facilitate group feedback</li> </ul>
2. Respond appropriately to interpersonal skills job interview questions	<ul style="list-style-type: none"> <li>* Review About.Com article handout, "Interpersonal Skills Job Interview Questions"</li> <li>* Practice answering questions from handout</li> </ul>	<ul style="list-style-type: none"> <li>* Assist with review of handout</li> <li>* Assist client(s) develop answers to questions from handout</li> <li>* Facilitate group activity where clients ask one another questions and listen to answers</li> </ul>

# Vocational Exploration Curriculum

## Module 3

**Domain:** Preparing for Employment

**Competency: 3.** First Impressions: The Interview

**Subcompetency: 3.** Utilizing [www.employflorida.com](http://www.employflorida.com)

**Type of Activity:** Individual

**Supplies/Materials:** Computer

Internet Connection

<i>Objective</i>	<i>Activities/Strategies</i>	<i>Support Staff Role</i>
1. To become knowledgeable about services and supports available at <a href="http://www.employflorida.com">www.employflorida.com</a>	* Access <a href="http://www.employflorida.com">www.employflorida.com</a> * Register * Visit areas of website, identifying resources	* Provide assistance as needed

# Vocational Exploration Curriculum

## Module 3

**Domain:** Preparing for Employment

**Competency:** 3. First Impressions: The Interview

**Subcompetency:** 4. Mock Interviews

**Type of Activity:** Individual

**Supplies/Materials:** Resume

Paper and pen

Interview attire

Video camera on tripod

<i>Objective</i>	<i>Activities/Strategies</i>	<i>Support Staff Role</i>
1. Prepare for an interview	<ul style="list-style-type: none"> <li>* Dress appropriately for interview</li> <li>* Arrange transportation, if needed</li> <li>* Arrive on time for interview</li> <li>* Prepare two questions to ask the interviewer</li> <li>* Participate in mock interview</li> </ul>	<ul style="list-style-type: none"> <li>* Coordinate a mock interview with an HR professional from a community business partner</li> <li>* Provide level of assistance as needed</li> <li>* Set up video to videotape interview</li> </ul>
2. Identify interview behaviors	<ul style="list-style-type: none"> <li>* Discuss interview with interviewer upon completion of interview</li> <li>* View videotape</li> </ul>	<ul style="list-style-type: none"> <li>* Obtain feedback from interviewer</li> <li>* View videotape</li> <li>* Assist client identify effective and ineffective interview behaviors</li> </ul>

# Vocational Exploration Curriculum

## Module 4

**Domain: Identifying Requirements of Available Jobs**

**Competency: 1. Searching for a Job**

**Subcompetency: 1. Utilize Local Resources to Identify Potential Employment**

**Type of Activity: Individual**

**Supplies/Materials: Employment Opportunities for Northwest Florida Handout  
Computer  
Internet  
Pen and Paper**

<i>Objective</i>	<i>Activities/Strategies</i>	<i>Support Staff Role</i>
1. Locate potential jobs	<ul style="list-style-type: none"> <li>* Access a computer connected to the Internet</li> <li>* Using the Employment Opportunities for Northwest Florida handout, visit websites and identify possible jobs</li> <li>* Evaluate potential based on job posting</li> <li>* Keep a log of potential employers, noting requirements for application (on-line, in person, resume, application, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>* Assist with internet access</li> <li>* Assist with access to websites</li> <li>* Assist with job search and evaluation of appropriate jobs based on employment plan</li> <li>* Assist in developing log of potential employers</li> </ul>

# Vocational Exploration Curriculum

## Module 4

**Domain:** Identifying Requirements of Available Jobs

**Competency:** 1. Searching for a Job

**Subcompetency:** 2. Submitting resumes, applications, and cover letters

**Type of Activity:** Individual

**Supplies/Materials:** Computer

Internet

Resume in electronic format

Cover letter in electronic format

<i>Objective</i>	<i>Activities/Strategies</i>	<i>Support Staff Role</i>
1. Submit job-specific resumes and cover letters	<ul style="list-style-type: none"> <li>* Review job posting</li> <li>* Tailor objective statement and relevant experience to specific job</li> <li>* Tailor cover letter to specific employer/job</li> <li>* Submit resume and cover letter in the employer's designated format</li> <li>* If information is to be submitted in person, arrange transportation and appropriate attire for submission</li> </ul>	<ul style="list-style-type: none"> <li>* Assist reviewing job postings and selecting appropriate jobs, as related to the client's interests, skills, and employment plan</li> <li>* Assist client add specificity to resume and cover letter</li> <li>* Assist with submission, as required</li> </ul>

# Vocational Exploration Curriculum

## Module 4

**Domain:** Identifying Requirements of Available Jobs

**Competency:** 1. Searching for a Job

**Subcompetency:** 3. Attend interviews

**Type of Activity:** Individual

**Supplies/Materials:** Interview Attire

Resume printed on quality bond paper

Cover letter printed on quality bond paper

Calendar/Scheduler

<i>Objective</i>	<i>Activities/Strategies</i>	<i>Support Staff Role</i>
1. Attend job interviews	<ul style="list-style-type: none"> <li>* Schedule Interviews, utilizing calendar/scheduler to record date, time, and contact</li> <li>* Arrange transportation</li> <li>* Prepare appropriate attire</li> <li>* Attend interview</li> </ul>	<ul style="list-style-type: none"> <li>* Assist with schedule</li> <li>* Ensure date, time, and contact are recorded in scheduler</li> <li>* Coordinate transportation if needed</li> <li>* Ensure attire is appropriate</li> <li>* Attend interview providing level of assistance needed by client</li> </ul>

# Vocational Exploration Curriculum

## Module 4

**Domain:** Identifying Requirements of Available Jobs

**Competency:** 2. Evaluate a Job Offer

**Subcompetency:** 1. Job Analysis

**Type of Activity:** Individual

**Supplies/Materials:** Horizons Job Analysis Form

<i>Objective</i>	<i>Activities/Strategies</i>	<i>Support Staff Role</i>
1. Learn to analyze a job offer	* Complete one Job Analysis form for each job offer	* Assist with completion of Job Analysis
2. Learn to determine how earned income affects benefits		* Assist with interpretation of Benefits portion to ensure client understands impact of earned income on benefits

# Vocational Exploration Curriculum

## Module 5

**Domain:** Is this Job Right for Me?

**Competency: 1.** Job Compatibility

**Subcompetency: 1.** Compare essential components of a job to client's skills

**Type of Activity:** Individual

**Supplies/Materials:** Horizons Job Analysis Form

Job/Worker Compatibility Analysis Form

<i>Objective</i>	<i>Activities/Strategies</i>	<i>Support Staff Role</i>
1. Learn to determine compatibility with job offered	* Analyze job offers using Job Analysis Form and Job/Worker Compatibility Analysis Form	*Compare essential components of a job to individual's skills

# Vocational Exploration Curriculum

## Module 5

**Domain:** Is this Job Right for Me?

**Competency: 1.** Job Compatibility

**Subcompetency: 2.** Accommodations

**Type of Activity:** Individual or Group

**Supplies/Materials:** Alabama Department of Rehabilitation Services List of Work Related Accommodations Handout  
National Association of State Head Injury Administrators Job Supports Handout  
Accommodations for the Job Seeker  
Rehabilitation Services: Rehabilitation Technology Services, Chapter 14

<i>Objectives</i>	<i>Activities/Strategies</i>	<i>Support Staff Role</i>
1. Learn about accommodations	<ul style="list-style-type: none"> <li>* Review List of Work Related Accommodations handout</li> <li>* Review Job Supports Handout</li> <li>* Review Accommodations for the Job Seeker</li> <li>* Determine need for accommodations</li> </ul>	<ul style="list-style-type: none"> <li>* Facilitate discussion of accommodations</li> <li>* Develop a list of accommodations that each client could use to improve their ability to perform the essential components of the job</li> </ul>
2. Ask for accommodation	<ul style="list-style-type: none"> <li>* Practice asking for an accommodation</li> </ul>	<ul style="list-style-type: none"> <li>* Facilitate group role-play activity to practice asking for an accommodation</li> </ul>
3. Learn about Rehab Engineers	<ul style="list-style-type: none"> <li>* Review Rehab Services handout</li> </ul>	<ul style="list-style-type: none"> <li>* Coordinate presentation by Rehab Engineer regarding supports that can be useful to people who have traumatic brain injury</li> </ul>

# Vocational Exploration Curriculum

## Module 6

**Domain:** Keeping the Job

**Competency: 1.** Behavioral/Emotional Issues

**Subcompetency: 1.** Maintain job by focusing on the task at hand

**Type of Activity:** Individual or Group

**Supplies/Materials:** Job description

Personnel Manual

Memory cues

<i>Objective</i>	<i>Activities/Strategies</i>	<i>Support Staff Role</i>
<p>1. Maintain job by:</p> <p>a) Performing essential functions of the job</p>	<p>* Review your job description periodically to make sure you know what is expected of you.</p> <p>* Ask for additional training if you begin having trouble performing your job</p> <p>* If you are being asked to do new things at work, ask for additional training or accommodations if needed</p>	<p>* Facilitate review of job description.</p> <p>* Develop pacing strategies that will help with job flow.</p> <p>* Develop tools to assist with word-access, improve memory, and improve name/face recognition</p> <p>* Assist individual develop memory cues, picture books, palm pilot, checklists, training to ensure person is able to perform essential job functions.</p> <p>* Assist individual with this request. Access FAAST as there may be a technological solution to the problem.</p>
<p>b) Maintaining good attendance and refraining from excessive tardiness</p>	<p>* Read the personnel manual. Make sure you know what is considered excessive absence and tardiness.</p>	<p>* Assist with review of personnel record. If person is missing too much work, help them identify why they are missing work and how this can be avoided. If lateness is due to transportation, assist individual with discussion with employer.</p>

# Vocational Exploration Curriculum

<p>c) Getting along with co-workers, supervisors, and customers</p>	<ul style="list-style-type: none"> <li>* Identify and articulate the primary (financial) and secondary (socialization, camaraderie) benefits of work.</li> <li>* Identify ways to avoid conflict with co-workers, supervisors, and customers</li> </ul>	<ul style="list-style-type: none"> <li>* Emphasize secondary gains from working. Discuss isolation and loneliness that often occurs when one is not in the workforce.</li> <li>*Facilitate the identification of problem situations.</li> <li>* Role-play real-life situations with individual.</li> <li>*Assist individual in learning new ways to respond.</li> <li>* Develop behavioral cues that client can use to self-monitor behavior.</li> </ul>
<p>d) Maintaining appropriate behavior at the job</p>	<ul style="list-style-type: none"> <li>* Identify types of behaviors that cause problems at work.</li> </ul>	<ul style="list-style-type: none"> <li>*Facilitate the identification of problem situations.</li> <li>* Role-play real-life situations with individual.</li> <li>Assist individual in learning new ways to respond.</li> </ul>
<p>e) Maintaining proper hygiene and dressing appropriately</p>	<ul style="list-style-type: none"> <li>* Review personnel manual to ensure you know standards</li> </ul>	<ul style="list-style-type: none"> <li>* Facilitate review of personnel manual.</li> <li>*Assist individual set up morning schedule if needed.</li> <li>*Assist individual purchase enough clothing and set up laundry schedule so that clean clothes are available on work days.</li> </ul>

# Vocational Exploration Curriculum

## Module 6

**Domain:** Keeping the Job

**Competency:** 1. Behavioral/Emotional Issues

**Subcompetency:** 2. Motivation

**Type of Activity:** Individual or Group

**Supplies/Materials:**

<i>Objective</i>	<i>Activities/Strategies</i>	<i>Support Staff Role</i>
1. Be motivated to work.	<ul style="list-style-type: none"> <li>* Discuss what motivates you to come to work.</li>   <li>* Identify wants and needs that are fulfilled by working.</li> <li>* Clarify your objectives that are met by returning to the work-force.</li> </ul>	<ul style="list-style-type: none"> <li>* Facilitate discussion.</li> <li>* Help individual create or purchase signs/reminders that will help them stay motivated.</li>   <li>* Facilitate discussion.</li> <li>* Help individual create short term and long term goals that will be accomplished with continued employment.</li> </ul>
2. Take responsibility for doing your best at this job	<ul style="list-style-type: none"> <li>* Spend time every day working toward your goals.</li> <li>* Identify daily activities that you can participate in that will help you with your goals.</li> </ul>	<ul style="list-style-type: none"> <li>* Help individual create strategies to reach short term and long term goals.</li> <li>* Help individual create daily activities that will keep them focused on the task at hand.</li> </ul>

# Traumatic Brain Injury Staff Training Curriculum

Staff: \_\_\_\_\_

Activity	Objective	Training Time	Date Completed	Initial
Locate and review Brain Injury Association of Florida's <i>"Learning About Traumatic Brain Injury: The Silent Epidemic."</i>	Understand the following: Definition Florida Statute 381 Causes Terminology Rating Scales	30 Minutes		
Locate and complete Module 1 Quiz, Staff Training Curriculum CD	Review information from BIAF's CD	5-10 minutes		
Locate and review Module 2, Staff Training Curriculum CD	Understand the consequences of TBI; the role of neuropsychological evaluation in TBI; and the impact on employment	10 minutes		
Locate and review the <b>bolded sections</b> of the National Association of State Head Injury Administrators CD, "Using a Team Approach to Employment of People with TBI"  Optional: View entire CD	Dr. Hebda leads an interesting discussion on the specific regions of the brain and the functional consequences, starting at the 18 minute marker.  The discussion of the role of a case manager, starting at the 60 minutes point, is important as case management is critically important when working with people who have TBI.  Finally, the discussion regarding tips for successful placement, starting at the 1 hour, 6 minute point may give you some ideas of how to work more effectively with your clients.	8 minutes Introductions  <b>39 minutes Impact to the Brain and Neuropsychological exam</b>  4 minutes – VR eligibility  9 minutes – Value of a team approach  <b>6 minutes – role of a case manager</b>  <b>15 minutes – tips for successful placement</b>  9 minutes – role of a job coach  10 minutes – individual with TBI discusses the specifics of his job		
Locate and complete Module 2 Quiz, Staff Training Curriculum CD	Review the consequences and summaries of research articles	5-10 minutes		

<b>Activity</b>	<b>Objective</b>	<b>Training Time</b>	<b>Date Completed</b>	<b>Initial</b>
Locate and review Module 3, Staff Training Curriculum CD	Understand the issues as identified in the research articles surrounding coping, emotional adjustment, and TBI	10 – 15 minutes		
Locate and complete Module 3 Quiz, Staff Training Curriculum CD	Review the issues outlined in the research articles surrounding coping, emotional adjustment, and TBI	5 – 10 minutes		
Locate and complete Module 4, Staff Training Curriculum CD	Understand the issues surrounding Vocational Adjustment and TBI	10 – 15 minutes		
Locate and complete Module 4 Quiz, Staff Training Curriculum CD	Review the Vocational Adjustment and TBI issues	5 – 10 minutes		
Locate and read “Traumatic Brain Injury Facts: Vocational Rehabilitation and Employment Services” in the Staff Training Curriculum Notebook	Adds to information regarding needed Job Supports, Job Characteristics, and Ways for VR to Improve Job Retention	10 minutes		
Locate and review the CD, “Accessing Vocational Rehabilitation Services,” Staff Training Curriculum Notebook	Understand the VR process to ensure successful and efficient referral process	5 – 10 minutes		
Locate the Horizons of Okaloosa County CD, “Describing Difference”, Staff Training Curriculum Notebook	Gain an understanding of differences between DD and TBI population throughout the employment process	10 minutes		
Locate and complete Module 5, Staff Curriculum CD	Gain an understanding of the research on job stability and tenure outcomes for individuals with TBI	10 – 15 minutes		
Locate and complete Module 5 Quiz, Staff Training Curriculum CD	Review summary of research, job stability and tenure outcomes for individuals with TBI	5 – 10 minutes		

<b>Activity</b>	<b>Objective</b>	<b>Training Time</b>	<b>Date Completed</b>	<b>Initial</b>
Read the Employment and Disability Institute's article, "Working Effectively with Employees who have Sustained a Brain Injury", to gain a better understanding of accommodations, Staff Training Curriculum Notebook	Gain a better understanding of accommodations	15 minutes		
Locate the DVD, "The Research and Training Center on Traumatic Brain Injury Interventions", and review the Dr. Hibbard article, "Lecture Two: Accommodations after TBI", Staff Training Curriculum Notebook	Describes suggested accommodations for the most common cognitive and emotional challenges after TBI appropriate to home, work or school environments	38 minutes		
Locate and review VCU-RRTC Brown Bag Series CD, "Traumatic Brain Injury and Return to Work", Staff Training Curriculum Notebook	Value of returning to work as soon as possible in terms of economic value, therapeutic value, returning to productive activity, and socialization	30 minutes		
Review the Brain Injury Association of Florida's "Creating a Personal Career Plan", Staff Training Curriculum Notebook	Developing a support team and a person centered plan to facilitate success	30 minutes		
Review Horizons of Okaloosa County, Vocational Exploration Curriculum	Gain an understanding of the steps associated with supported employment for persons who have TBI	1 hour		
Locate and review Module 6, Staff Training Curriculum CD	Gain an understanding of statewide resources	10 – 15 minutes		
Locate and complete Module 6 Quiz, Staff Training Curriculum CD	Review statewide resources	5 minutes		