
CREATING A PERSONAL CAREER PLAN

A Career Development and Employment Guide for Individuals with Traumatic Brain Injury



Leading you in the right direction...

~ By Bruce M. Menchetti, PhD



BRAIN INJURY ASSOCIATION OF FLORIDA, INC.

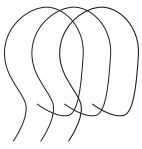
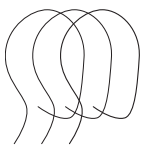


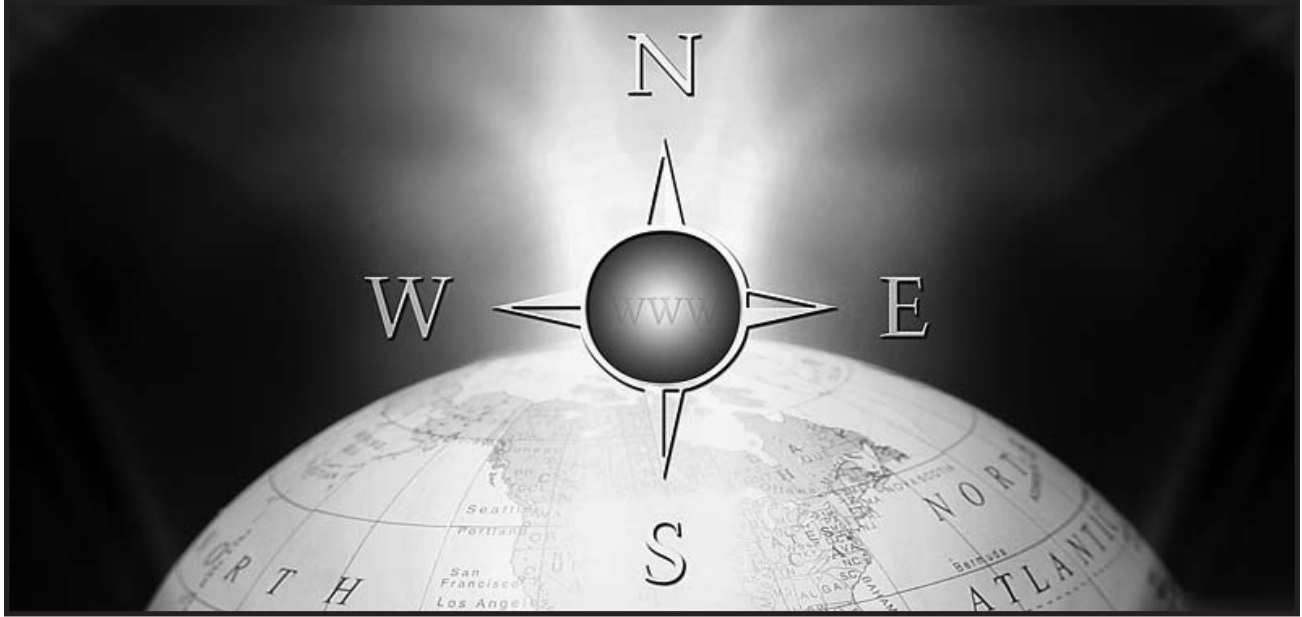
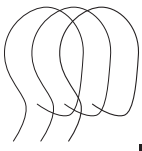
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I. AN INTRODUCTION TO PERSON-CENTERED PLANNING: *Characteristics and Advantages*

General Introduction to Person-Centered Planning

Person-centered planning is a multipurpose tool that has become widely used in programs serving individuals with disabilities. Person-centered planning has been used to recruit members and structure the efforts of support groups and advocacy teams. Person-centered planning can be used as an assessment tool to gather important information, determine interests and preferences, and identify skills and abilities. Action plans are written, evaluated, and revised through person-centered planning methods. Another extremely important use of person-centered planning is to empower and promote the self-determination of individuals with disabilities.

There are many person-centered planning techniques described in the disability literature. Some techniques have been designed primarily to help students with severe disabilities and their families plan for successful inclusion in school settings. Other person-centered planning techniques focus on planning for adult life transitions, such as the movement from an institutional setting to a less restrictive, supported living arrangement. In addition, person-centered planning has been used to assist adults with disabilities in identifying career interests and planning for employment.

This manual will focus specifically on the career development and employment uses of person-centered planning. The purpose of this manual is to describe a particular person-centered planning tool called the *Personal Career Plan* (Garcia & Menchetti, 2003; Menchetti & Piland, 1998) or *PCP*. The *Personal Career Plan* has been designed to assist individuals with traumatic brain injury to plan career goals and attain employment in the community.

Characteristics of Person-Centered Planning

As discussed earlier, person-centered planning is a term used to describe a variety of techniques and tools. Menchetti and his colleagues (Menchetti & Garcia, 2003; Menchetti & Piland, 1998; 2001; Menchetti & Sweeney, 1995) analyzed several different person-centered planning techniques and discovered that all the techniques shared a core set of essential characteristics and values. All the person-centered planning techniques analyzed included:

- *A Team Approach;*
- *A Focus on Strengths and Abilities;*
- *A Long-Range Vision with Action Plans; and,*
- *A Respect for the Wishes of Individuals with Disabilities.*

A Team Approach

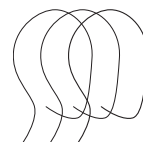
An essential characteristic of all person-centered planning is the team approach. All person-centered techniques recruit a team of people, to work together on behalf of an individual with disabilities or “focus person.” Person-centered planning teams usually consist of a mix of family, friends, professionals and community members. Person-centered planning teams have been given many names such as “a circle of support,” “a support network,” or “a circle of friends.”

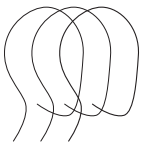
Whatever the team is called, its primary purpose is to help the focus person utilize person-centered planning to advance his or her plan and achieve a better lifestyle. Teams are an important component of person-centered planning because teams use their collective wisdom and resources to help the plan proceed and solve problems as they arise.

When used for employment purposes, person-centered planning teams can help individuals with disabilities identify career interests, set goals, identify resources, and plan action to achieve their employment goals. The *Personal Career Plan* uses the term “Community Advocacy Team” or CAT to describe the support group for individuals with traumatic brain injury.

A Focus on Strengths and Abilities

All person-centered planning techniques gather information about the abilities, strengths, and accomplishments of the focus person with disabilities. By focusing on what the focus person can do (vs. their deficits and deficiencies), person-centered planning builds from a foundation of strength and ability. It is much easier to make plans and move forward when the person-centered planning team knows the abilities, strengths, and accomplishments of the person who is the focus of the planning effort.





Information about strengths and abilities is usually obtained through a group discussion about what the focus person can do, his or her interests, abilities, skills, and unique talents, and what the person has accomplished in school, as well as in life. Through this discussion the person-centered planning team often learns many new things about the focus person. This information is very useful because the team can assure that any plans capitalize upon the focus person's interests and abilities.

The *Personal Career Plan* collects information about the career interests, job skills and educational and employment accomplishments of individuals with traumatic brain injury. This information is obtained by the Community Advocacy Team through group discussions. These discussions are structured and guided by the forms included in the *Personal Career Plan*. These forms are presented and explained in other sections of this manual.

A Long Range Vision with Action Plans

Person-centered planning techniques are systematic and purposeful. Because of this, all person-centered planning includes the development of long-term goals and short-term objectives. For the long-term, person-centered planning teams carefully and thoughtfully develop with the focus person the "vision" or "dream" for his or her future. This becomes the long range goal that the team works toward accomplishing. All team members recognize that their mission is to help the focus person reach their long-range goal.

In order to accomplish the long-range goal, the team develops more immediate plans and action steps. These become short-term objectives and the team discusses effective strategies and makes specific commitments to take actions that help the focus person be successful in taking these first steps toward their goal. Very often the action plan that is developed delineates the steps, strategies, needed resources, timelines for attainment, and responsible parties.

The Community Advocacy Team uses the *Personal Career Plan* to develop a career goal and employment action plan for an individual with traumatic brain injury. This plan includes both a long-range career goal and short-term action steps that move the individual with traumatic brain injury closer to employment.

A Respect for the Wishes of Individuals with Disabilities

Another characteristic shared by all person-centered planning techniques is a deep respect for the preferences and wishes of the focus person, that is, the individual with disabilities. The focus person is encouraged to participate fully in all discussions and express their wishes, ideas, and concerns. If necessary, accommodations and support are provided so that the focus person can participate in this important aspect of person-centered planning. By listening to, and supporting, the wishes of the focus person, teams empower the individual with disabilities to control their own goal setting, planning, and service delivery.

In planning done with the *Personal Career Plan*, the individual with traumatic brain injury drives the process. This person's career interests and employment preferences become the key focus of their Community Advocacy Team. All efforts are aimed at helping individuals with traumatic brain injury achieve their career goals and attain employment in the community.

Advantages of Person-Centered Planning

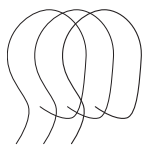
Because of its team approach and other essential characteristics, person-centered planning has many advantages. The information gathered and shared during person-centered planning can be easily used to coordinate services such as vocational rehabilitation. As team members work together and get to know the interests, strengths, and abilities of the focus person, they develop new relationships and commitments. These relationships and commitments form a foundation of support for the individual with disabilities. In addition, team members frequently use these new relationships to support one another. When problems and barriers arise, the person-centered planning team can draw on its collective wisdom to revise strategies, plan new actions, and solve problems. Members of the person-centered planning team often have knowledge of, and access to, more resources than an individual alone. These resources can be used to forge new supports and services for the focus person.

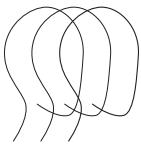
In summary, person-centered planning is a versatile tool with many advantages. For individuals with traumatic brain injury and other significant disabilities, person-centered planning can assist with:

- *Sharing of Important Information and Coordination of Service Delivery;*
- *Building Relationships and New Sources of Support for All Team Members;*
- *Problem-Solving, Planning Revision, and Barrier Removal; and;*
- *Resource Sharing and Capacity Building.*

References

- Menchetti, B.M., & Garcia, L. A. (2003). Personal and employment outcomes of person-centered career planning. *Education and Training in Developmental Disabilities*, 38(2), 145-156.
- Menchetti, B.M., & Piland, V.C. (2001). Transition assessment and evaluation: Current methods and emerging alternatives. In S. Alper, D. L. Ryndak, & C. N. Schloss (Eds.), *Alternate assessment of students with disabilities in inclusive settings* (pp. 220 - 255). Boston: Allyn & Bacon. Publishing Company.
- Menchetti, B. M., & Piland, V. C. (1998). *The Personal Career Plan: A person-centered approach to vocational evaluation and career planning.* In F. R. Rusch & J. G. Chadsey (Eds.), *Beyond high school: Transition from school to work* (pp. 319-339). Belmont, CA: Wadsworth Publishing Company.
- Menchetti, B. M., & Sweeney, M. A. (1995). *Person-centered planning (Technical Assistance Packet # 5)*. Gainesville, FL: University of Florida, Department of Special Education, Florida Network.





Learn More About Person-Centered Planning

I

To learn more about various person-centered planning methods, the reader can refer to the additional resources listed below.

Person-Centered Planning Resources

Books

Holburn, S., and Vietz P. (2002). *Person-centered planning : Research, practice, and future directions*. Baltimore, MD: Paul H. Brookes Publishing Co.

Mount, B. (2000). *Person-centered planning: Finding directions for change using personal futures planning*. Amenia, NY: Capacity Works.

Research Articles

Holburn, S., Jacobson, J., Schwartz, A., Flory, M., & Vietze, P. (2004). The Willowbrook futures project: A longitudinal analysis of person-centered planning. *American Journal on Mental Retardation*, 109, 63-76.

Menchetti, B., & Garcia, L. (2003). Personal and employment outcomes of person-centered career planning. *Education and Training in Developmental Disabilities*, 38, 145-156.

Websites

Gordon, W. (2003). *TBI Consumer Report # 8: Person-centered planning*. New York: Department of Rehabilitation Medicine, Mount Sinai Medical Center
<http://www.mssm.edu/tbinet/alt/pubs/CR8.pdf>

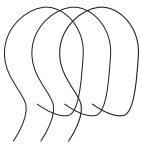
Mount, B., Riggs, D., Brown, M., & Hibbard, M. (2003). *Moving on: A personal futures planning workbook for individuals with brain injury*. New York: Research and Training Center on Community Integration of Individuals with TBI, Mount Sinai Medical Center.
<http://www.mssm.edu/tbinet/alt/pubs/pubs10.html>



II. FOCUSING ON CAREER PLANNING AND EMPLOYMENT

II





The Personal Career Plan

The *Personal Career Plan* (Garcia & Menchetti, 2003; Menchetti & Piland, 1998) or *PCP* is a career planning tool. It was designed to take advantage of all the characteristics and advantages of person-centered planning discussed in the first chapter of this manual while specifically focusing efforts on career planning and other employment-related issues. The *Personal Career Plan* has been used to assist individuals with significant disabilities plan their career paths and obtain employment. Most recently, the *PCP* has been used successfully with individuals with traumatic brain injury.

II

The *PCP* is based on the fact that most of us need support in obtaining our career dreams and goals. Career support can come from a business partner, corporate mentor, more experienced co-worker, family, or friends. We may utilize these natural career supports in a variety of ways to help focus our vision, determine our strengths and needs, target obstacles and barriers, identify needed resources, and/or make plans to accomplish our goals.

Using the Personal Career Plan with Individuals with Traumatic Brain Injury:

Project RESULTS

The *Personal Career Plan* was used extensively with individuals with traumatic brain injury (TBI) in 2004-2005. The *Personal Career Plan* was one of the major strategies used in a federally funded grant entitled, Realistic Employment Strategies and Ultimate Long Term Success or Project RESULTS. In Project RESULTS, Brain Injury Association of Florida, Inc. (BIAF) trained their staff to use the *Personal Career Plan* to assist in the career planning and employment of 12 individuals with TBI.

BIAF staff, called Family Support Specialists, facilitated the formation of a person-centered planning team called a Community Advocacy Team or CAT for each of the 12 Project RESULTS participants. In Project RESULTS, the CATs were primarily comprised of the individual with TBI, their family and other sources of natural support, as well as professionals from BIAF and the Florida Division of Vocational Rehabilitation (DVR). When needed, other professionals such as neuropsychologists, physical therapists, and occupational therapists joined the CATs.

During Project RESULTS, Community Advocacy Teams met about once a month. CATs used the *Personal Career Plan* to guide their meetings, record information, plan together, and evaluate action steps. In this way Project RESULTS was designed so that the *Personal Career Plan* provided a structure for managing a person-centered career planning process for individuals with TBI.

Project RESULTS was very successful in assisting individuals with TBI pursue their career goals. Of the 12 project participants, ten individuals with TBI or 83% were referred to the Florida Division of Vocational Rehabilitation and deemed eligible for services. It took on average, only 3.7 months for the ten Community Advocacy Teams to decide to make a

referral to DVR for employment services for the ten individuals. Project RESULTS staff believed that the team approach, guided by the *Personal Career Plan*, significantly shortened the referral time to DVR for these 10 individuals. After meeting together and using the *Personal Career Plan*, other CATs decided that the two individuals with TBI on their teams needed to work on a variety of cognitive, physical, and social-communication skills before they could be successfully referred to DVR. Once again the *Personal Career Plan* assisted the teams with their career decision making process.

It is also important to note that nine of the original 12 Project RESULTS participants or 75% were in positive case status with the Florida Division of Vocational Rehabilitation at the conclusion of the grant. All of these nine individuals had approved Individual Plans for Employment (IPEs) and were receiving employment training from DVR. This outcome also represents a significant improvement for individuals with TBI who seek employment. Research has shown that many of these individuals do not receive coordinated services and are unsuccessful in their employment endeavors. Once again, Project RESULTS staff felt that the *Personal Career Plan* greatly assisted the Community Advocacy Teams in learning about the career interests, abilities, and needs of individuals with TBI and resulted in them being successfully referred and attaining a positive status with the Florida Division of Vocational Rehabilitation.

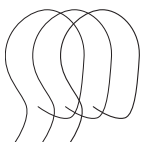
Purpose of the Personal Career Plan

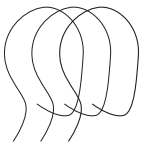
When used to assist individuals with traumatic brain injury, the purpose of the *Personal Career Plan* is to provide a structure for managing a functional, person-centered career assessment and planning process. The *PCP* has been designed to guide BIAF Family Support Specialists in obtaining helpful career planning information from individuals with TBI and their support groups. The support group that uses the *Personal Career Plan* with individuals with traumatic brain injury is called a Community Advocacy Team or CAT.

The Community Advocacy Team brings together professionals who control formal resources (such as BIAF staff, staff from the Florida Department of Health, Brain and Spinal Cord Injury Program (BSCIP), and DVR counselors) and people who form a natural support network (such as family members, friends, and employers) to assist individuals with TBI in obtaining their career goals. CAT members listen, discover, plan, strategize, and commit to support the career aspirations of the focus person (i.e., the individual with TBI). The *Personal Career Plan* helps focus the work of the Community Advocacy Team on career planning and employment.

Forming a Community Advocacy Team

The formation of a Community Advocacy Team or CAT is the first step in using the *Personal Career Plan*. The CAT is a group of people who meet regularly (e.g., once a month) to help the individual with traumatic brain injury (i.e., the focus person). CATs help the focus person identify their career interests and goals and make plans to reach those goals.





Community Advocacy Teams are usually comprised of professionals representing formal service delivery systems. The professionals who typically make up the Community Advocacy Team are:

- The BIAF Family Support Specialist;
- The Vocational Rehabilitation Counselor; and,
- The BSCIP Case Manager.

II

In addition, family members, friends, employers, and other people in the community who can provide support to the individual with traumatic brain injury participate in the CAT meeting. These people make up a network of natural, community support for the individual with traumatic brain injury.

It is important to understand that the composition of the Community Advocacy Team is fluid and dynamic. Members can be added (or subtracted) at any time based on the specific needs of the focus person. The CAT members use the *Personal Career Plan* to structure their meetings and guide their discussions.

Facilitating the Community Advocacy Team

The BIAF Family Support Specialist acts as facilitator of the Community Advocacy Team. As CAT facilitator, the BIAF Family Support Specialist has many roles and responsibilities. Some of the roles and responsibilities of the CAT facilitator include:

- Assisting the individuals with TBI (i.e., the focus person) in identifying useful and supportive team members;
- Scheduling regular CAT meetings and assuring there is a record of all meetings and activities;
- Helping CAT members learn about the focus person's interests, strengths, and abilities and plan accordingly;
- Encouraging group participation at meetings (with special attention given to the participation of the focus person);
- Sharing information about potential community resources and service options with CAT members; and;
- Helping the CAT coordinate and monitor the referral of the focus person to new programs and services such as Vocational Rehabilitation.

The role of CAT facilitator is complex and requires the BIAF Family Support Specialist to act a meeting planner, source of information, counselor, advocate and cheerleader.

Learn More about Team Facilitation

For more information about facilitating person-centered planning teams, the reader should refer to *Building Authentic Visions: How to Support the Focus Person in Person-Centered Planning* by Jean Whitney Thomas and Jaimie Ciulla Timmons. This article may be found at the following website:

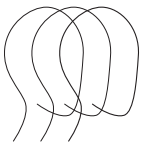
<http://www.communityinclusion.org/publications/text/rp15text.html>



III. USING FORMS FROM THE *PERSONAL CAREER PLAN*

III





The BIAF Family Support Specialist uses a form called the “CAT Roster” to record the current team membership. The roster also allows the CAT to discuss other people that should be invited to future meetings.

CAT Roster

Name: _____ Date: _____

Who's Here Today:

Name:

Relationship/Agency:

Record the names of all members of CAT in attendance at meeting

Relationship to participant and/or agency affiliation

III

Who Should Be Here?:

Name:

Relationship/Agency:

Discuss people and programs available at the local, state, and federal level that could provide employment resources such as information, services, social support, etc. If you don't know specific names, simply list the agency or program that you can contact later. This is the place to suggest that the participant, with the assistance of the CAT, look into the appropriateness of connecting to other formal and informal resources. Use the ECO map to get this discussion going, but do not hesitate to discuss other areas, too. Try to get all team members contributing ideas in this discussion based on their knowledge of the participant, their community, or their profession.

The Three Components of the *Personal Career Plan*

The *Personal Career Plan* was designed to guide the Community Advocacy Team through three steps. First, the Community Advocacy Team meets to get to know the person with traumatic brain injury (i.e., the focus person). After this initial meeting, the CAT uses the information gathered to help the focus person draft a plan for career development and employment. Finally, the CAT transfers information from the *Personal Career Plan* to a résumé that the focus person can use to advance their career development and employment.

The three steps or components of *Personal Career Plan* are:

1. *The Personal Profile;*
2. *The Career Plan; and*
3. *The Client (Focus Person) Résumé.*

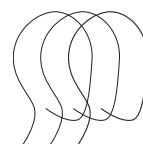
Each part of the *Personal Career Plan* requires the Community Advocacy Team to use different forms to collect and summarize relevant information. The three components of the *Personal Career Plan* and the forms used to complete each part will be introduced next.

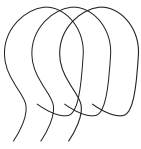
Step One: The Personal Profile

The Personal Profile is the first step in the *Personal Career Plan* process. The purpose of the Personal Profile is to help the focus person identify their career interests and employment-related abilities and strengths. The Personal Profile includes information about the focus person's current situation and the opportunities and challenges to their career development and employment. Individuals who can provide references and potential support for employment are also identified in the Personal Profile. Finally, the focus person's accomplishments, current abilities, strengths, and career interests are identified by completing a Personal Profile form. In order to complete the Personal Profile the CAT must complete the following forms:

- Personal Data
- Employment History and References
- References
- Education, Skills, and Accomplishments.

All of these forms, with instructions for completion, appear on the next 4 pages.





Personal Data

Name: _____ Date: _____ Phone: _____

Address: _____

City: _____ State: _____ Zip: _____

Social Security #: _____ D.O.B.: _____

Emergency Contact: _____ Phone: _____

Benefits: SSI PASS
 SSDI IRWE

Payee: _____

This section provides an opportunity to gather information about current benefits and discuss the impact on employment. However, it is also the time to discuss the possibility of the participant (with CAT assistance, of course) exploring eligibility for other benefit programs such as SSI work incentives.

Referral(s): VR Other Agency: _____

Document and discuss current and future agency involvement. This is the time to have a candid discussion about “vocational readiness” and the timing of referrals to VR.

VR Counselor: _____

Medical Concerns:

(Especially those impacting job performance)

Ask about any medical progress, medications, general health concerns (if any) and how these may impact employment.

Transportation Concerns:

(Especially those impacting job performance)

Ask how the participant would get to and from appointments, work, and community services. Discuss the stability and sustainability of transportation. If necessary, talk about transportation training.

Other:

Ask about any employment challenges that are unique to this participant (e.g., mobility, sensory, behavior issues).

III

Employment History and Personal References

Employer: _____ Address: _____

Telephone: _____ Job Title: _____

Dates To: _____ From: _____

Salary Beginning: _____ Ending: _____

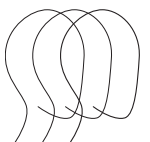
Supervisor: _____

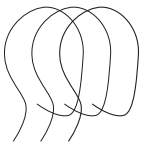
Reason(s) for Leaving:

As we discuss employment history, it is important to document not only reasons for leaving this job, but also to determine whether the participant still has an interest in this career area (maybe not the exact same job, of course). This is also the time to discuss the skill requirements of the past job in relation to the participant's current level of functioning. Even if the participant is no longer able to do this specific job, try to determine positive things that were learned in past jobs such as general work skills, habits, and traits which could be applied to other jobs. Ask if the participant is still interested in this career area and can he or she still perform this type of work or a related job? Finally, find out if past supervisors (or even co-workers) might be a source of positive support for the upcoming career search.

If the participant's work history has been limited (young adults, for example) discuss volunteer activities, hobbies, involvement in school clubs, etc. and what skills and interests can be used to promote the current career search. Find out if there are any past teachers, school counselors, coaches, volunteer coordinators, etc. who might provide positive references and/or support for the career search.

III





References

Here is the place to discuss and document, not only potential employment references, but also potential future CAT members. Who knows the participant's skills, talents, and positive traits best? Would these people be willing to provide a reference or serve on the CAT? Don't limit the discussion to past employers. Talk about friends, neighbors, relatives, teachers, etc. Finally, brainstorm ways to solicit the support (in whatever form it may take) of these individuals. It would be ideal to identify at least three references/future CAT members here.

III

Name: _____

Address: _____

Phone: _____ E-Mail: _____

Relationship: _____

Name: _____

Address: _____

Phone: _____ E-Mail: _____

Relationship: _____

Education, Skills, and Accomplishments

Once again, this form provides an opportunity to assess more than mere historical facts regarding the participant's educational history. Have a discussion about the skills learned in school and how these skills/degrees relate to the upcoming job search. Remind the team that even if specialized skills learned in school can no longer be utilized, there are many general skills and habits that might positively influence the upcoming job search. Try to focus on the positives and what the participant can do, rather than lamenting what may have been lost. Document the relevant educational strengths and accomplishments of each participant.

Education:

School Name: _____ Diploma/Degree: _____

Address: _____

Dates Attended

From: _____ To: _____

Skills and Accomplishments:

Discuss general traits and personal attributes that the participant may have that can assist in employment. For example, the participant may be extremely motivated, dependable, and hard-working. Ask the members of the CAT who know the participant best to list what they like best about the participant. Find out if the person has a special talent (art, music, gardening, cooking, etc.) that might assist in the job search.

Personal Interests:

1. What are your hobbies/interests?

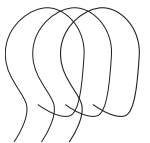
Find out and document what the participant likes to do. Many times these interests are closely related to career areas. If the participant's activities have been limited ask the group to discuss some activities the participant would like to sample to determine if it is an interest area.

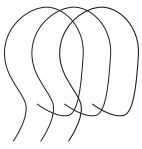
2. In what volunteer/community activities have you participated?

Is the participant involved in any community programs or organizations? Would they like to volunteer to sample work environments or career areas?

3. Imagine that you could have your dream job. Exactly what would it be?

What is the participant's vision of the ideal job? What characteristics of this job do they find attractive? For example, is it the opportunity to work with people or to work alone that excites them? Is the participant interested in exploring other jobs that might have these same characteristics or fulfill the same values?





Step Two: The Career Plan

After completing the Personal Profile, the Community Advocacy Team is ready to take the next step. The next step is the completion of a form called the *Personal Career Plan*. Usually there is a pause between the completion of the Personal Profile and the *Personal Career Plan* form. The Community Advocacy Team can wait a day, a week, or month between these steps of the process. No more than one month, however, should lapse between the completion of the first two steps.

When the CAT is ready to complete the *Personal Career Plan* form they meet and discuss the focus person's long-range employment goal and the steps and strategies needed to achieve the goal. The CAT will use information gathered during the Personal Profile meeting to complete the five-part *Personal Career Plan* form.

III

The five parts of the *Personal Career Plan* form are the:

1. Vision Statement – Describing the Long-Range Employment Goal;
2. Plan/Tactics – Delineating the Steps and Strategies for Meeting the Goal;
3. Barriers – Explaining Current Limitations and Obstacles to Employment;
4. Support Network: Identifying Current and Future CAT Members; and,
5. Target Dates: Listing Timelines and Responsible Parties for Completion of the Plan.

The Personal Career Plan form, with instructions for completion, appears on the next page.

Personal Career Plan form

Vision Statement:

(Describe your long-term employment goal)

This can be stated either as a specific job in a specific location (I want to work at _____), or it can be more general (I want to work in the following career area). Remember this is only the first draft and the goal can be revised.

Plan/Tactics:

(List the steps/strategies needed to achieve your employment goal/vision)

Generate some initial ideas about how to move toward the goal written above. This should be a short-term, intermediate plan. List 3-4 things that can be done within the first month after the family conference. These can be small steps (keeping a weekly schedule). You may need to plan exploratory activities (volunteering, job shadowing, etc.). Your tactics might entail getting more information or connecting to programs or agencies. Try to specify who on the current team will be responsible for each step.

Barriers:

(Describe current obstacles to achieving your goal)

What are some challenges that might have to be addressed to accomplish this plan? These may be issues that have to be clarified by a particular agency or program. Or these may be issues that have to be addressed at the next CAT meeting by a larger team.

Target Dates:

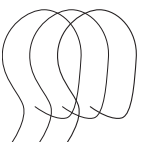
(Dates you expect to complete each step in your plan)

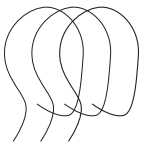
List the dates the CAT expects the plan above to be implemented. Remember this is a short-term plan and most steps should be accomplished within the first month after the family conference.

Support Network:

(List people/resources you need to obtain your employment goal/vision)

Who can help us implement the steps and strategies we listed above? If you don't know specific names, list agencies and organizations that need to be contacted. Again, try to specify who from the current CAT will make these connections. Whenever feasible, ask the participant to take some responsibility. Don't forget to discuss ways to support these commitments and follow-up to see if things have been accomplished.





Step Three: Developing the Résumé

The third and final step in this process is the writing of a résumé for the focus person. The *Personal Career Plan* process was designed so that information collected in the first two phases (i.e., the Personal Profile and the Career Plan) could be easily used to develop a résumé for the individual with traumatic brain injury.

Once again, the Community Advocacy Team will need to decide on the appropriate time to meet to develop the résumé. Usually one week to one month after the Career Plan form (step 2 of the process) has been completed is a good time for this step to be attempted. The CAT will be able to draw from their knowledge of the focus person's career interests, employment goals, skills, accomplishments, and past references to help the individual with traumatic brain injury develop a professional-looking résumé that can greatly assist in the employment process.

III

The method for using the first two steps of the *Personal Career Plan* process to develop the résumé is very straightforward. Using information from the Personal Profile forms and Career Plan form, the CAT:

- Uses the Career Vision Statement to Develop Employment Objectives;
- Presents Employment History and Personal References on the Résumé;
- Describes Education, Skills, and Accomplishments of the Focus Person; and,
- Specifies the Focus Person's Interests, Talents, and Abilities

An example of how to write a résumé, is included on next 4 pages.

Using *PCP* Information to Write a Résumé

Focus Person Name

Street Address
City, FL zip
e-mail address
(XXX) XXX-XXXX

Objective

The individual, together with the Family Support Specialist, writes an employment objective based upon their career vision. Information from the *PCP* Vision Statement should be reviewed and discussed when writing this objective.

Employment History

The individual and the Family Support Specialist review information from the Employment History and Personal References section of the *PCP* to develop this section of the résumé. Information in this section should be presented like a typical résumé.

Education

The individual and Family Support Specialist use data from the Education, Skills, and Accomplishments section of the *PCP* to develop this section of the résumé. All relevant education and training experience should be presented here like a typical résumé.

Skills and Accomplishments

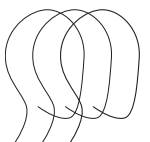
Using additional data from the Education, Skills, and Accomplishments section of the *PCP*, the individual and Family Support Specialist together summarize skills, talents, and accomplishments.

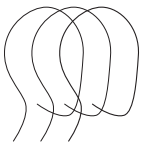
Interests and Hobbies

Once again, data from Education, Skills, and Accomplishments should be reviewed by the individual and Family Support Specialist when developing this section of the résumé. Specifically, the Personal Interests section should be reviewed.

REFERENCES AVAILABLE UPON REQUEST

III





References

Name of Reference 1

Street Address
City, FL zip
(000) 000-0000
e-mail
Relationship

III

Name of Reference 2

Street Address
City, FL zip
(000) 000-0000
e-mail
Relationship

Name of Reference 3

Street Address
City, FL zip
(000) 000-0000
e-mail
Relationship

Gina M.
205 Stone Avenue
Tallahassee, FL 32306

(850) 123-4567

Objective

My career goal is to secure employment in a financial institution as a Mortgage Loan Officer

Employment History

01/2000 to 3/2003 Bank USA - Mortgage Loan Officer

- Developed expertise in all areas of residential financing including, portfolio loans, Fannie Mae, and Freddie Mac investor loans
- Built a large client base by successfully implementing relationship selling

11/1997 to 01/2000 Bank USA - Customer Services Representative

- Worked with customers on a daily basis, meeting their banking needs
- Responded to customer inquiries regarding account balances and loan information
- Answered or referred customers financial questions to the appropriate supervisor.

07/1995 to 11/1997 Bank USA - Bank Teller

- Accepted and processed customer deposits and loan payments
- Maintained and balanced cash drawer daily
- Used 10 keys to process monetary transactions

Education

Orange High School Tallahassee, FL 1991-1995.

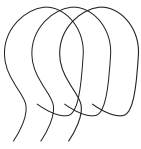
Skills and Accomplishments

My strengths include my ability to interact well with management, coworkers and customers. I have successfully been promoted from Bank Teller to Mortgage Loan Officer within five years

Interests and Hobbies

I am active with the local Brain Injury Support group. In my spare time, I enjoy going to movies and spending time with my family and friends.





References

Ron Johnson

349 Hilltop Lane
(000) 999-6532
rjohnson@yahoo.com
Supervisor at Bank USA

John Fisher

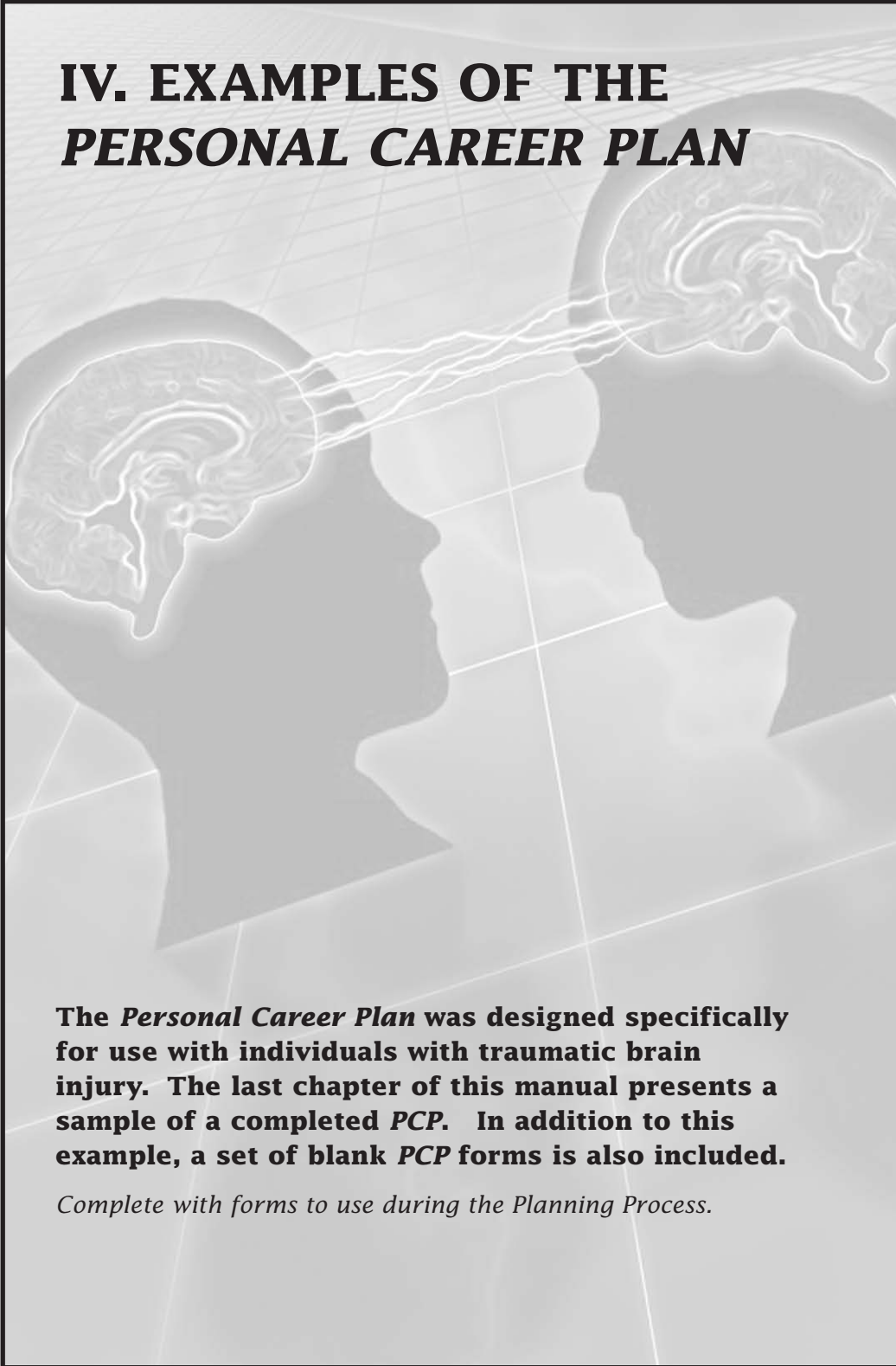
342 Sixth Street
(407) 999-6532
jfisher@yahoo.com
Supervisor at Bank USA

Joan Hart

7474 Turncreek Drive
(000) 786-8632
jhart@juno.com
Personal Friend for 15 years

III

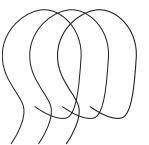
IV. EXAMPLES OF THE *PERSONAL CAREER PLAN*

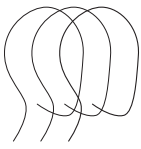


The *Personal Career Plan* was designed specifically for use with individuals with traumatic brain injury. The last chapter of this manual presents a sample of a completed *PCP*. In addition to this example, a set of blank *PCP* forms is also included.

Complete with forms to use during the Planning Process.

IV





Support Group or CAT

Name: Gina M. Date: June 21, 2004

Who's Here Today:

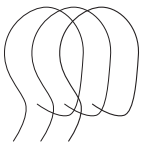
Name: Relationship/Agency:

<i>Vicky C.</i>	<i>Employment Consultant/Goodwill Industries</i>
<i>Bruce R.</i>	<i>VR Counselor</i>
<i>Jeanine M</i>	<i>Mother</i>
<i>Gina M</i>	<i>Participant</i>
<i>Dale</i>	<i>Family Support Specialist</i>

Who Should Be Here:

Name: Relationship/Agency:

<i>Diane M.</i>	<i>Grandmother</i>
<i>Andrew G.</i>	<i>Brother</i>
<i>Tina</i>	<i>Center for Independent Living / Independent living Coordinator</i>
<i>Bob</i>	<i>BSCIP Case Manager</i>
<i>Linda</i>	<i>A+ Link Representative</i>
<i>Ben</i>	<i>Assistive Technology Program Manager</i>



Employment History and Personal References

Employer: <i>Bank USA</i>	Job Title: <i>Bank Teller</i>
Supervisor: <i>Ron Johnson</i>	Telephone Number: <i>(000) 123-4567</i>
Address: <i>2757 ABC Lane</i>	
Dates Employed - <i>From: Jun-95 To: Nov-97</i>	Salary - <i>Start: \$7.00 End: \$9.80</i>
Job Description:	
Reason(s) for Leaving: <i>Promoted to Customer Services Representative</i>	
Employer: <i>Bank USA</i>	Job Title: <i>Customer Services Representative</i>
Supervisor: <i>Judy Loudon</i>	Telephone Number: <i>(000) 123-4567</i>
Address: <i>2757 ABC Lane</i>	
Dates Employed - <i>From: Nov-97 To: Jan-00</i>	Salary - <i>Start: \$10.50 End: \$12.00</i>
Job Description:	
Reason(s) for Leaving: <i>Promoted to Mortgage Loan Officer for residential properties</i>	
Employer: <i>Bank USA</i>	Job Title: <i>Mortgage Loan Officer</i>
Supervisor: <i>John Fisher</i>	Telephone Number: <i>(000) 123-4567</i>
Address: <i>2757 ABC Lane</i>	
Dates Employed - <i>From: Jan-00 To: Mar-03</i>	Salary - <i>Start: \$13.50 End: \$17.00</i>
Job Description:	
Reason(s) for Leaving: <i>Medical Leave</i>	
Employer:	Job Title:
Supervisor:	Telephone Number:
Address:	
Dates Employed - <i>From:</i>	<i>To:</i> Salary - <i>Start:</i> <i>End:</i>
Job Description:	
Reason(s) for Leaving:	

References

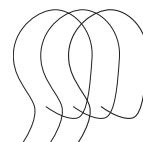
Name: <i>Ron Johnson</i>		
Address: <i>349 Hiltop Lane</i>		
City:	State:	Zip:
Phone: <i>(000) 999-6543</i>	E-mail: <i>rjohnson@yahoo.com</i>	
Relationship: <i>Supervisor at Bank USA</i>		

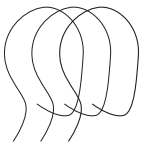
Name: <i>John Fisher</i>		
Address: <i>342 Sixth Street</i>		
City:	State:	Zip:
Phone: <i>(407) 999-6532</i>	E-mail: <i>jfisher@yahoo.com</i>	
Relationship: <i>Supervisor at Bank USA</i>		

Name: <i>Joan Hart</i>		
Address: <i>7474 Turncreek Drive</i>		
City:	State:	Zip:
Phone: <i>(000) 786-8632</i>	E-mail: <i>rhart@juno.com</i>	
Relationship: <i>Personal friend for 15 years</i>		

Name:		
Address:		
City:	State:	Zip:
Phone:	E-mail:	
Relationship:		

IV





Education, Skills, and Accomplishments

School Name: <i>Orange High School</i>		Diploma/Degree: <i>Diploma</i>	
Address: <i>15 Union Avenue</i>			
City: <i>Tallahassee</i>		State: <i>FL</i>	Zip: <i>32306</i>
Dates Attended - From: <i>September 91</i> To: <i>June 95</i>			
School Name:		Diploma/Degree:	
Address:			
City:		State:	Zip:
Dates Attended - From: To:			
School Name:		Diploma/Degree:	
Address:			
City:		State:	Zip:
Dates Attended - From: To:			

IV

Skills and Accomplishments:

I started work with Bank USA as a Bank Teller and within five years was promoted to Mortgage Loan Officer for residential properties

Personal Interests:

1. What are your hobbies/interests?
Shopping, Movies, Spending Time with Friends and Family
2. In what volunteer/community activities have you participated?
Brain Injury Support Group
3. Imagine that you could have your dream job. Exactly what would it be?
To work in a bank as a Mortgage Loan Officer

Personal Career Plan

Vision Statement:

(Describe your long-term employment goal)

I want to return to Bank USA as a Mortgage Loan Officer.

Plan/Tactics:

(List the steps/strategies needed to achieve your employment goal/vision)

Complete a neuropsychological exam and gain insight into cognitive deficits and learn compensatory strategies to be used in a work setting.

Conduct a situational assessment with a VR Consultant

Consult with FFAST regarding cognitive devices that can assist with job performance.

Find a job coach who can provide on-the-job-training by using cognitive devices and compensatory strategies

Meet with CIL Independent Living Coordinator for public transportation training.

Develop résumé.

IV

Barriers:

(Describe current obstacles to achieving your goal)

Transportation, Keeping Appointments due to short term memory problems, Lack of insight into disability and poor judgement, Physical limitations

Target Dates:

(Dates you expect to complete each step in your plan)

Neuropsychological exam - within 1 month

Situational Assessment - within 2 months

FFAST consultation - within 3 months

Job Coach - within 3 months

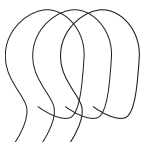
CIL - within 1 month

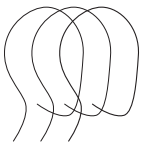
Résumé - ASAP

Support Network:

(List people/resources you need to obtain your employment goal/vision)

Mother, VR Counselor, Family Support Specialist, Goodwill Employment Consultant, BSCIP Case Manager, CIL Independent Living Coordinator, FFAST Program Manager, Transportation Manager, Grandmother and Brother





V. Appendix A: Blank set of *PCP* forms

V



Support Group or CAT

Name: _____ Date: _____

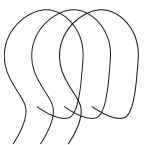
Who's Here Today:

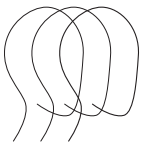
Name: _____ Relationship/Agency: _____



Who Should Be Here:

Name: _____ Relationship/Agency: _____





Personal Data

Name:	Date:	
Address:	Apt. #:	
Phone #:	E-mail:	
City:	State:	Zip:
SSN:	D.O.B.:	

Benefits:	SSI <input type="checkbox"/>	PASS <input type="checkbox"/>	Emergency Contact:
	SSDI <input type="checkbox"/>	IRWE <input type="checkbox"/>	
Payee: _____			Phone #:

Referral(s):	VR	BSCIP	Helpline
	Support Groups		CIL
	Other Agency: _____		
VR Counselor: _____			

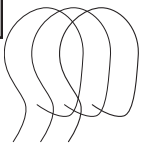
Medical Concerns (Especially those impacting job performance):

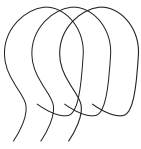
Transportation Concerns (Especially those impacting job performance):

Other Concerns:

Employment History and Personal References

Employer:	Job Title:			
Supervisor:	Telephone Number:			
Address:				
Dates Employed - <i>From:</i>		<i>To:</i>	Salary - <i>Start:</i>	<i>End:</i>
Job Description:				
Reason(s) for Leaving:				
Employer:	Job Title:			
Supervisor:	Telephone Number:			
Address:				
Dates Employed - <i>From:</i>		<i>To:</i>	Salary - <i>Start:</i>	<i>End:</i>
Job Description:				
Reason(s) for Leaving:				
Employer:	Job Title:			
Supervisor:	Telephone Number:			
Address:				
Dates Employed - <i>From:</i>		<i>To:</i>	Salary - <i>Start:</i>	<i>End:</i>
Job Description:				
Reason(s) for Leaving:				
Employer:	Job Title:			
Supervisor:	Telephone Number:			
Address:				
Dates Employed - <i>From:</i>		<i>To:</i>	Salary - <i>Start:</i>	<i>End:</i>
Job Description:				
Reason(s) for Leaving:				





References

Name:		
Address:		
City:	State:	Zip:
Phone:	E-mail:	
Relationship:		
Name:		
Address:		
City:	State:	Zip:
Phone:	E-mail:	
Relationship:		
Name:		
Address:		
City:	State:	Zip:
Phone:	E-mail:	
Relationship:		
Name:		
Address:		
City:	State:	Zip:
Phone:	E-mail:	
Relationship:		

V

Education, Skills, and Accomplishments

School Name:	Diploma/Degree:	
Address:		
City:	State:	Zip:
Dates Attended - <i>From:</i> <i>To:</i>		
School Name:	Diploma/Degree:	
Address:		
City:	State:	Zip:
Dates Attended - <i>From:</i> <i>To:</i>		
School Name:	Diploma/Degree:	
Address:		
City:	State:	Zip:
Dates Attended - <i>From:</i> <i>To:</i>		



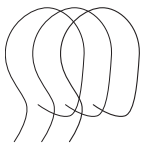
Skills and Accomplishments:

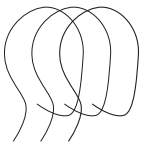
Personal Interests:

1. What are your hobbies/interests?

2. In what volunteer/community activities have you participated?

3. Imagine that you could have your dream job. Exactly what would it be?





Personal Career Plan

Vision Statement:

(Describe your long-term employment goal)

Plan/Tactics:

(List the steps/strategies needed to achieve your employment goal/vision)

Barriers:

(Describe current obstacles to achieving your goal)

V

Target Dates:

(Dates you expect to complete each step in your plan)

Support Network:

(List people/resources you need to obtain your employment goal/vision)

NOTES





Sponsored by:
Brain and Spinal Cord Injury Program and the State of Florida, Department of Health.