

How to write an effective
Individual Employment Plan



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THE AGING

Six Reasons to do an Effective IEP

- 1. The IEP gives the participant a plan for using the program successfully**
- 2. The IEP sets expectations toward which the participant can strive & achieve**
- 3. The IEP builds self-esteem in the participant**
- 4. The IEP gives the program a guide for effectively helping participant**
- 5. The IEP increases the number of un-subsidized placements/success stories**
- 6. The IEP allows the program to serve more persons with limited funds**

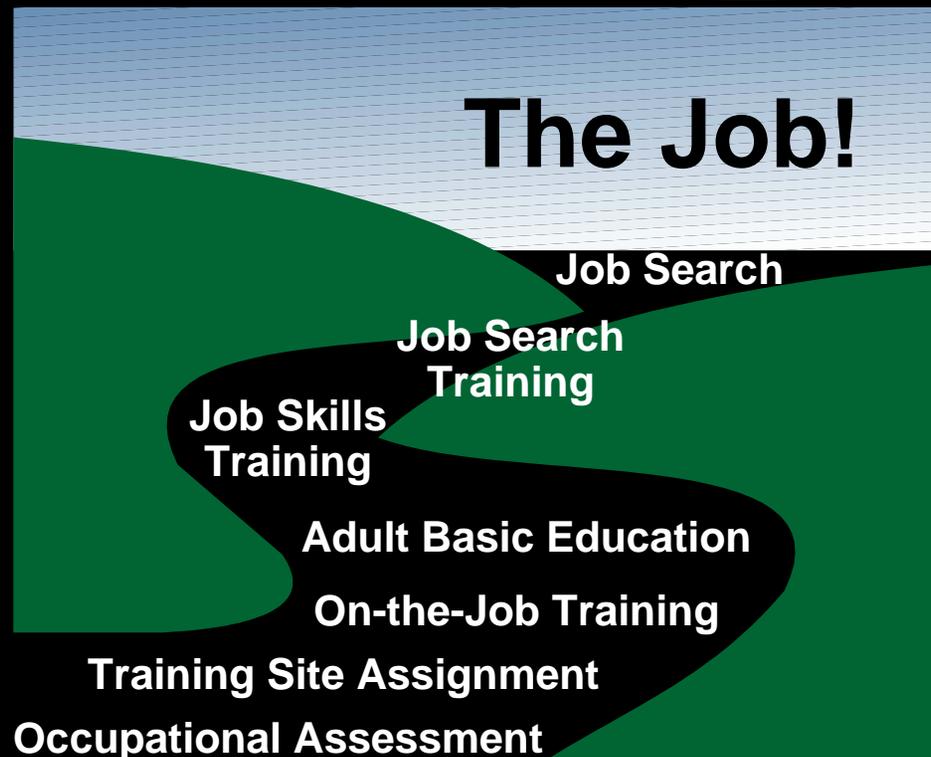
Preparing for Effective IEPs

- Recruit people who want to get somewhere
- Training sites must be supportive of IEPs
- The participant must be prepared for IEP
- Staff members must be prepared for IEP
 - Develop good interview/counseling skills
 - Know local resource information
- A Thorough Assessment is Crucial

Writing Effective IEPs

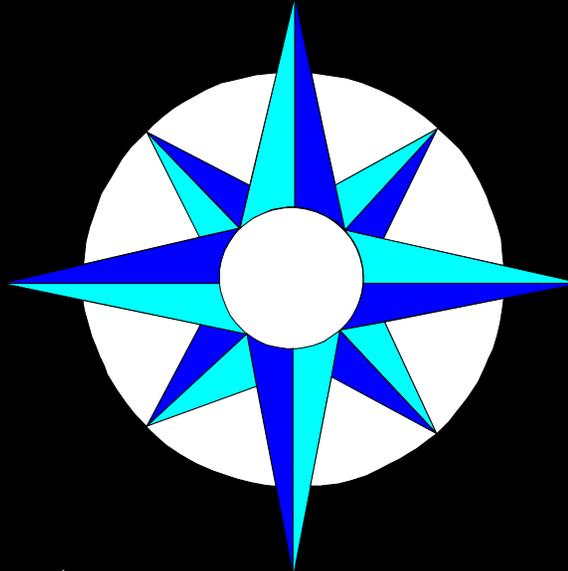
- Envision the IEP as a road map to success
- Use the SMART principle when writing IEPs
- Cover all relevant areas in a logical order
- Focus on short-term, specific action plans
- Dealing with participants who have no goals
- Get the participant's "buy-in" to their IEP

The IEP as a road map to success



The IEP as a road map to success

A map or directions must begin with some kind of starting point



When writing an IEP the participant's Assessment is the starting point

The IEP as a road map to success

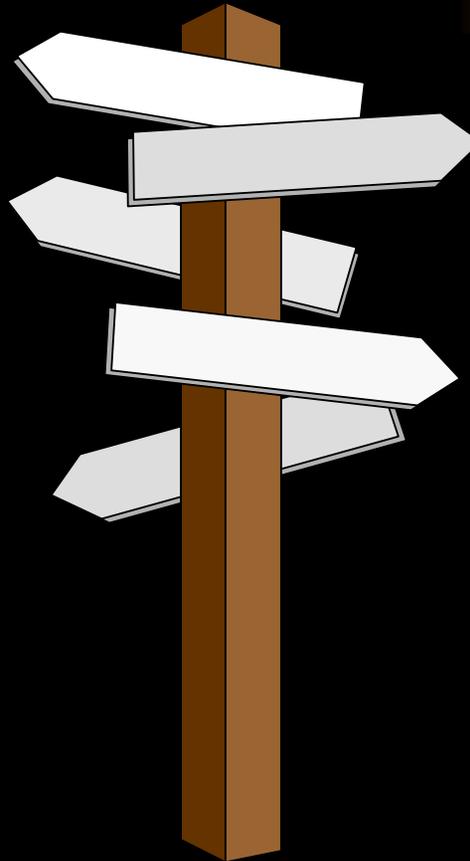
**Directions
are always
about how
to get
somewhere -
the ending
point**



**The IEP has a
goal - the
ending point,
and the action
steps are about
how to get to
the goal**

The IEP as a road map to success

Directions start with the first, or the first few, streets or paths the person must follow first



An IEP should start with the first step the participant must take toward their goal

The IEP as a road map to success

Directions might include several sets of directions

- **to the airport**
- **at the airport**
- **from the airport**

An ongoing IEP will have several action plans

- **basic education**
- **skills training**
- **job search**

The IEP as a road map to success

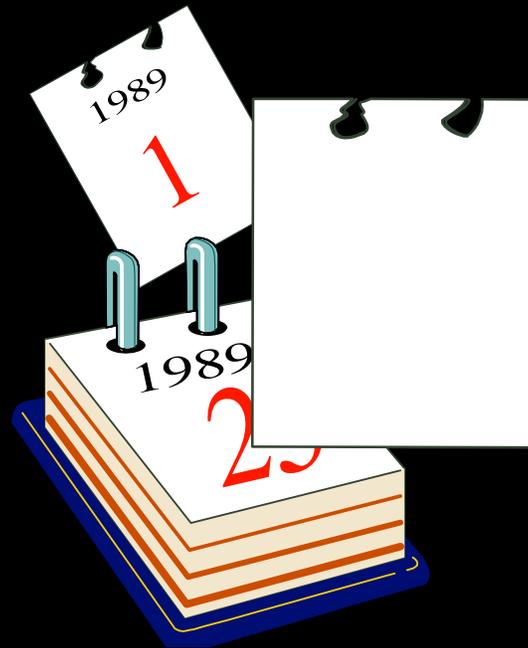
Directions will have benchmarks telling you that when you reach a certain place you have gotten so far



IEPs should have benchmarks to let participants know they are making progress along the way

The IEP as a road map to success

Directions might also have time lines letting you know how long it should take to get to a benchmark



IEPs must have time lines to let the participant know by when they should have done/ accomplished something

The IEP as a road map to success

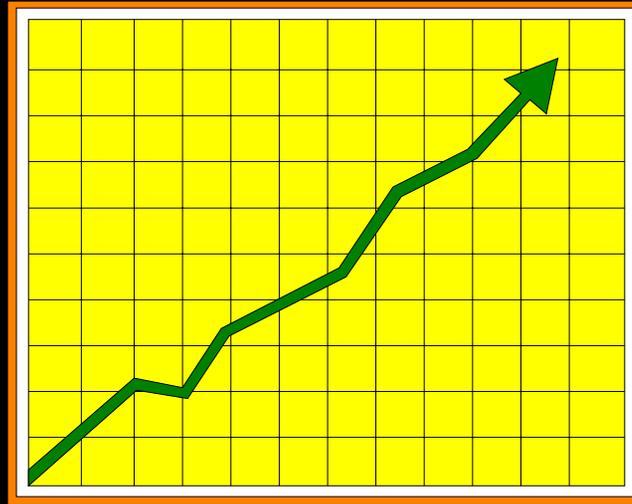
Directions have to tell you how to deal with barriers such as closed streets or other detours



IEPs have to address barriers between the participant and their goals

The IEP as a road map to success

Directions
have to do
all these
things in a
logical
order



IEPs have
to do all
of these
things in
a logical
order

Use SMART principle when writing IEPs

S is for **Specific**

M is for **Measurable**

A is for **Attainable**

R is for **Relevant**

T is for **Time driven**

Use SMART principle when writing IEPs

S is for **Specific**

Always be as specific as possible. i.e.:

- do job search
- contact employers
- contact employers & submit applications
- contact employers and submit applications for clerical jobs

Use SMART principle when writing IEPs

M is for **Measurable**

Always include some form of measurable outcome

- there must be a way to measure success, accomplishment, or completion
- when possible, specify how many times something should be done (ie: how many employer contacts or applications submitted in a time period)

Use SMART principle when writing IEPs

A is for **Attainable**

It must be within the participant's reach

- set participant up for success
- do not set participant up to fail
- always focus on the next logical step for the participant
- do not have participant pursue goals/steps for which they are not yet qualified

Use SMART principle when writing IEPs

R is for **Relevant**

The IEP should help participant focus

- the action steps should be relevant to the participant's goal
- the participant's goal and action steps should be relevant to being on SCSEP
- The IEP **should not include** everything the participant might do - keep it focused

Use SMART principle when writing IEPs

T is for **Time driven**

Action steps are meaningless without deadlines – so **have deadlines in IEP**

- we do those things that have deadlines
- deadlines should be specific dates - not a vague reference to the future
- deadlines should be logically determined by the task to be accomplished

Cover relevant areas in logical order

- Training prior to reporting to training site
- Supportive Services
- Occupational Assessment / Job Goal
- Reassignment to new training site
- On-the-Job Training
- In-service Training
- Adult Basic Education
- Job Skills Training
- Job Search Training
- Job Search Activities

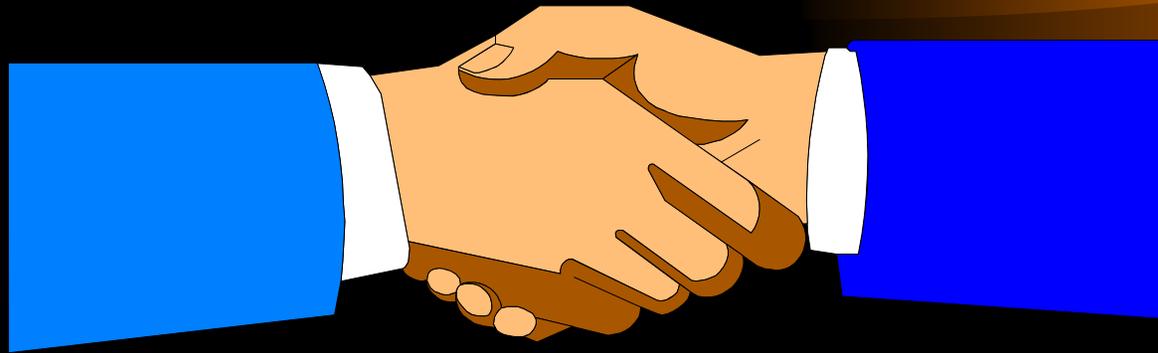
Focus on short-term, specific action plans

- Write a specific, detailed plan for how the participant will accomplish what they must
 - Describe, in detail, each specific action they must take
 - Describe a measurable outcome for each specific action
 - Set a deadline for accomplishing each specific action
- Keep the plan short term – 3 months max
- Write a succession of short term plans as the participant moves through the program

Participants who have no goals

- They have no idea what they want to do
 - Develop IEP for them to figure out what they want to do
- They are scared of change, or are somehow letting fear block them
 - Spend more time counseling them – find out the issues
 - Write an IEP to address the issues/barriers discovered
- They are really not capable of doing anything other than being on the program
 - Find something they can accomplish on the program
- They are obstinate and don't want to do it
 - Proceed to IEP Related Termination

Get the participant's "buy-in"



- The IEP is a negotiated agreement
- The participant must be part of developing their IEP, and must “buy into it,” or they won’t give it their all

Follow-Up for Effective IEPs

- The IEP should determine what the participant does while on SCSEP
 - Their host agency/training site assignment
 - What other training they should pursue
- There can be no follow-up without writing a good, specific IEP to begin with
- Involve training site supervisor in the IEP
- Follow-up should be ongoing & positive
- When all else fails - IEP related terminations

Questions & Answers



**Any questions
will be
answered
after the end
of this
presentation**

We're Done!

Thank You!



Tail Fluke of Humpback Whale photo taken by Tim Hamre near Juneau, Alaska on August 5, 2004