

Topics for Discover Yourself

1. Who are you?

- a. *Where do you live?*
- b. *Who do you live with?*
- c. *Who do you spend the most time with?*
- d. *Who do you consider your closest friends?*
- e. *Where in your town is your home?*
- f. *Describe your home/bedroom.*
- g. *What parts of your community do you spend the most time in?*
- h. *Where do you shop for groceries?*
- i. *Where do you shop for clothes?*
- j. *Where do you shop for household items?*
- k. *Where do you shop for convenience items?*
- l. *Do you have an organization/club/church that you are a member of?*
- m. *If so, how often do you meet/attend?*
- n. *If so, who are the people you associate with?*
- o. *Is your home close to or far away from most of your activities?*
- p. *Where do you go to school?*
- q. *Where do the people you live with work?*
- r. *How do you earn spending money?*

2. How do you spend your time?

- a. *What are your weekday routines? (list variations, as appropriate for specific days)*
- b. *What is your Saturday routine?*
- c. *What is your Sunday routine?*
- d. *What is the best part of your day/week?*
- e. *What is the toughest/most challenging part of your day/week?*
- f. *How do you wake up in the morning?*
- g. *How do you decide what to wear each day?*
- h. *When are you the most engaged/interested during the day/week?*
- i. *When are you the most bored during the day/week?*
- j. *List daily tasks that you need assistance doing?*
 - *waking up*
 - *bathing*
 - *dressing*
 - *preparing breakfast/lunch/dinner*
 - *planning for the day*
- k. *What are the most important times of your day week? (church, clubs, school)*
- l. *What friends or relatives do you see on a regular basis?*

3. *Your Personal History*

You & Home

- a. *How long have you lived at your current home?*
- b. *Where did you live before that and for how long?*
- c. *What are the important events of your life?*
- d. *Who were the most important adults in your life? (other than parents)*

School

- a. *What other schools have you attended?*
- b. *Did you graduate from high school?*
- c. *How many years of school did you attend/have you attended so far?*
- d. *Who were your favorite teachers?*

Employment

- a. *What have you done to earn spending money when young?*
- b. *What short term jobs have you done?*
- c. *What regular jobs have you held?*
- d. *What have been your favorite employment experiences? (describe)*
- e. *Do you have a service that you charge others for? (pet sitting, lawn mowing, etc.)*
- f. *What tasks did you perform at work?*
- g. *What work skills do you have that might be offered to potential employers?*

4. *What are your Responsibilities?*

- a. *What household/home tasks do you do without being asked? (When?)*
- b. *What household/home tasks do you do as an expectation of your family? (When?)*
- c. *What household/home tasks would you like to do, if possible?*
- d. *What are your most important responsibilities? Why & When?*
- e. *What tasks/activities do you do to support others, outside your home? (When?)*
- f. *What household/home tasks are you expected to do that you do not do?*
- g. *What are your most/least enjoyable tasks that you are expected to do?*

5. *How do you get around your community? (Transportation)*

- a. *How do you get around the community?*
- b. *Does a bus come within 5 blocks of your home?*

- c. *Who in your family has a car?*
- d. *When is the car(s) at home?*
- e. *Do you ride a bicycle outside your neighborhood?*
- f. *Do you have friends or relatives who provide you with rides?*

6. *What are your Informal and Organized Activities?*

- a. *What activities do you do when alone? (TV, reading, computer, etc.)*
- b. *What activities do you do with your immediate family at home?*
- c. *What activities do you do by yourself in your neighborhood, outside your home?*
- d. *What activities do you do with others in your neighborhood, outside your home?*
- e. *What activities do you do in your community by yourself?*
- f. *What activities do you do in your community with others?*

7. *Skills for living and working* (List tasks that you can currently do in these areas. You might want to ask others to help you identify you skills. Also, describe any support that you might need to perform these tasks.)

- a. *Domestic skills:* (examples: describe tasks you can do associated with cleaning, cooking, maintenance, lawn care, sewing/knitting, etc.)
- b. *Community functioning skills:* (examples: describe tasks you can do associated with shopping, travel, negotiating, asking for assistance, directions, traffic and safety, etc)
- c. *Recreation/leisure skills:* (examples: describe tasks you can do associated with organized games and sports, arts/crafts, individual games and personal activities, hobbies, etc.)
- d. *Academic skills --Reading, Math, Time, Money:* (Examples: describe tasks you can do associated with the application of academic skills in life such as setting and using an alarm clock, setting and using a wrist watch, paying and receiving change from a sales interaction, reading a menu, being on time for meetings, etc.)
- e. *Motor/mobility skills:* (examples: describe tasks you can do associated with movement and mobility such as riding a bicycle, jogging around the block, walking around the mall, shooting targets at an archery range, etc.)
- f. *Sensory skills:* (examples: describe your tasks/abilities associated with sensing your environment such as matching socks, smelling a fire burning, seeing a car approaching etc.)
- g. *Communication skills:* (examples: describe tasks you can do such as talking to others on the telephone, placing an order for pizza, letting someone know that you are ill, explaining how to start a lawn mower, giving someone a compliment, etc.)
- h. *Social interaction skills:* (examples: describe tasks you can do such as participating in a group conversation, helping others perform a task,

planning a social event, talking a friend into going to a movie, letting someone else have their way, etc.)

- i. *Physical/health related skills and information:* (examples: describe tasks you can do such as taking your temperature, taking the correct dosage of aspirin for a headache, letting someone know when you are ill, making an appointment with a dentist/doctor, relate to a nurse your medical history, etc.)
 - j. *Vocational skills:* (examples: describe tasks that you can do that might be seen as a contribution by potential employers such as making copies on a copy machine, backing up a hard drive to a cd, telling someone the features of a product, cross-cutting 2 x 4's on a miter saw, etc.)
- 8. Who do you know? (Connections)**
- a. *If in school, who are your teachers, assistants, principals and other staff that you see frequently?*
 - b. *If in a One-Stop center, who is your assigned employment services counselor, VR counselor, receptionist and other staff you see frequently?*
 - c. *Who are neighbors that you or your family knows well?*
 - d. *What businesses do you or your family frequent in your community for groceries, clothing, auto repair, home services and other purchases?*
 - e. *Who is the owner or contact person at each of these businesses?*
 - f. *Do you have any family members who own businesses or who are involved in politics, government services or other public positions?*
 - g. *Are there friends of the family who own local businesses or who are involved in politics, government services or other public positions?*
 - h. *Do you have a mentor or important person in your life who might know others?*
- 9. What are your Interests and Hobbies?**
- a. *What life activities do you do most often?*
 - b. *What life activities do you have the most information about?*
 - c. *What life activities do you have the most skills in?*
 - d. *What life activities do you do with others, outside your family?*
 - e. *What life activities do you plan your schedule around?*
 - f. *When asked "What is your favorite activity, hobby or interest area?" what is your response?*
 - g. *What skills not listed in #7 do you have regarding hobbies and interest areas?*

10. What activities require personal assistance, adaptations and additional training in order for you to participate?

- a. What life activities do you need personal assistance to perform?
- b. What life activities would be improved/made possible for you to perform with an adaptation?

11. Personal assessment

- a. In what setting do you feel you are at your best?
- b. At what time period of day do you feel you are at your best?
- c. What is the best way for you to learn new information for performance?
- d. What types of tasks do you feel most competent performing?
- e. What instructional strategies seem to work best for you?
- f. Describe the amount of time it usually takes you to learn performance tasks?
- g. Describe the amount of support that you typically need to learn new tasks.
- h. What environments, times and tasks should be avoided?
- i. Describe any technology, accommodations or accessibility needs that you have.
- j. Do you have any habits, important routines or personal idiosyncrasies that need to be accommodated in order to successfully participate in community activities?
- k. Do you have any physical or health restrictions on tasks and performance activities?
- l. Do you feel that someone might need to negotiate, explain or “smooth the way” for you in order to participate in community activities such as employment?

The last questions to be considered:

- m. What works/What doesn't work for you, in general
- n. What are your conditions for a job at this time?
- o. What are your areas of interest related to employment in terms of general direction to the labor market?
- p. What are your potential contributions to offer to employers?
 - My best personality characteristics (include a description)
 - My current skills related to employment
 - My past employment experiences/jobs
 - My credentials from training, school and courses
 - Personal recommendations from employers, professionals, etc.
- q. What tasks do I want to offer to a potential employer?
- r. Which employers do I want to call on for a job?
- s. Who might help me connect with each employer?

Profile Interview/Intake General Information

Profile Part I

Participant's Name: _____ **Date:** _____
Person Completing Profile: _____ **Project Year:** _____

1. Participant's Identification Information

- a. Date of birth: __/__/__
- b. Address: _____
- c. Phone: _____ Cell: _____ Other: _____
- d. Marital status: _____ Single _____ Married
- e. Current family status with Department of Public Assistance: _____
- f. Additional agencies involved with the participant: _____
- g. Additional agencies involved with the family: _____

2. Residential/Domestic Information

- a. Family
Spouse/significant other _____
Length of relationship: _____
Employment: _____

Children

Name	Age	Where are they during the day	Check if child	
			Lives with you	Is your legal responsibility

If children are school age, where and with whom do they go after school or when school is not in session?

- b. Extended family in local area:

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c. Names, ages, relationships and employment of persons living in same home/residence:

1. _____ Age: _____ Relation: _____ Employment: _____

2. _____ Age: _____ Relation: _____ Employment: _____

3. _____ Age: _____ Relation: _____ Employment: _____

4. _____ Age: _____ Relation: _____ Employment: _____

5. _____ Age: _____ Relation: _____ Employment: _____

(If more than 5 persons, please use the back of this form)

d. Residential history:

e. Description of neighborhood:

f. Location of neighborhood in community:

g. Identify the transportation used by the participant and family:

h. List the general commercial (shopping, industry, or services) areas near home:

3. Education and Specialized Training History:

a. List Highest to lowest level of education:

School	Date	Degree or accomplishment	Reason if not completed

b. Identify any vocational classes, internships, special trainings:

Identify class, internship, training	Date	Location	Special skills developed	Check if this was interesting

4. Work History (list from most recent)

Business	dates	Job title	Pay	Reason for leaving

Profile Interview/Intake General Information

Profile Part I

Participant's Name: _____ **Date:** _____
Person Completing Profile: _____ **Project Year:** _____

Information in sections 1 (a – g), 2 (a & c), 3 & 4 is self-explanatory

1. Participant's Identification Information

- a. Date of birth: __/__/__
- b. Address: _____
- c. Phone: _____ Cell: _____ Other: _____
- d. Marital status: _____ Single _____ Married
- e. Current family status with Department of Public Assistance: _____
- f. Additional agencies involved with the participant: _____
- g. Additional agencies involved with the family: _____

2. Residential/Domestic Information

- a. Family
 - Spouse/significant other _____
 - Length of relationship: _____
 - Employment: _____

Children

Name	Age	Where are they during the day	Check if child	
			Lives with you	Is your legal responsibility

If children are school age, where and with whom do they go after school or when school is not in session?

b. Extended family in local area:

This section should describe the members of the individual's family, including extended family, with whom the individual has a relationship. Please list names, general location and typical interactions with individual.

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c. Names, ages, relationships and employment of persons living in same home/residence:

- 1. _____ Age: _____ Relation: _____ Employment: _____
- 2. _____ Age: _____ Relation: _____ Employment: _____
- 3. _____ Age: _____ Relation: _____ Employment: _____
- 4. _____ Age: _____ Relation: _____ Employment: _____
- 5. _____ Age: _____ Relation: _____ Employment: _____

(If more than 5 persons please use the back of this form)

d. Residential history:

This section describes the time the individual has lived in their current home and previous homes, out to ten years. Describe whether the person rents, owns the home or shares with family or others.

e. Description of neighborhood:

This section describes the neighborhood in terms of rural, urban or suburban. Note the proximity of neighboring homes, defining features of the neighborhood, proximity of services, amount of traffic, availability of sidewalks, and other similar features.

f. Location of neighborhood in community:

This section addresses the proximity of the neighborhood to the community as a whole, especially the center of town, as appropriate, and of essential services. Note transportation availability, ease or difficulty of access and issues that might be associated with visiting the area during discovery.

g. Identify the transportation used by the participant and family:

This section addresses the types and availability of transportation used by all immediate adult family members. Pay particular attention to regular work schedules, whether family members car pool or drive alone and the time of each commute. Also describe all the ways in which the individual gets around in the community including, as appropriate, walking, bike riding, riding with friends, etc.

h. List the general commercial (shopping, industry, or services) areas near home:

This section identifies a general listing of businesses that are in close proximity to the individual's home. It is not necessary to list business names but, rather, to reference the business types such as large grocery markets, convenience stores, gas stations, retail clothing, restaurants, etc.

3. Education and Specialized Training History:

a. List Highest to lowest level of education:

School	Date	Degree or accomplishment	Reason if not completed

b. Identify any vocational classes, internships, special trainings:

Identify class, internship, training	Date	Location	Special skills developed	Check if this was interesting

4. Work History (list from most recent)

Business	dates	Job title	Pay	Reason for leaving

Profile Interview/Intake General Information

Profile Part I

Participant's Name: John Dawson

Date Discovery Started: June 1, 20xx

Person Completing Profile: Jane Facilitator

Date Profile Completed: June 15, 200

Section A: Participant and Family Personal Information

1. Participant's Identification Information

a. Date of birth: 01/13/1990

b. Address: 3 Brown Bear Rd. Salcha, AK

c. Phone: 907-555-1212 Cell: none Other:

d. Marital status: Single Married

e. Current status with Local/State funding entity: Enrolled in AK DD Services; Enrolled in AK/DVR

f. Additional agencies involved with the participant: North Pole School District

g. Additional agencies involved with the family: None

2. Residential/Domestic Information

a. Family

Spouse/significant other: None

Length of relationship: n/a

Current Employment: None

Family Members sharing home:

Name	Age	Relationship to individual	Check if person	
			Lives with you	Is your legal responsibility
Doris Dawson	43	Mother	X	
Bart Dawson	45	Father	X	
Amber Dawson	16	Sister	X	
Alicia Dawson	12	Sister	X	
Sarah Dawson	10	Sister	X	

b. Extended family in local area:

John has no extended in Alaska. All his grandparents, aunts/uncles and cousins live in the lower forty-eight.

c. Residential history:

The family has lived in their current residence for a period of three years. They lived outside from the time John was four until he was in the sixth grade, when they returned to Alaska. Prior to this move, they had lived on Eielson Air Force Base, where John's dad was a tech sergeant. They don't know their neighbors well. John knows that one neighbor is named Sully and they made a lot of noise last summer building a garage.

d. Description of neighborhood:

John lives in a very rural neighborhood, in a small community located approximately forty miles outside of Fairbanks on the Richardson Highway. Once off the main highway, his house sits off a series of winding and one-lane roads. The roads, although rustic, do appear to be plowed. The houses are on large lots, and neighbors are not within close proximity.

e. Location of neighborhood in community:

Their neighborhood sits about a mile off of the highway, behind the White Spruce Lumber Company. Their house is not located in the actual community of Salcha, which is about six more miles out on the Richardson Highway.

f. Identify the transportation used by the participant and family:

John's father Bart drives to work at Eielson Air Force Base or in Fox at the NOAA facility in his truck, leaving at approximately 7:30 in the morning and returning at 5:30 in the afternoon, Monday through Friday. Doris, John's mom, drives her SUV into Fairbanks four days per week to her job as a dental technician leaving at 8:00 AM and returning by 1:00 PM. There is no local bus service that extends out as far as Salcha, so public transportation to Fairbanks is not an option. Parents would be willing to transport one way, if it coincides with their work schedule. Mom and John have this arrangement now if John needs to meet with his Access Alaska counselor. At this point, John does not have a driver's license but he does have a bicycle that he rides into Salcha, approximately 6 miles from home.

g. List the general commercial (shopping, industry, or services) areas near home:

There is the Salcha Store nearby, which provides basic items, similar to a general store. The Knotty Shop, offers souvenirs and items crafted from knots of wood, as well as ice cream, is about a half a mile from the family household. White Spruce Lumber is on the Richardson Highway and about a quarter of a mile from them.

3. Education and Specialized Training History:

a. List Highest to lowest level of education:

School	Date	Degree or accomplishment	Reason if not completed
North Pole H.S.	'06-'08	Special Ed. Diploma	
Scranton H.S. (Penn.)	'05-'06		
Scranton Middle School	'02-'05		
Allentown Elem. Schools	'95-'01		

b. Identify any vocational classes, internships, special trainings:

Identify class, internship, training	Date	Location	Special skills developed	Check if this was interesting
Project HIRE	'07-'09	NPHS		Somewhat
Community Youth Mapping	'08	Anchor.	GPS mapping	Very interested

4. Work History (list from most recent)

Business	dates	Job title	Pay	Reason for leaving
None				

Discovery Profile

Profile Part II

Participant's Name: _____ **Facilitator:** _____
Location: _____ **Date:** _____

1. Participant and Family:

- a. Brief summary based on Intake Interview
- b. Description of typical routines:
- c. Family supports:
- d. Family and Personal Responsibilities:
- e. Physical and health related issues:

2. Educational Experiences

- a. Overall Educational Experiences
- b. Academic Programming
- c. Community/Recreation Programming
- d. Vocational Experiences and Programming

3. Employment and Related Activity:

- a. Informal work performed at home and for others:
- b. Formal Chores and family responsibilities:
- c. Entrepreneurial activities
- d. Internships, structured work experiences, volunteering:
- e. Wage employment
- f. General areas of previous work interest

4. Life Activities and Experiences:

- a. Friends and social group(s):

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- b. Personal hobbies and other personal activities performed at home:
- c. Family hobbies and other family activities performed at home:
- d. Personal hobbies activities personal activities performed in the community:
- e. Family activities performed in the community:
- f. Specific events and activities that are if critical importance:

5. Description of Skills, Interests and Conditions in Live Activities:

- a. Domestic/Home:
- b. Community participation:
- c. Recreation/leisure activities:
- d. Academic:
- e. Physical fitness:
- f. Arts and Talents:
- g. Communication:
- h. Social interaction:
- i. Mobility
- j. Sensory (sight, hearing, smell, touch)
- k. Vocational:

6. Connections for Employment:

- a. Potential connectors in family:
- b. Potential connectors among friends/neighbors:
- c. Potential connection sites in community relationships:
- d. Connections through clubs, organizations, or groups (such as church or school):
- e. List of local employers (determined by proximity, relationships, interest areas, etc.)

Discovery Profile Guide

Profile Part II

Section I: This section targets the individual, family, home and neighborhood. It is an ideal area to begin both the process of discovery and the writing of the Discovery Profile. Be sure to focus on descriptiveness. The area that addresses typical routines may take several pages to complete.

1. *Participant and Family:*

a. Brief summary based on Intake Interview: *Compile a brief description -- 1 or 2 paragraphs -- of the individual based on the Intake Interview. Include the person's age, living situation, immediate family, employment status and other relevant information.*

b. Description of typical routines: *This item describes what perhaps is the most defining aspect of people's lives -- what they do during a typical day. Look for information about what supports the individual needs, any specific strategies which the family uses to support the person to be more independent, and specific skills and contributions the individual may be demonstrating. You may want to have a weekend and week day description of routine and describe the activities that the person participates in including their free time. Questions or prompts such as "Tell me how this happens." or "Take me through a typical day from getting up to going to bed." will help you gather this information. This question is a crucial one to ask early on in the visit to the person's home because it will provide you with a gold mine of information and will provide insight about other questions to ask or identify other activities that you will want to observe at the house.*

c. Family supports: *What has the family expressed that they could do to assist the individual find or maintain employment? Be specific. Are there other family members or neighbors who provide support to the person? Try to frame leading questions such as, "Is there a time of day that a family member might be available to drive the individual to a job?"*

d. Family and Personal Responsibilities: *This section describes the realities and responsibilities that comprise the individual's and the family's lives. Pay particular attention to various logistical chores and tasks performed, transportation schedules, family care responsibilities and other critically important aspects that must be accomplished.*

e. Physical and health related issues: *Does the individual have any health factors that need to be considered in planning for employment? Are there any allergies? Does the person take meds at a specific time of day that make them drowsy? Are there any health restrictions to be considered when choosing future places of employment?*

Section II: This section details the person’s educational experiences and programming. It is not designed to be a comparative discussion in relation to other student’s performance. Note that you will be address items such as academics, community, and vocational topics that will be covered in other sections. Remember, this section addresses school, uniquely; the other sections address life outside of school.

2. *Educational Experiences*

a. Overall Educational Experiences: *List the general academic experience the person had in school. Were they in an inclusive or in a self-contained class? Have they participated with the same class of students throughout school? Have they been served consistently by the same special education staff or has their education been disrupted by many moves from state to state and between school systems? List any relevant information about attendance. Were any particular accommodations that the individual used? This information can be obtained from school records, interview data and observations.*

a. Academic Programming: *Describe specifics regarding course work, academic focus, areas of strengths and interests and other aspects of academic programming. Avoid a deficit-focused discussion but instead look for specific areas of success during the academic portion of the persons overall school experience.*

b. Community/Recreation Programming: *What type of training or experiences did the person participate in re: community access? Describe the activity. Next describe how the person performed in these situations; what supports were provided; was there anything about their performance which indicated an interest? preference or dislike? Describe what you saw without making summary or judgment statements. If the person is learning to make purchases, describe what they purchased, how they communicate their choices and what supports are needed?*

What type of training or experiences did the person participate in regarding recreation or leisure activities? Describe the activities. Next describe how the person performed in these situations and what supports were provided. Was there anything about their performance which indicated an interest, preference or dislike? Describe what you saw without making summary or judgment statements.

d. Vocational Experiences and Programming: *What type of vocational programming or instruction has the person participated in? “In his junior year of school he participated in a jobs class where a group of students with disabilities talked about social skills necessary to maintain employment.” “During his last year of high school he rotated through 3 established job sites, lasting one week each, to gain more information about his preferences for work.” “Once a week he went with a group of three other students to the Humane Society where they walked dogs with teacher supervision”. Next describe how the person performed in these situations: What supports were provided?; Was there anything about the person’s performance which indicated an interest, preference or dislike? Describe what you saw without making summary or judgment statements. For example, don’t say that he loved working with the animals; instead describe what you observed that*

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lead you to make that assumption. Describe the environments where the person worked and describe the job tasks they performed (Did anything about the job tasks, instruction, environment stand out as important? If so describe it. What did you learn about the person's contributions and skills (describe what you saw for performance). Were there conditions that seemed necessary or lead to the person being at their best in regard to routines or environments, the supports they needed? Describe the support the person did utilize such as a picture checklist to remind them to..., Describe the task/routine. Comment on how much support was provided and describe what was provided in terms of support? (Don't state that the person needed a 1:1, instead describe what the job coach or coworker needed to provide in terms of support.)

Section III: This section is focus solely on work and employment activity, primarily focusing on experiences and describing the various situations from which potential job tasks are derived. Look closely at the distinctions provided among the various headings.

3. **Employment and Related Activity:**

a. Informal work performed at home and for others: *Describe activities that the person just initiates on their own, that no one expects or asks them to perform. Again describe their actions in a way that allows the reader to visualize the person's performance. This category primarily gets at self-initiation and personal responsibility. This area is particularly important in that work performed with outside expectations is seen as a reliable indicator of work interests.*

Regarding work performed for others, these are activities that the individual initiates doing for people outside of the house. They may happen in a public place, be something they do for a neighbor, or something they tend to voluntarily do at school. For example, "After he finishes lunch with his classmates, Adam returns to Mrs. Barringer's classroom and empties the dishwasher. He consistently puts all the utensils, cups and plates in the appropriate locations. This task was something he learned in the classroom 2 years ago but it has not been expected of him since that time. About six months ago he began initiating this activity and has performed it daily throughout the school year."

b. Entrepreneurial activities: *This section addresses the range of ways the person earns money outside of wage employment. Include informal activities such as occasional lawn mowing, baby sitting, pet sitting, etc. Also describe any more formal entrepreneurial efforts that the person has engaged in.*

c. Internships, structured work experiences: *The focus of this section addresses all the formal experiences of the individual that were designed to provide preparation for employment, including sheltered employment and volunteer work. Describe in detail the tasks a person performed at various work experiences and the person's performance. Include information about the length of time they were at the placement, how many days a week and how long each day. Describe the supports that worked or didn't work for them. Use descriptive not judgmental language. If there are particular interests, skills, support*

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needs or necessary conditions of work that became apparent during these experiences mention them as you describe the individual's performance.

d. Wage employment: *Address in the same as "c", above, but in reference to tasks that an individual was paid by an employer, neighbor, friend or family member to perform. Fully describe the duties, supports needed and relevance to the individual.*

e. General areas of previous work interest: *This category describes the individual's reflections of all the forms of employment that have previously been performed in relation to areas found to be most interesting. This is not a question of, "What would you like to do?" but, rather, a question of, "What areas of work that you have performed have been the most interesting to you?"*

Section IV: This section focuses on the individual's life activities and the relationships, skills, supports and implied interests that are embedded in them. Look closely at activities shared with family and friends. Also note those activities that the person does without being expected to do so by others. This is rich area for determining interests.

4. *Life Activities and Experiences:*

a. Friends and social group(s): *Ask questions about who the individual socializes with at school, at home, in the community. Again you are looking to identify connections to the person; people who could be interviewed to provide additional information about the job seeker (with their permission), a connection to employment, or a resource who may provide expertise about an area of employment with which the job developer is unfamiliar.*

b. Personal hobbies and other personal activities performed at home: *Focus on activities that the individual performs that do not require organized cooperation with others. Note if a individual plays a computer game without being asked by parents. Describe games, hobbies and other pastimes that the individual participates in while alone.*

c. Family hobbies and other family activities performed at home: *This section captures activities that the individual participates in that are organized, typically with rules and expectations. Look for card games, board games, festive occasions, religious rites and other organized activities.*

d. Personal hobbies activities personal activities performed in the community: *Ask about the array of community activities (outside the individual's immediate home) that the individual participates in that are not structured, but that occur on a spontaneous, regular basis. Note whether the individual shops at a local convenience store, takes walks around the neighborhood, visits a nearby park and other similar activities.*

e. Family activities performed in the community: *Focus here on the activities that are performed in the community with others in an organized manner. Examples might include attending art classes, going to church, family outings to a sports event and participating in a bowling league.*

f. Specific events and activities that are of critical importance: *This section identifies traditions, holidays, events and other activities that occur during the year that are of particular importance to the individual. Include festivals, holidays, vacations and other. Also, determine those activities performed both at home and in the community that are the most important to the individual. Note reasons or conditions that seem to make the activities particularly important to the individual. Occasionally, individuals have done activities in the past that they no longer get to do. Note reasons or conditions that seem to explain why the activities are no longer performed.*

Section V: This section comprises the “heart” of the profile. For each item be sure to focus primarily on skills first. Remember, this is not a deficit or barrier-focused report but, rather, a description of the individual’s strengths. If the person indicates an interest either verbally, behaviorally or based on the opinion of others, be sure to describe the interests shown. If there are certain supports or environmental conditions that are necessary to make the skill/task possible, note them. The aspect of the profile should be the most robust in terms of description.

5. Description of Skills, Interests and Conditions in Live Activities:

a. Domestic/Home: *Based on the visits to the individual’s home you likely saw a variety of skills and activities. Choose 2-4 areas for focus that provide the richest information about the person, their skills and abilities, and their support needs. You might describe performance in relation to cooking, cleaning, home maintenance and other tasks that are strengths of the individual.*

b. Community participation: *This section is based upon what you discovered while participating in familiar and unfamiliar activities with the person. How did the person perform at a restaurant, how did they communicate what they wanted to order, what assistance did they need in ordering, what support did someone who knew them well (or you) provide to them to assist them to participate in the activity? Were they safety conscious while crossing streets? (Comment on their performance -describe what they did- rather than stating that they “demonstrated safe traffic behavior”.) While in the community did you learn about particular interests of the person? Describe what you saw that led you to believe it was an interest. Did the person see people they knew? Would these people be potential job connections? Should they be interviewed to gather more information about the person or should they be invited to the employment planning meeting?*

c. Recreation/leisure activities: *What does the person do in their free time? This may provide information about interests, preferences, and skills. Avoid making statement that “she likes movies”. Instead describe what the person does that leads you to make that statement.*

d. Academic: *Note functional academic skills that relate to life performance in areas such as reading, math, time, money, etc. Instead of including information on results of standardized tests, describe how the person gets these functions done or describe their*

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performance in relation to these concepts. For example, “When Carley doesn’t understand a word, she will initiate copying the word letter by letter into her touch talker and then press the speak button. The device then reads to word to her.” or, “To review her bank balance Emily obtains her ATM card from her wallet, performs a search on her computer for the bank, copies the name of the bank from the card and inputs it into the computer. When the computer prompts for the account number she again copies the information from her bank card and then hits enter to view the balances of her accounts.”

e. Physical fitness: *Focus here on strengths and skills related to the person’s overall degree of physical fitness. Be careful not to focus on deficits but, rather, on the best aspects of the individual’s fitness, stamina, strength, coordination, speed, etc.*

f. Arts and Talents: *This section is designed for description of the person’s unique artistic abilities, talents and “knacks” that might be used to provide direction for future employment. Rather than evaluating the outcomes in this area, quote the comments of people who know and work with the individual and who are appreciative of their talent.*

g. Communication: *How does the person communicate their needs and have conversations? Is there anything particular about their communication style or needs that would influence the ideal conditions of an employment setting or supports? Be careful to avoid making summary, evaluative statements here, rather describe the person’s performance regarding communication and the supports and accommodations needed by the individual.*

h. Social interaction: *Describe manner in which the person interacts with others. Are there factors that you will need to plan supports around in a job? Are there specific contributions that you recognize in this area? Describe performance in regard to these areas. Instead of using evaluative comments such as “outgoing”, describe the behavior that you feel is outgoing.*

i. Mobility: *Describe the person’s strengths in the area of personal mobility – walking, moving in a wheelchair, running, etc. If a person’s disability impacts them physically describe how in this section. Again write using descriptive language rather than using jargon or disability labels unless that assists the reader in understanding the impact of disability. Describe supports or strategies the individual uses to enhance their performance. For example, “Chase uses his right hand predominately but will use is left to stabilized or hold something. When typing on a standard keyboard, Chase will scan the key board with his right hand holding his left until he finds the left control key. He then stations his left index finger on the control key and uses his right hand to depress the letters he want to type in capital letters.”*

j. Sensory (sight, hearing, smell, touch): *Is there any particular information that is relevant to employment in regard to the individual’s hearing? Sight? Taste? Sense of smell? Are there any particular supports or accommodations that the person uses to compensate for deficits in their hearing or vision? Are there fragrances/odors to be avoided?*

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k. Vocational: *List the person's vocational skills here and describe their performance on various tasks. Particularly note those task and work contexts that the individual seems to enjoy. These tasks will be used, later, in the planning meeting that directs job development efforts.*

Section VI: This final section of the Discovery Profile targets potential connections that might exist for purposes of establishing leads for potential employment. It is often the most challenging and sparse aspect of most profiles. We advise that this area be addressed later in discovery and assure the person and family members that we are not asking for "hot job leads" but, rather, for relationships and connections that might be used to enhance the job search.

6. **Connections for Employment:**

a. Potential connectors in family: *Does anyone in the family have strong employer connections in the community? Are they members of community organizations that might provide connections to employers. Do various family members know lots of people? Does any family member have their own business?*

b. Potential connectors among friends/neighbors: *Ask the same questions as in (a), above, but in relation to the friends and neighbors of the person and family.*

c. Potential connection sites in community relationships: *Does the individual live near certain businesses with whom the family has a customer relationship? Are there community organizations within the neighborhood? Is there a neighborhood association from which connections might be obtained?*

d. Connections through clubs, organizations, or groups (such as church or school): *List all clubs, churches, regular events (such as bingo, bowling, etc.) and all other situations that involve a form of membership or association for the individual and family members. Get names of those closest to the individual or family member.*

e. List of local employers (determined by proximity, relationships, interest areas) *Provide a general description of the employer community in the area in which the person lives. Do a web search of the community or if the location is particularly large, the area of town that the person lives in for an overview of business types, number of businesses, etc. List businesses that are particularly close in proximity to the individual.*

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Discovery Profile

Profile Part II

Participant's Name: *John Dawson*
Location: *Salcha, Alaska*

Facilitator: *Jane Smith*
Date: *June 15, 20xx*

1. Participant and Family:

a. Brief summary based on Intake Interview

John Dawson is an eighteen year old young man who lives with his family in Salcha, Alaska. Salcha is a small community approximately 40 miles southeast of Fairbanks. John is a recent graduate from North Pole High School, approximately 15 miles from Salcha. He and his family, including his three sisters, have lived in Salcha for three years following his family's return to Alaska from Pennsylvania. John and his family wanted a job to be developed for him prior to his departure from high school but since that did not occur they are very interested in John getting a job as soon as possible. John's father, Brad, works for NOAA in Fox, Alaska, and his mother, Doris is a dental technician in Fairbanks. John's sisters are all younger than he is and in their teen and pre-teen years of age.

b. Description of typical routines:

When John does not have an appointment with his caseworkers at Access Alaska, he gets up at eleven or twelve o'clock noon. After he gets up, he fixes himself something to eat. He often cooks himself eggs or an omelet, but sometimes just pours milk on cereal. After breakfast, he usually spends time on the computer, e-mailing friends and acquaintances and looking up information. He also spends time playing video games. He has several television shows that he enjoys and he also likes to watch videos. Sometimes his mother leaves him chores to do -- mostly taking out the trash. When his sisters get home from school, they typically fix him something to eat. They say they like to take care of him. He watches TV and plays games late into the evening, often going to bed around 2:00 AM to 3:00 AM. His mother said that she sees this schedule as a bad habit and when John was in school he woke up with his family at around 6:30 AM and he went to bed at about 11:00 PM.

c. Family supports:

John's Mom says she might be able to provide transportation four days a week prior to her arrival at the dental office. Dad works twelve hour days in Fox, but says it may be reasonable to expect that he could provide one-way transportation for John if the job site is on the way. Although one of his sisters is old enough to drive, she attends North Pole High School all day, so would not be available to assist with transportation.

d. Family and Personal Responsibilities:

Bart, John's dad, has a federal job that involves him working a typical five day week, from 8:00 AM until 5:00 PM, Monday through Friday. Bart spends one to two days per week at Eielson Air Force Base, approximately, 20 miles from Salcha and the remainder of his time in Fox, about 40 miles from Salcha. He drives this truck to work leaving the house at about 7:30 AM and returning at 5:30 PM. Doris works mornings, four days per week -- Tuesday – Friday -- in Fairbanks, about 50 miles away. Doris leaves at 8:00 AM, after the kids get on their bus for school, and she returns by 1:00 PM, in order to be at home when the children return around 3:00 PM. John does not have set formal responsibilities at home other than the expectation that he complete his homework before watching television or movies.

e. Physical and health related issues:

John has had a recent physical examination by his family physician and was found to be in excellent health. He says he is allergic to dust and that he had asthma as a child. His mom says that work environments that are dusty should be avoided.

2. Educational Experiences

a. Overall Educational Experiences

Throughout his school experiences, John was served primarily in a self-contained classroom at North Pole High School. When he attended classes with non-disabled peers, materials were modified and aide support was available. John's school records indicate that he is strong in the area of nonverbal performance. He is described as having excellent adaptive behavior skills. In terms of his reading, he sounds words out and identifies a number of functional sight words. He was evaluated as comprehending reading material at a fifth grade level. He writes sentences, but they are often incomplete in expressing the entire thought. He does multiple step addition and subtraction problems. John says that multiplication is difficult for him and that he does not currently do division or word problems. He uses a calculator to solve four digit problems in addition and subtraction. There were no behavioral issues noted in the school or work experience setting. John chose to graduate with a special education attendance diploma with his same-age peers in 2008, when he was eighteen years old.

b. Academic Programming

John's academics in his early school experience were consistent with a functional skills class for students with developmental disabilities. Since returning to Alaska for high school, John has had both special education and regular classes. Almost all academic skill training that John receives is in his special education class where the focus is on functionality in areas such as reading, basic math, communication, writing and other similar topics. John has also attended regular computer, history, physical education and shop classes.

c. Community/Recreation Programming

John chose not to participate in extra-curricular activities while in high school. Instead, John says he enjoys hanging out with friends and going to movies. He plays video games in his spare time, sometimes for hours at a time. His special education class went on field trips together, but John says the trips were not good experiences because he felt that they were treated like they were stupid and little children.

John says that he wants to live in an apartment with friends, but will need assistance with tasks such as bill paying, emergencies and someone to just check on him to make sure everything is fine. He takes care of his own basic daily living skills, but feels he may need supervision at home to make sure that home and personal care are consistently maintained. He rides a bus and reads a schedule, but needs help planning out a specific activity. He says he would like to get a driver's license and was studying the manual when he left high school. He is learning to do laundry and cook with appliances. John's teacher says he needs further support to learn how to plan menus, shop, and wash dishes after a meal. She feels that he still needs instruction in math and personal finances and consumer skills. Objectives included on his last IEP included: use of a calculator, measuring dry and liquid ingredients, developing a monthly budget, using multiplication to determine a yearly budget, comparing prices of household items at different stores, writing a menu for a day, writing a shopping list for thirty days of menus, writing paragraphs, correcting punctuation, retelling a story, reading new words and matching definitions to them, getting details from material read, filling out application forms, finding jobs in the newspaper, calling and inquiring about jobs.

d. Vocational Experiences and Programming

John had several employment experiences during school. In his various job placements, John was described by supervisors as a good worker who kept working until the task was completed. He routinely completed tasks within the time allotted and with acceptable quality. He will try anything asked of him, putting forth his best effort. He follows multi-step directions and asks for help if he gets stuck or is unclear about the directions. His bosses say that he is consistent and calm. When John is working he rarely talks to others, focusing on his tasks.

At Little Caesar's, his duties consisted of wiping windows, putting the pizzas in the ovens, and boxing the pizzas. Although John says he does not want to work with fast food, the thing he particularly liked about this experience was his relationship with his boss. He described him as "OK" to talk to and said that he had a good sense of humor. When he worked at Head Start, he wiped down and set tables. John was described as proficient at these skills. He states clearly that he does not want to work with children. At McDonald's he cooked French fries and cleaned windows. There was nothing he could remember about this experience that he enjoyed.

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John also attended a conference in Portland, Oregon during the first week in October of 2005 for five days. He applied for scholarships online to obtain funding to travel there. The conference had four sessions a day dealing with topics such as Microsoft, accessibility websites and devices, self advocacy for persons with disabilities, online courses for individuals with disabilities. While in Portland, he met a young lady who had Tourette's syndrome. He said that she described situations in which people had been unkind to her, and he said he learned to be an advocate for people with disabilities.

3. Employment and Related Activity:

a. Informal work performed at home and for others:

John occasionally unloads the dishwasher without being asked, about once a week on average. His mom says he is capable of doing the laundry and washing the dishes, although his mom and sisters usually perform these tasks. He often cooks for himself, specializing in waffles, grilled cheese, omelets, microwave foods and pizza in a conventional oven. He brings in wood for his dad for use in the wood stove. He sometimes chops wood for his dad if the weather is not too cold. He cooks a simple meal, such as frozen pizza or soup, for his mom and sisters if mom seems tired after work.

Because of the isolated location of John's home, he has no immediate neighbors to offer to help. His former special education teacher says that John occasionally offered to assist her with tasks such as erasing the chalk board, taking messages to the school office and picking up supplies from the store room at school. One of his supervisors noted that John often offered to help out if, "We needed more help."

b. Formal Chores:

He takes out the garbage for his family as a regular chore, always remembering to close the bear-proof lids. He keeps his room clean, although his mom says she is, "...pretty flexible as to the definition of clean." According to John's dad, instead of having an array of formal chores, he is often asked to help other family members while they are doing the necessary tasks to maintain the home. John participates in light household cleaning such as dusting and vacuuming, scooping up moose "droppings" in the yard, shoveling snow from the front steps and walk and using the snow blower, with supervision from his dad.

c. Entrepreneurial activities

Like most Alaskans, John's family engages in informal bartering of time and excess goods. When John's dad helps friends from the air force base with tasks such as light construction, equipment repair and land clearing, John often accompanies his dad and works alongside him as an assistant. John helps lift and hold materials, retrieves construction and repair tools and provides logistical support to the group of friends by bringing beverages, cleaning up as others work and communicating with other family and friends who are not working. John's dad and his friends routinely

pay him a lump sum for helping out, ranging from \$5 - \$15 depending on the time spent assisting.

d. Internships, structured work experiences, volunteering:

John was paid a stipend by the North Pole High School HIRE Program. A summary of his job experiences is included in the educational section above. He also participated in a GIS training in Anchorage during the first week in January. He explained that the course taught him how to make area maps. The training was sponsored by Nine Star Enterprises to prepare him for the paid position of Community Youth Mapping in the summer. He also learned about making legends, geological maps and how to make a map three-dimensional. He began working with Access Alaska and the community-mapping project in March 2004. When he started with them, he was described as “shy” by his supervisor, but he is felt to be much more outspoken now.

In this experience, a group of students would go out to businesses, introduce themselves, ask to speak to the manager and conduct a survey about the services offered. John mentioned that some folks were not so nice to them and they would just leave without conducting the survey. John and his coworkers would then return to Access Alaska and enter the data that they had just collected into the computer. The survey had approximately twenty questions. They practiced data entry skills by entering the questions and answers into the computer. John’s supervisors at Access Alaska were deliberately not given the password for the computer that they worked on, so that the project would clearly be only the youth’s work. John reported that he was shier when they went into larger stores like Fred Meyer, and preferred smaller, friendlier places. If there was only one person in a business, he said it was easier. He says that he is still hesitant about approaching new people. He only missed one day of work all summer. For transportation for this project, John and other students used day passes and rode the borough buses or were driven by a Department of Labor employee.

e. Wage employment

At this point, John has had no formal wage employment with an employer. Both John and his parents are hopeful that he will have at a part time job prior to graduation.

f. General areas of previous work interest

John currently comes to Access Alaska two to three times a month and has been working on his resume. They are working on a job intern site at ABR Inc., which is an environmental engineering firm located in Fox. Work there might begin as soon as April. The firm records GPS data of extinct animals and winter GIS reports for government agencies. John went there for orientation in December. It was discussed that Access Alaska would pay ABR to have John work as an intern there, and that ABR would keep his time sheets and mentor John. He is also interested in continuing with Youth Mapping this summer.

4. Life Activities and Experiences:

a. Friends and social group(s):

John's says his very best friend is Luke, a young man he met in school. They talk about an assortment of issues and try to get together to go to movies and just hang out. Sometimes, John goes to the Salcha Church for services with Luke. John feels that it is difficult to get together at this point, since Luke is still in school during the day, and he lives six miles into Salcha, making weekend get-togethers difficult, too. Luke and John say they are both Republican in their political beliefs. Two other friends, Richard and Tyler, seem to enjoy the same type of movies and recently they all saw a movie together. They share an interest in guns, shooting skeet and, yet, do not have the same conservative political views. John also has a friend from his time at North Pole High School by the name of Zach. They get together to play adventure games that involve shooting and adventure, like Grand Theft Auto San Andreas, but John says neither likes to play little kid games. The family does not belong to a church or any other formal social groups at this time.

b. Personal hobbies and other personal activities performed at home:

John says he enjoys science fiction and medical shows on television such as *Star Trek*, *House* and *ER*. He watches his favorite shows every week and, for some reason he cannot watch them, he sets the VCR to automatically tape the shows for later viewing. His mother says that if he ever fights with his sisters, it is usually over the use of the television or that they have erased one of his videotapes. He uses the computer to research TV shows he enjoys. To do this, he logs on, without assistance, enters the internet and "goggles" information about various shows. He watches other television specials about the stars of his favorite shows, and he talks with Luke and other friends about the information on these topics.

c. Family hobbies and other family activities performed at home:

John often talks about his birthday and Christmas, with receiving gifts being the favorite activity, He spends a considerable amount of time researching the items that are most desired at these holidays, but he is careful not to make too many requests, understanding his family's tight finances.

d. Personal hobbies activities personal activities performed in the community:

Due to the rural nature of the Salcha area and the distance from North Pole that John lives, he does not perform many hobbies or personal activities in his community. Occasionally, when John and Luke are together after school, waiting for a ride home, they walk to a small video arcade about two blocks from the high school and play games both separately and together. To do this, John knows to call home using the school's phone to let his mom know that they will be at the arcade. Doris says that John can always be counted on to call. John says he loves going to the movies, but will only go if he has researched the movie to make sure it is worth seeing in the theater. If the reviews say that the film is just OK, he waits until it comes out in video to save on money.

e. Family activities performed in the community:

John's family has adopted the lifestyle of most Alaskans by engaging in both hunting and fishing. John says he looks forward especially to the family fishing trips on the Salcha River, about 20 miles from his home. The family sets up camp near the highway bridge over the river and they run upstream to fish for most of the day. John sets up his fishing rod and reel, ties the hook or lure to the line, makes casts and, when he is lucky, retrieves the fish that he has caught. John's dad says that John is the "luckiest fisherman in the family" catching fish when no one else does. When Bart goes moose hunting in the fall, John is allowed to accompany him but he does not carry a rifle. John does carry a canister of bear spray that he has been taught to use in case they confront a brown bear in the woods.

f. Specific events and activities that are of critical importance:

The annual holidays, especially Christmas and the Fourth of July, are of particular importance to John. Doris says that John could never work on Christmas day and, if expected to do so, "He would just quit." The holiday on the Fourth is the time for the annual family camping/fishing outing and John says that, "I wouldn't miss it for anything." The family takes a long weekend holiday on Memorial Day, Labor Day, Columbus Day and Thanksgiving. The entire family goes to the lower forty-eight to visit relatives one week per year.

5. Description of Skills, Interests and Conditions in Live Activities:

a. Domestic/Home:

John washes dishes and clothing, but his sisters and mother usually assume these tasks in the household. He cooks basic items basic dishes such as waffles and oatmeal and washes the dishes afterward. He takes out the trash for his family as a regular chore. He chops wood with an axe and hauls it into the house for use in the woodstove. He pick up his room, but not always to the level of cleanliness that his mother would like to see. John vacuums, dusts, puts items away and cleans surfaces such as counters and tables. According to Doris, John has little interest in domestic tasks and will only do them when asked or expected to do them.

b. Community participation:

John gives a bus or cab driver the correct directions to get to a familiar location in Salcha, North Pole and his home. He rides the public borough buses around town with his high school class, but his teacher says he is hesitant to try out this new skill in his everyday life. He needs assistance reading the bus schedules for specific destinations. If a companion points out the number/route, John finds the correct times for the next bus. He goes grocery shopping with his mom and compares prices when he is with her to help her get the best deal. He has a bank account and keeps track of how much money he has on the computer. He makes deposits and withdrawals and understands the concept of each. Although he has a checking account, he uses his cash card to make purchases and withdraw cash because he says it is easier than writing a check.

c. Recreation/leisure activities:

John goes to the movies at the local cinema in North Pole about once every two weeks. When he walks in the lobby of the theatre, he hesitates before he opens the doors as if waiting for a prompt and stands far back from the cashier to remove the needed cash from his wallet. He does this to prevent theft, because he says his Access Alaska worker taught him that “there are all kinds of people in the world and you never know who is watching you take your money out.” John says that he eats out as often as he can. During discovery, we went to a local fast food restaurant for lunch. When we arrived, he hesitated outside of the outer doors as if unsure of what to do. He eventually opened the door, and stood back from the ordering counter and studied the menu. He removed his cash and put away his wallet before approaching the cashier who would take his order. He ordered his meal and presented the cashier with a five dollar bill. When asked later how he knew how much to give the clerk, he said that he had ordered that meal before and had learned then how much to give her.

When John shops at his favorite stores (video and music stores), he does not return the greeting of the store clerks. He will respond if he is asked if he needs help, and lets them know that he is just looking. He strolls around the store, looking sporadically around, but doesn't stay long if he hadn't read anything positive about of the games or CDs that he sees on the shelves. He says that he “does not spend his money on just anything the way that some people will. I do not waste money.”

d. Academic:

John looks over the Fairbanks newspaper in the afternoon and seems to be very interested in current events and politics. He expresses that he likes Tom Clancy novels, but has been reading one for quite a few months and has not finished it. He reads menus and makes a selection at fast food restaurants. On the internet, he finds movie schedules and summaries in order to decide which movie he wants to see. He reads both a digital and analog clock to determine the correct time, but he needs assistance anticipating timed events. For instance, he used his cell phone to keep track of time before going to the movie theatre. Once there, he put on his wristwatch and turned his phone off. He kept checking his watch to see if the time matched the time on the ticket of his movie, but he said that he could not judge when he should enter the movie. He asked repeatedly if it would be about time to go in. With cash, he sometimes confuses the numerical value of bills but he says he rarely feels cheated. His mother and teacher feel John needs assistance with more complicated and costly purchases, especially when purchasing multiple items. Whenever possible, John uses his debit card instead of cash. He has learned numerous basic routines for money, such as knowing that ten dollars will always cover the cost of a movie, but he has difficulty counting bills and change to see if he received the correct amount. His mother says he is careful with his money and rarely takes his wallet or debit card out in front of other people. John signs his name in cursive and copies text using block print. He takes brief telephone messages by making a written note for his parents and sisters

e. Physical fitness:

John seems to be in excellent physical health, as confirmed by a recent physical exam performed at the base hospital. He lifts objects up to about 50 pounds of weight and stands and walks for periods up to an hour without expressing fatigue. John does not engage in a fitness routine such as jogging or lifting weights but his dad says that he walks for hours during their moose hunts. The only conditions to avoid seem to be dusty environments and being outside in the rain and cold. Although John works well in the winter, according to his mother, he complains about the cold and wants to come inside as soon as he can.

f. Arts and Talents:

According to his family and teacher, John does not seem to have an interest in the arts, beyond film and television shows. John expressed on several occasions that he is an amateur film critic. He prefers action, high-tech animation and comedy as genres and he complains if the action and technology is not up to his standards.

g. Communication:

John's teacher says he has an excellent vocabulary and that he easily expresses a variety of ideas. He connects ideas from historical concepts to present day situations. In discussing a movie that dealt with abuse of power, he related the concept to a policewoman who pulled his dad over one day and was less than cordial in her interactions with them. He went on to comment that people have been power hungry since ancient times. He then inquired as to why men want power. When speaking, John will occasionally pause as if trying to recall the specific word he is looking to use, but he usually comes up with word he wanted. John listens intently when others speak. His teacher feels his "transition from one topic to another is slow." She noted that even when the speaker has moved on, he is still thinking about what was being discussed previously. He usually makes at least one more comment about the topic before shifting to the new one. John gives a numerous of details, about a topic such as a favorite movie, but he does not summarize his thoughts regarding the topic. He sometimes speaks in bursts of information, taking considerable time to think about what he wants to say. He occasionally repeats information that he has recently discussed.

h. Social interactions:

When interacting with others, John takes turns in the conversation. He is seen as a friendly and open young man by his family and his teachers and he converses readily with someone who expresses interest in his ideas and interests. He smiles and laughs when he hears something funny. He tends to walk with his head down until he is addressed by others. When asked a question, he sometimes turns to an adult who he knows for guidance, but he will usually answer the question himself. His close friends and classmates describe John as a loyal friend. They also say he has a good sense of humor. His teacher describes him as shy but that he is becoming more outgoing. When speaking to another person, John makes occasional eye contact and then glances above and around the speaker. There are lapses and silences in the conversation and then long stretches of dialogue. When

left alone in a social setting such as school, John typically finds something to do that he can do alone rather than chatting with others or entering a conversation.

i. Mobility

One of John's strengths is his mobility across a number of domains. Physically, he walks, runs and moves around his environment in an efficient manner. He rides his bicycle around his small village and, in the winter, drives his family's snow machine on village roads and trails. John rides public transportation between North Pole and Fairbanks (approximately 25 miles) and he rides the school bus safely and effectively. John arranges rides with his friends and family, especially with his friend Luke, to get to special events, school activities and Saturday trips into Fairbanks. At this point John does not drive but he often asks his parents when he can get his driver's license. Bart and Doris feel that when John gets a job they will consider beginning to teach him to drive. John has driven 4-wheelers and snow machines owned by family and friends. His mother says as long as he wears a helmet and stays off paved roads that she doesn't mind for him to drive these machines.

j. Sensory (sight, hearing, smell, touch)

John seems to have excellent sensory skills without any areas of concern or sensitivity. During his recent physical exam his eyesight was 20/20 and his hearing was deemed to be "excellent." Doris indicates that certain disagreeable odors such as in toilets and around livestock tend to make John nauseous and he moves out of the area quickly.

k. Vocational

John uses a mouse to navigate computer screens, he opens programs by clicking on the appropriate icon and he logs on the internet and navigates various web sites where he researches movies, music and other areas of interest. To type, he places his fingers on the "home" keys and reaches for keys with the correct fingers, but watches the keys as he types. He uses search engines to find information. His supervisors and teachers describe John as reliable and they say that he prides himself on his timeliness and never missing work. His teacher said that he only missed one day of work at his summer job. He calls his employer if he is going to be late or absent. When he does not understand a direction, he does not hesitate to ask questions to get further clarification. His job coaches describe him as easy to train and get along with.

6. Connections for Employment:

a. Potential connectors in family:

Since the extended family of John's parents all live outside, in the lower forty-eight, the only family connections would be with John's immediate family. Since Bart works on both on the air force base and in Fox, a nearby community, with NOAA, he could be called on to offer access to both work settings if necessary. Bart expresses caution but says that if he sees through the plan what John might be able

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to offer either the air force base or the NOAA facility that he would consider opening a door to a decision-maker. Doris works for a dentist in Fairbanks and feels that she could help identify unmet needs in a small dental practice. However, she doesn't feel that John would be interested in the medical/dental field.

b. Potential connectors among friends/neighbors and work colleagues:

Bart, John's dad, has most of his connections through the air force base, where he has worked for three years during the family's current stay in Alaska. They had lived in the area about ten years earlier but many of the relationships of Bart's had moved on, transferred to other bases. In his new job with NOAA, Bart has a few non-military connections but none that he feels might lead to a job for John. When asked if any of his work colleagues might attend a planning meeting for John, Bart felt that one friend from work who knows the North Pole area well might be willing to participate. Doris works in Fairbanks, nearly 40 miles from Salcha, but she feels her dentist/employer might be willing to offer information of unmet needs in a small medical practice if such information was needed.

c. Potential connection sites in community relationships:

John's family takes him shopping at the commissary on Eielson Air Force Base to do the grocery shopping. They provide him with transportation to get together with his friends. John's dad also trades with local merchants in Salcha, North Pole and Fairbanks for purchasing and repair of equipment around the home. There is an Alaska version of a general store in Salcha with which Bart is well connected. The store sells convenience food items, tools, building materials and hunting and fishing supplies. The owner of the store knows John by first name and occasionally asks John to do small chores while Bart is shopping. John is paid with a choice of certain food items such as ice cream or refrigerated sandwiches.

d. Connections through clubs, organizations, or groups:

John's family does not belong to any organization or church, this area is not likely to provide connections. However, since John occasionally attends church with his friend Luke, it may be possible to develop connections within Luke's family and the community church that they attend. The church pastor has asked John to join the church and he would be an individual who might join the planning meeting.

e. List of local employers (determined by proximity, relationships, interest areas, etc.)

According to the Internet, there are 854 people in Salcha and 39 businesses:

Salcha:

The Salcha Store (general store)
The Knotty Pine
White Spruce Lumber mill
Salcha River Lodge
Blankenship Financial Services

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Raitto Kennels
49er Feed Distribution
Midway Lodge

Salcha is approximately 15 miles to North Pole, Alaska. According to the Internet there are 2,180 people in North Pole and 609 businesses.

Salcha is approximately 40 miles to Fairbanks, Alaska. According to the internet there are 34,500 people in Fairbanks and 4,460 businesses.

Part III: Plan Preparation Summary for Alaska DPA

Participant's Name: _____ **Facilitator:** _____
Location: _____ **Date:** _____
DPA Staff: _____ **Location:** _____

Section I: *Conditions* are characteristics of *any* job developed for the individual. Conditions refer to issues such as days of work, pay, benefits, location of the job, inside/outside work, time of day, hours per week, etc.

1. Conditions for Success

a. General conditions for participant: This section addresses the general conditions across life functioning areas that should be in place to assure success in the performance of tasks, comfort, communication and interactions. Be sure to address general conditions across an array of settings and do not focus specifically on employment. Employment issues may be addressed in a general manner but **avoid** conditions for task performance, instructional strategies, environmental conditions, supervisory strategies and supports.

b. General conditions for family: This section addresses the conditions that the participant's family, as appropriate to the individual circumstance, feels needs to be in place in order for employment to be successful. Only address those conditions that **differ** from those addressed in other areas or those that the family feels are **critical** to success and, therefore, would need to be included in the plan.

c. Conditions for task performance: This section addresses the conditions that need to exist for maximal performance of tasks by the individual. Be sure to translate from observations in typical life to identify these conditions. Pay attention to factors such as standing/sitting, speed/pace of performance, and endurance. Comment on the role of personal interest in regard to task performance.

d. Instructional strategies: This section addresses the types of instructional strategies that seem to work best for the individual. Focus on trainer interactional styles, use of written and visual instructional materials, particular cues that work well and group versus individual approaches. For students and those in adult human service settings, describe and discuss the strategies that were observed during discovery that seem to work well.

e. Environmental conditions: This section addresses the environmental conditions that seem to work best for the individual. Pay close attention to temperature, lighting, noise, odors, color scheme and other similar factors. Address issues relating to decor and aesthetics that might be important to the individual as well as the degree of movement, "elbow room", and other unique factors. Address the presumed importance related to the types of workplaces such as industrial, commercial, office, professional, construction, etc.

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f. Supervisory strategies: *This section addresses the supervisory strategies that seem to work best for the individual. Address factors such as whether the individual responds best to one or to multiple supervisors, the gender and relationship to the individual of the supervisor and the style of supervision offered. Observe the reaction of the individual to teachers, parents, adult service supervisors and other authority figures in the individual's life.*

g. Supports needed for successful performance: *This section addresses the type and degree of supports typically needed for successful performance of tasks and for the individual's best response to expectations. Try to gauge the typical intensity and duration of supports from the perspective of acquisition of information and of stability of behaviors, as appropriate. Describe degree of supports needed for community tasks, work experiences or previous jobs.*

h. Conditions to be avoided: *This section addresses the array of conditions, across all of the areas listed above, that should be avoided in order to assure successful employment. Give an indication of the relative importance that any listed condition should/must be avoided. Be sure to focus on descriptions of the conditions to be avoided and do not address perceived weaknesses of person.*

Section II: *Interests* give direction toward a certain area of work market. Interests should be stated in the broadest possible manner, allowable by the applicant. Interests might include: working around boats, office work or working in a retail setting. *Avoid* using job titles. Give particular focus on activities that the individual performs without being expected to do so.

2. Interests toward an aspect of the job market

a. General personal interests: *This section addresses the individual's general life interests as indicated by intrinsic performance, repeated performance, deep personal information, relationships with others who share similar interests and other factors that imply personal interest in the activity. Be sure to focus beyond employment and include hobbies, solitary activities, organized sports and leisure activities, and similar activities that comprise a notable portion of the individual's unencumbered time.*

b. General family interests: *This section addresses the activities the individual's family participates in. Through observation and discussion determine if the individual participates in those activities and whether the person is encouraged/discouraged to participate. This area gives insight into why an individual might show interest in an activity and the role of encouragement in developing personal interests.*

c. Activities participant engages in without being expected to do so: *This section focuses specifically on all activities the individual performs without being expected to do so. Look beyond employment to the individual's residential and community life. Pay close attention to topics that are often repeated verbally or through performance by the individual. Try to translate life activities to potential work interests in this area.*

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d. General areas of current work interest: This section addresses the general areas of work interest as indicated by the individual, family and supporters. Be particularly careful to avoid job titles and make sure that any interest areas described are consistent with the other areas of this section. Try initially to use a broad, rather than specific, description of the person's interest. After stating the general interest, it is fine to be specific regarding narrower aspects of task performance. Example: "Joe is interested in working around boats. He is particularly interested in helping boaters launch their boats and to return boats to a trailer."

e. Specific areas of past work experience: This section addresses any areas of past work performance that were of interest to the individual. Remember to avoid job titles in stating the individual's interest but it is fine to list job titles of previous jobs held by the person. Get beyond job titles by focusing on discrete tasks or aspects of jobs performed by the person that were of interest.

Section III: Contributions refer the rationale used by employers as the basis for hiring job seekers. While this area does not address specific tasks to be offered, it does detail general benefits received by employers as offered by the individual. These contributions might include positive personality characteristics, discrete skills, credentials, work experiences and recommendations by former employers and others in positions of authority.

3. Contributions:

a. Strongest positive personality characteristics: This area addresses the individual's strongest personality characteristics. Employers will expect these characteristics to be available, if targeted in the plan. Be sure that any characteristic listed be one that a reasonable employer would be able to identify. All personality characteristics listed should be described in relation to actual performance. It is better to have a few strong personality characteristics than many weak ones. Never ascribe a characteristic to an individual who does not possess that trait.

b. Most reliable strengths regarding performance: This area addresses the individual's most reliable strengths, as exemplified in performance of life activities and situations. Consider the best aspects of the person's behavior, demeanor, attitude and beliefs. These items are often subtle and different people may see the same feature in a different way. These aspects often be viewed in the manner in which the person copes with difficult or stressful situations, emergencies and unforeseen circumstances.

c. Best skills to offer to potential employers: This area addresses the best current or potential skills that could be offered to potential employers. For non-work skills it will be necessary to translate the skill into potential work tasks using employer language. Section 5 of Part II of the Discovery Profile is the best source of information for this component. Include only those tasks/skills that the individual has interests in performing. Use complete sentences to describe the skill/task and avoid using a single word or phrase listing.

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d. Credential training, certifications and recognized skills: *This area addresses any criterion training completed or participated in by the individual. Criterion training refers to training that results in performance of an expected quality or standard. Examples include high school diplomas, college degrees, vocational school certificates, etc.*

e. Possible sources for recommendations: *This area addresses the possible sources of recommendations by former employer or others in positions of authority. Consider former teachers, principals, executive directors of service organizations, and counselors, in addition to employers, supervisors and business owners. Generally, family, relatives and friends can only offer personal, not employment recommendations.*

f. Resources/financial assets: *This area addresses any employment related resources owned by the individual that may comprise “value-added” to a potential employer. Examples of resources might include work tools, specialty equipment and unique incentives such as eligibility for WOTC. Financial assets might include access to a personal budget to pay for job site supports or rehabilitation technology.*

Section IV: *Challenges refer to any complexity of the individual that is likely to make employment difficult or unlikely. These challenges may be related directly to the person’s disability or to their life circumstances.. Care should be taken to avoid labels, to state the challenge(s) in a descriptive manner and to identify potential solutions for each challenge indicated. It is also important to consider that some challenges may be of such embarrassment or concern to the individual that the issue(s) should be addressed in the Sensitive Information section at the end of Part III. Information discussed in this section is not to be included in the regular profile documents or distributed to others.*

3. Challenges:

a. Areas potentially needing matching to employment sites: *This section addresses any issue that requires a careful matching of potential job sites to the needs of the individual. For example, for an individual who has difficulty dealing with large numbers of people, job sites with only a few employees and/or customers would need to be targeted.*

b. Areas potentially needing negotiation with local employers: *This section addresses any issue of the employment relationship that is likely to require negotiation of existing conditions – beyond matching – that are necessary for successful employment. Almost all job seekers requiring customized employment as a strategy will need job tasks negotiated. An example for behavioral challenges might involve negotiating that an employer would not summarily fire an employee who curses whenever a mistake is made.*

c. Physical/health restrictions: *This area addresses any restrictions that need to be accommodated, matched or negotiated regarding the job seeker’s physical ability or health. Virtually all health restrictions should be verified by a medical doctor but may be suggested by the individual or family. Physical restrictions may be identified functionally by the*

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individual, family or through observation or by a medical doctor. All legal restrictions such as “medical incapacity” must be determined by a medical doctor but efforts should be made to determine the specific areas of performance that are restricted.

d. Habits, routines, idiosyncrasies: *This section addresses any relatively minor, but potentially annoying or confusing, aspects of the individual’s life. Care should be taken to describe the behavior. Any evaluative language should be attributed to others and must be respectful and optimistic. Identify possible solutions or interventions – past, current or proposed. Observe how others respond to the behavior, particularly in a positive manner. Avoid professional labels but it is fine to indicate that a doctor or psychologist has given a label to the behavior.*

e. Challenges associated with disability and adjudication (use only as appropriate regarding need for accommodation & disclosure): *This section addresses all the issues associated with the individual’s disability. Be sure to avoid disability labels but it is fine to describe the impact of disability on performance. For instance, instead of saying that Mary has a severe intellectual disability, she might be described as taking considerably longer to learn certain work tasks than others. Instead of saying that Briley has bi-polar disorder, he might be described as a person who needs to be hospitalized once or twice per year to deal with emotional issues. For many people who need customized employment to become employed, this is an section of significant importance and care should be taken to fully describe the issues associated with the individual’s disability. Behavioral issues related to disability should be addressed in this section. Address whether the issues described in this section need to be disclosed to potential employers and suggest possible descriptive that might be used with employers.*

f. Financial issues: *This section addresses issues/challenges related to the financial status/stability of the individual. Avoid a financial description or socio-economic ranking or the individual and focus instead on issues related to money and financial resources. For instance, it might be discovered that Henry does not currently have enough money to buy acceptable clothing for employment or that Beth is receiving letters from a loan company regarding the repayment of a loan to buy a television. It is appropriate to translate financial issues into conditions that relate to the amount of money and hours needed for employment. This section can also be used to describe issues, concerns and limitations regarding the individual’s public or private benefits.*

g. Transportation issues: *This section addresses issues/challenges related to the individual’s transportation availability. While transportation was described in Section II, the Discovery Profile, this section discusses the specific limitations and realities of how the person might get to work. For example, it might be discovered that, “Even though there is no public transportation in his town, Jody has the stamina to walk for a distance of between 6 – 8 blocks from his apartment for a potential job.” Another example for this section might indicate that, “The city bus only runs by Phyliss’ group home twice in the morning and twice in the afternoon at 8:45; 10:45 2:45 and 4:45. Any employment for Phyliss would need to be negotiated around these times.”*

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h. Promising solutions: Current, past or potential This section addresses any solutions identified in relation to any of the challenges described in this section. If solutions were addressed in earlier components, it is not necessary to repeat them here. Be sure to describe any condition, positive intervention or situation that has promise to reduce or eliminate the challenge. Be sure to list strategies that were used successfully in the past as well as predictions of strategies that might be used in future job settings.

Section V: Once the preceding information has been fully developed and prior to the Planning Meeting, make a listing of between 15 – 25 employers that are consistent with the job seeker’s conditions for success and their interests. This list will serve as a resource for the Specific Employers List developed in the Customized Planning Meeting.

5. Potential Employer List: *(create a listing, below)*

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Sensitive Information (optional)

This additional information is for the facilitator only.

This section gathers information that is relevant to developing/negotiating a job, community experience, or other outcome for the participant and is information not covered in the profile. Additional information that could possibly be perceived as a barrier is described below to assist the developer in framing the issue to seek a workable perspective for the job developer. This information will not be shared with readers of the profile.

1. Describe any areas of concern relating to potential barriers to successfully negotiating an employment outcome.
2. Identify people within the participant's circle of professionals and friends that are aware of the areas of concern and specify their involvement.
3. Identify how the area(s) of concern impacts both developing and maintaining employment.
4. Describe current or past strategies implemented to minimize areas of concern or impact on employment.
5. Describe possible future strategies to minimize areas of concern or impact on outcome.
6. Describe any legal restrictions that may impede the hiring process, employment in certain types of business

Plan Preparation Summary

Profile Part III

Participant's Name: John Dawson
Location: Salcha, Alaska

Staff: Jane
Date: June 20, 20xx

1. Conditions for Success

a. General conditions for participant

In order for employment to be successful, John's job would need to either be within Salcha so he could walk or ride his bicycle or, if in North Pole or Fairbanks, the hours would need to coincide with his parent's commute schedule. John is likely to need initial job coaching support for as much as two months. Inside work for John would be most successful, but he can work outside episodically in all weather conditions. He can work standing or seated and would likely prefer a balance of both, including the opportunity to move around the work area. He works best alone or with a person he sees as a mentor. Weekends are important to John and his family so weekday work would be best. If he worked locally in Salcha, he would be willing to work a range of hours, including early mornings and evenings. He would not likely want night work. At this point, John wants to earn an income but would be willing to start at minimum wage. He would likely want to start as close to full time hours as possible but would settle for 20 – 25 hours per week. As he is currently receives Medicaid and an SSI check, a job with paid health benefits is not necessary at this time.

b. General conditions for family

John's mother and father are excited about the possibility of John getting a job but worry about transportation. They are willing to help out if a job could be obtained in fairly close time and location proximity to their commutes. They have suggested that perhaps one parent could take John to work and the other pick him up on their way home. Neither felt they could afford to transport John to/from North Pole after they came home from their work schedules. Neither parent has expressed concern about John walking, bicycling or riding with others. In fact Bart suggested that supporters for John try to arrange a shared ride at his workplace, which is common in their rural area. Both parents want a benefits analysis prior to the planning meeting. An appointment has been made with a WIPPA specialist in Fairbanks for next week.

c. Conditions for task performance

John clearly prefers to have specific duties for which he is responsible. He has complained at school when other students do not do their share of a joint assignment. He seems to prefer a clear mentor or supervisor to give him information and direction instead of a range of people. He has argued with peers who have attempted to supervise or teach him. John seems to enjoy having his

own work area and could easily work a full day in a seated or standing position. It would likely be best to avoid noisy and chaotic environments with numerous people moving in and out of the work area.

d. Instructional strategies

John seems to benefit from individualized instruction, according to his former teachers. He reads sequential instructions as long as the information is to the point and written in everyday language. His instructors at Access Alaska feel he has a knack for using information provided on a computer screen and they say he navigates well through several click tabs in web sites. They also feel that he is comfortable with computer-based instructional strategies as the mapping project tasks were presented in that manner. John's dad feels that he benefits from watching others perform tasks and then trying to repeat what he observed. He learned to operate the family snow-blower in that manner.

It also seems to be effective to talk to John about what he has to do, and explain things step by step. It is important to make sure that the directions are not too simplistic, as he takes offense to being treated "like a little kid." Therefore, stating directions in an adult tone of voice is important, since he describes one of his prior work sites as having a "mean" environment and another as "childlike." John followed directions effectively when he participated in the map making activity. The instructor commented that he did not need to modify any of the instructions to accommodate him. John was also described as the most accurate of the group that he was instructing. He was focused and did not tire until he had worked on the task for approximately forty-five minutes.

e. Environmental conditions

John does well in both inside and outside work situations and would likely enjoy a job that featured aspects of both environments. However, he would not likely enjoy a job that was primarily outside, especially in the Alaskan winter. John sits working in front of a computer screen for hours without becoming board or antsy. He sees himself in an office setting or other inside workplace with a defined work area and with his own equipment/materials with which to work.

f. Supervisory strategies

One of John's greatest strengths is his attitude towards supervision. His teachers, school personnel, Access Alaska counselor and work experience supervisors all commented positively on his willingness to accept supervision, even in tense situations. However, it seems that a single supervisor rather than multiple supervisors would be best. When other co-workers and students tried to give John direction, he occasionally would say to them, "You're not my boss." A workplace that had a mentor figure, ideally a male, would likely fit John's style well.

g. Supports needed

John would benefit from clear, succinct written expectations, either on paper or on a computer screen, that detail his duties and steps to various tasks. Based on reports

from his teachers, he needs someone to check his work often early in training as John rarely asks for assistance. He would clearly benefit from systematic instruction that monitored his performance through to criterion. According to his parents, it is particularly important for John to learn tasks the right way from the beginning as he is described as unwilling to change the way he learns tasks. John would definitely benefit from a job coach during the early stages of employment, though most people who know him well feel that on-going job coaching supports would only need to be on a drop-in basis if the job tasks are well matched and negotiated.

h. Conditions to be avoided

John would not benefit from a job that started too early in the morning, even though transportation might be enhanced. Jobs that involve John working in a team should be avoided. Also, wet and cold working conditions should only be required a minimum of time. Multiple supervisors, particularly if their authority is not clearly established, should be avoided. John's mother feels that air quality is important for him and that he should not work in dusty and poorly ventilated areas. John's high school special education teacher feels that bustling, chaotic environments create problems for him and that tasks involving customer relations should be avoided, especially regarding complaints.

2. Interests

a. General personal interests

John uses the computer for research and entertainment almost daily. He says he likes putting pieces together to solve a problem. He seems to prefer talking with people on an individual basis. When John is on the computer or playing a video game, his mother says that he is totally absorbed in the activity. John specifically states his love playing video games, using the computer and watching movies. He describes the difference between various games and why certain ones are better than others. He spends hours learning about new movies and whether they are controversial.

b. General family interests

John's family's interests seem to center around taking advantage of the environment in which they live. Hunting, fishing, and camping are of particular importance to his mom and dad. Probably due to the remoteness of where they live, the family doesn't belong to organized clubs, churches or other groups. John's sisters do not seem to be an important part of John's activities as they are all younger and nearer to each other's ages than to John's. Bart, John's dad, does have online association with a group of weather experts around the country and world and Bart expressed considerable interest in John's mapping course that he took a couple of years ago.

c. Activities participant engages in without being expected to do so

The most intrinsically motivating activity that John engages in combines the computer with movies. He watches movies 3 – 5 times per week and he is on the computer 2 – 3 hours per day. John also readily joins his father anytime equipment needs to be repaired. He constantly asks to drive the lawn tractor and operate the snow blower. He initiates politically oriented conversation and is interested, rather than angry, when someone disagrees with his positions. John is also energetic about the outdoors. He regularly asks his parents about the next hunting, fishing or camping trip. John also speaks often of Bart's work with both the air force and with NOAA. Even though he kids his dad about being attached to a computer all day, he seems to associate with that role in a positive manner.

d. General areas of current work interest

John says he would like to work with his hands fixing cars (he has taken small engines class). He would also like a job using or repairing computers. He says he is pretty content with his routine and his life. He did mention that living and working in Hawaii would be nice but that current financial constraints caused by work on the house have prevented his family from even being able to take family trips.

e. Specific areas of past work experience

John's strongest interests regarding his work experiences seem to focus on the mapping course that he took at Access Alaska. The activity seemed to blend several of John's interests – computers, outdoors, research and doing something similar to his dad's work. He also speaks of his interest in small engine and equipment repair, saying that if he had more training that he could "take apart, fix and put back together almost anything."

3. Contributions

a. Strongest positive personality characteristics

John's willingness to accept supervision from his boss is possibly his strongest personality attribute. Virtually everyone who has supervised him commented positively on this aspect. He is also described a very loyal to family, friends, and any entity that he feels respects and values him. His teacher described John as one of North Pole High School's biggest supporters.

b. Most reliable strengths

John has a strong interest in solving problems and will keep at an issue until he figures out a solution. His mom says that when he gets stuck on a problem regarding the computer that John will work for hours, including calling his friends, Luke and Zack, and even a technical assistance number until the problem is resolved.

c. Best current and potential skills to offer to potential employers

Most of the people who know John well feel that his computer skills are his strongest asset to offer to employers. These current skills include performing internet searches, light data entry, backing up files to a cd, performing inventory

queries, and inserting clip art and photos into documents. Potential skills related to computers might include monitoring a web site for customer orders, burning DVDs, uploading information to a web site and monitoring specific sites for updated information. John also maintains small engines with tasks such as fueling, checking oil levels, checking air and fuel filters, adding oil, and starting engines with a pull rope. He uses mechanic's tools to disassemble small engines with supervision. John uses a snow blower to clear the family sidewalk and driveway and he uses a push lawnmower to mow the lawn in front of his home. He reads instructions that are written in everyday language.

d. Credential training, certifications and recognized skills

At this point, John has not completed any specific training courses that establish a level of performance. He has a special education attendance diploma from North Pole High School which is offered to all departing seniors in special education who do not pursue a regular diploma.

e. Possible sources for recommendations

John's high school principal, Ms. Sullivan, has offered to write a general recommendation. Additionally his supervisor at the Access Alaska GPS mapping project has indicated that he would write a letter detailing John's experiences and competencies regarding his computer mapping. His preacher has offered to provide a personal recommendation.

f. Resources/Financial assets

At this point, John does not have appreciable financial assets or personally-owned resources to offer to a potential employer such as a laptop computer, work tools, etc.

4. Challenges

a. Areas potentially needing matching to employment sites

John's interest areas will likely comprise the most critical matching needs along with the balance of inside/outside work and avoiding janitorial and food service duties. He will also need a workplace that is respectful of young people and that challenges him to learn and succeed.

b. Areas potentially needing negotiation with local employers

For any job outside of Salcha, the hours of work for John will need to be negotiated around transportation availability from Salcha to North Pole or beyond. If a workplace has both inside and outside work, a predominance of inside work will need to be negotiated. If a workplace has both teams and individual work situation, a personal work area and set of tasks will need to be negotiated. Assuring that John has as few supervisors as possible will likely need to be negotiated. John will also benefit from having the discrete work tasks of his job description negotiated to give him access to his area(s) of interest and to more sophisticated areas of the workplace.

c. Physical/health restrictions:

At this point in his life, John has not been asked to work a full eight hour day; in fact he has only worked for about three hours in a given timeframe. If he targets more than about 4 hours per day in his plan, he will likely need a phase-in to achieve a higher number of hours. As noted earlier, dusty, poorly ventilated environments should be avoided.

d. Habits, routines, idiosyncrasies

Since he has gotten out of school, John has been staying up until 2:00 AM – 3:00 AM watching movies or using his computer. When he becomes employed, this routine will either need to shift or a job will need to be negotiated for a starting time around noon. John has said that staying up late is not of great importance to him.

g. Challenges related to disability/Need for accommodation & disclosure

John finds group interactions very difficult and he often responds by moving away from the group to a solitary activity. He takes longer to learn tasks than others but, once learned, retains information well. John is sensitive to others feeling that he might be incompetent. He reacts strongly to those he perceives to be peers who try to supervise him or direct him to perform tasks. Even though he reads, John needs written information to be provided in succinct, everyday language. He is often described as being either reluctant or unsure to take initiative, even on basic interactions like entering a room, and he needs to be prompted or assured that it is fine to proceed. A problem noted by some teachers from high school relates to John's appearance in relation to his challenges. Several teachers said that since John does not outwardly appear to have a disability, he is often expected to perform at the same level of expectation as students without disabilities. On several occasions, this has caused an angry response from John with him saying that he does not want to participate in the activity or lesson.

As far as disclosure to employers, John and his family do not want diagnostic or educational labels to be used but, rather, to use a functional work impact of disability as the strategy to inform employers of his challenges.

f. Financial issues

John and his family agree that a job that pays at least Alaska's minimum wage is suitable to start. John currently receives SSI/Medicaid and his family wants a benefits analysis to understand the circumstances around wage earning and reduction/loss of benefits. In general, finances are not a strong concern for John or his family, rather there is a clear desire for him to be fairly reimbursed for the work he does. True to his conservative political philosophy, John feels he should start a savings plan with a portion of his paycheck, give money to his church and one day be off of federal benefits. He also wants to save for a car.

g. Transportation issues

Transportation comprises perhaps the greatest challenge in assisting John to become employed. The work schedule and travel route for both his parents will need to be carefully examined. If suitable work can be developed in Salcha, John should be able to either walk or ride his bicycle to work. If work is developed in North Pole or beyond, efforts will need to be made to either connect with his parents or to coincide with locals who commute. John agreed to post a note at church indicating his potential transportation needs. He and his family agreed to have the job search with a sequence that starts in Salcha then extend to North Pole and finally to Fairbanks. Bart and Doris have agreed to poll co-workers to identify existing commuters from Salcha and any car pooling arrangements that might exist. A note will be posted at the Salcha general store indicating his general interest in sharing transportation costs.

h. Promising solutions: Current, past or potential

Aside from matching well to John’s interests and negotiating the conditions and skills for a customized job description, in addition to the provision of post-employment job supports, it is not felt that there will be need for significant problem solving regarding John’s employment.

5. Potential Employer List

<i>Salcha</i>		<i>Office/Computer</i>	<i>Small engine</i>	<i>Movies</i>
1.	White Spruce Lumber Mill	x		
2.	Salcha General Store		x	
<i>North Pole</i>				
1.	Eielson Air Force Base	x		
2.	Ace Hardware		x	
3.	North Pole Regional Hospital	x		
4.	Ballistic Alchemy	x		
5.	Lou’s TV & Satellite Services	x		
6.	L&A Construction	x		
7.	Shaw Creek Rock	x		
8.	Midstate Equipment	x	x	
9.	Advanced Construction Tech	x		
10.	Alaska Contracting & Consult.	x		
11.	Pocaro Communications	x		
12.	Make Your Mark Printing	x		
13.	NPS Logos	x		
14.	Amundsen Environmental Svs.	x		
15.	Blockbuster			x
16.	Movie Gallery			x

Sensitive Information (optional)***This additional information is for the facilitator only.***

This section gathers information that is relevant to developing/negotiating a job, community experience, or other outcome for the participant and is information not covered in the profile. Additional information that could possibly be perceived as a barrier is described below to assist the developer in framing the issue to seek a workable perspective for the job developer. This information will not be shared with readers of the profile.

1. Describe any areas of concern relating to potential barriers to successfully negotiating an employment outcome.
2. Identify people within the participant's circle of professionals and friends that are aware of the areas of concern and specify their involvement.
3. Identify how the area(s) of concern impacts both developing and maintaining employment.
4. Describe current or past strategies implemented to minimize areas of concern or impact on employment.
5. Describe possible future strategies to minimize areas of concern or impact on outcome.
6. Describe any legal restrictions that may impede the hiring process, employment in certain types of business

Plan Preparation Summary

Profile Part III

Participant's Name: _____ **Staff:** _____
Location: _____ **Date:** _____

1. Conditions for Success

- a. General conditions for participant
- b. General conditions for family
- c. Conditions for task performance
- d. Instructional strategies
- e. Environmental conditions
- f. Supervisory strategies
- g. Supports needed
- h. Conditions to be avoided

2. Interests

- a. General personal interests
- b. General family interests
- c. Activities participant engage in without being expected to do so
- d. General areas of current work interest
- e. Specific areas of past work experience

3. Contributions

- a. Strongest positive personality characteristics
- b. Most reliable strengths

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- c. Best skills to offer to potential employers
- d. Credential training, certifications and recognized skills
- e. Possible sources for recommendations
- f. Resources/financial assets

4. Challenges

- a. Areas potentially needing matching to employment sites
- b. Areas potentially needing negotiation with local employers
- c. Physical/health restrictions:
- d. Habits, routines, idiosyncrasies
- e. Challenges associated with disability/Need for accommodation & disclosure
- f. Financial issues
- g. Transportation issues
- h. Promising solutions: Current, past or potential

5. Potential Employer List

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Sensitive Information (optional)

This additional information is for the facilitator only.

This section gathers information that is relevant to developing/negotiating a job, community experience, or other outcome for the participant and is information not covered in the profile. Additional information that could possibly be perceived as a barrier is described below to assist the developer in framing the issue to seek a workable perspective for the job developer. This information will not be shared with readers of the profile.

1. Describe any areas of concern relating to potential barriers to successfully negotiating an employment outcome.
2. Identify people within the participant's circle of professionals and friends that are aware of the areas of concern and specify their involvement.
3. Identify how the area(s) of concern impacts both developing and maintaining employment.
4. Describe current or past strategies implemented to minimize areas of concern or impact on employment.
5. Describe possible future strategies to minimize areas of concern or impact on outcome.
6. Describe any legal restrictions that may impede the hiring process, employment in certain types of business