

**Plan Preparation Summary
Profile Part III Sample**

Participant's Name: John Dawson

Facilitator: Jane Jones

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 his local neighborhood so he could walk or ride his bicycle. If work was in Eagle River, John would need to walk or ride his bike to the bus stop or coordinate with his parent's or sister's commuting schedule. If John worked in Anchorage, 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 (or staff, as appropriate):

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 bored 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.

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g. Supports needed for successful task performance:

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. Additionally, work hours that would require John to walk to the bus stop in the dark – morning or evening – should be avoided during all seasons. In the winter, John is very sensitive to cold and in warmer months his Mom worries about him running into a brown bear.

2. Interests toward an aspect of the job market

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 (or staff, as appropriate):

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 Eagle River High School's biggest supporters.

b. Most reliable strengths regarding performance:

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.

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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 his local neighborhood, the hours of work for John will need to be negotiated around transportation availability from home into Eagle River 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.

e. 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.

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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 his local area then extends to Eagle River and finally to Anchorage as a last resort. Bart and Doris have agreed to poll co-workers to identify existing commuters from around their neighborhood and any car pooling arrangements that might exist. A note will be posted at the 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>Neighborhood</i>	<i>Office/Computer</i>	<i>Small engine</i>	<i>Movies</i>
1. Eagle River Lumber Mill	x		
2. North Star General Store		x	
<i>Eagle River/Anchorage</i>			
1. Elmendorf Air Force Base	x		
2. Ace Hardware		x	
3. Eagle River 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 who 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