CUSTOMIZED EMPLOYMENT CHECKLIST II: PROFILE DEVELOPMENT

I. Profile Purpose
   - Describes the individual based on the process for discovery. It provides the informational resource for the customized plan.
   - Wraps up and brings closure to the discovery process.
   - Identifies potential contributions for the employment.
   - Identifies interests.
   - Determines the job seeker’s conditions for employment.
   - Describes the job seeker in a manner which prepares the job developer to effectively negotiate personalized job descriptions with employers.

II. Profile Characteristics
   - Narrative
     - It uses complete sentences to describe the person
     - Do not use percentiles, rankings, scores, etc. to characterize the person.
     - If a photograph will enhance the narrative, add it!
   - Comprehensive
     - It covers all relevant areas of the person’s life relating to employment
     - The profile allows us to identify competence in life activities across a large variety of life domains
   - Robust
     - It fully develops aspects of the person’s life so that contributions and qualities can be translated to employers
   - Respectful
     - It belongs to the individual and therefore treats carefully the intimate information which is developed.
     - The job seeker has editing privileges.
     - It is not necessary to include “all the truth” in a profile.
It is helpful to ask the individual or family to edit and offer suggestions as to how sensitive topics might best be worded, if at all.

- **Non-Competitive**
  - It does not require comparison against any arbitrary norm, skill or other person

- **Optimistic**
  - It focuses on the best of who people are rather than on difficulties or shortcomings.

- **Descriptive**
  - It describes the individual and carefully avoids any evaluative or opinion-based statements.

  - Using action verbs, in the present tense. (ex. – writes, speaks, pours)

  - Avoid using adverbs: they tend to be evaluative (usually –ly words)

  - Use action verbs in the present tense to describe performance.
    (ex. – picks up, combines, grasps, lifts, walks, places, cuts, rotates, pushes, swings, removes, turns on, types, wipes, opens, closes, inserts, sits, stands, says, faces, stoops, climbs, select, find, remove, pours, blends, points.)

  - Do not say job seeker “can” or “is able to.” Describe what you see that makes you infer what you “know” the person can do.

  - Avoid simple or over-generalized skills, such as “reads a map.” Be specific to the actual task, use descriptive language, elaborate steps, and only list things that will be valuable to an employer.

  - Description does not include evaluative, or summary statements.

* The most important characteristic of the profile is that it allows all persons to be described, regardless of the significance of their disability.
III. Collect and organize information from Discovery

- Formal discovery notes
- Photos
- Informal descriptive notes
- Interview responses
- “Typical person” inventories
- Examples of individual performance
- Clippings, trophies, certificates, memorabilia

IV. Write the Profile of discovery Part I and Part II, Section 1

- Lead Person Assigned to Write Profile:

- Team Members who will help the lead person edit

(Based on Discovery Intake Interview and Plan Preparation Summary)

A. Participant’s Basic Identification Information (for Profile Part I, Section 1)

- Date of Birth

- Address:

- Phone:

- Marital status: Single Married

For Transition Age Students:

- Number of Years remaining in School Services:

- Goal of Profile: Job Work Experience
For Adults:

- Current family status with departments of public assistance:
- Additional agencies involved with the job seeker:
- Additional agencies involved with the family

B. Residential/Domestic Information: (for Profile Part I, Section 2)

**Family (for Section 2, a.)**

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Length of Relationship</th>
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<tbody>
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<tr>
<td>Relation:</td>
<td>Parent/Guardian or Spouse</td>
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<td>Employment:</td>
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<tr>
<td>Relation:</td>
<td>Sibling</td>
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<td>Employment:</td>
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<th>Name</th>
<th>Age</th>
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<tr>
<td>Relation:</td>
<td>Child</td>
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<td>Employment:</td>
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**Extended Family in local area: (for Profile Part I, Section 2, b.)**

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<th>Name</th>
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<th>Name</th>
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<td>Employment:</td>
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<tr>
<td>Relation:</td>
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<td>Employment:</td>
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**Persons Living in Same Home: (For Profile I, Section 2, c.)**

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<th>Name</th>
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<td>Relation:</td>
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<td>Employment:</td>
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</table>
C. Residential history: (For Profile Part I, Section 2, d.)

D. Education and training history: (For Profile Part I, Section 3)

E. Work history: (For Profile Part I, Section 4)

F. Family support available: (For Profile Part II, Section 1, c.)

G. Typical routines: (for Profile Part II, Section 1, b.) (remember to include important info like “When does medication “kick-in?” and “When is the person at his best?”)

<table>
<thead>
<tr>
<th>Weekday Typical Routines</th>
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<tbody>
<tr>
<td><strong>What</strong></td>
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<tr>
<td>Wake-up</td>
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</tbody>
</table>

Material compiled by Linda McDowell and Melynda Ross from information provided by Marc Gold and Associates (2010.)
<table>
<thead>
<tr>
<th>What</th>
<th>When/Where</th>
<th>Description/Why Important</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Wake-up</em></td>
<td></td>
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</tbody>
</table>
H. Family and Personal Responsibilities: (For Profile Part II, Section 1, d. & Section 3, b.)

I. Physical and Health Related Issues: (For Profile Part II, Section 1, e. & Section 5, e.)

J. Friends and social group(s): (For Profile Part II, Section 4, a.)
   Name: ___________________ Relationship/Connection: ___________________
   Name: ___________________ Relationship/Connection: ___________________
   Name: ___________________ Relationship/Connection: ___________________
   Name: ___________________ Relationship/Connection: ___________________

K. Description of neighborhood: (For Profile Part I, Section 2, e.)

L. Location neighborhood in community: (For Profile Part I, Section 2, f.)

M. Services near home: (For Part I, Section 2, h.)
   Name: ___________________ Distance from home: ___________________
   Type of Service: ___________________
   Name: ___________________ Distance from home: ___________________
   Type of Service: ___________________
   Name: ___________________ Distance from home: ___________________
   Type of Service: ___________________
   Name: ___________________ Distance from home: ___________________
   Type of Service: ___________________
N. (1) General Transportation Availability: (For Profile Part I, Section 2, g.)
Limited ☐ Good ☐ Excellent ☐

N. (2) Specific People/Companies that Provide Transportation Near Home:
☐ Name: ___________________________ Cost: __________
    Comment: ____________________________________________

☐ Name: ___________________________ Cost: __________
    Comment: ____________________________________________

☐ Name: ___________________________ Cost: __________
    Comment: ____________________________________________

☐ Name: ___________________________ Cost: __________
    Comment: ____________________________________________

O. (1) Availability of employment sites near home: (For Profile Part 1, Section 2, h.)
Limited ☐ Good ☐ Excellent ☐

O. (2) Specific, potential employment sites near home:
☐ Name: ___________________________ Distance from home: _____
    Type of Business: __________________________________________

☐ Name: ___________________________ Distance from home: _____
    Type of Business: __________________________________________

☐ Name: ___________________________ Distance from home: _____
    Type of Business: __________________________________________

Material compiled by Linda McDowell and Melynda Ross from information provided by Marc Gold and Associates (2010.)
Name: _______________________________ Distance from Home: _______
Type of Business: ______________________

Name: _______________________________ Distance from Home: _______
Type of Business: ______________________

(Attach a separate sheet for any additional potential employment sites)

V. Write the Profile of Discovery Part II (Sections 2-6):
Education, Work, Activities and Performances

A. Describe School Experience (from school records, interview data, observations)
   - Identify tasks performed
   - Describe the individual’s performance of the tasks
   - Describe necessary supports, accommodations and solutions
   - Include anything important about the environment, instructions, or necessary conditions
   - Note potential connections and contributions by and with others
   - Note individual’s interest in their performance of the task (use action verbs to say what the job-seeker did that let you know he or she was or was not interested)

   ► Crucial Information to Include:
   • What was their school experience?
   • Inclusion or self-contained classes?
   • Same special education staff or moved to many schools?
   • Good attendance?
   • Accommodations used?

B. Describe vocational programming/performance:
   - Identify tasks performed
   - Describe the individual’s performance of the tasks
   - Describe necessary supports, accommodations and solutions
   - Include anything important about the environment, instructions, or necessary conditions
   - Note potential connections and contributions by and with others
   Note individual’s interest in their performance of the task (use action verbs to say what the job-seeker did that let you know he or she was or was not interested)
C. Describe community functioning programming/performance:
- Identify tasks performed
- Describe the individual’s performance of the tasks
- Describe necessary supports, accommodations and solutions
- Include anything important about the environment, instructions, or necessary conditions
- Note potential connections and contributions by and with others
- Note individual’s interest in their performance of the task (use action verbs to say what the job-seeker did that let you know he or she was or was not interested)

D. Describe recreation/leisure programming/performance:
- Identify tasks performed
- Describe the individual’s performance of the tasks
- Describe necessary supports, accommodations and solutions
- Include anything important about the environment, instructions, or necessary conditions
- Note potential connections and contributions by and with others
- Note individual’s interest in their performance of the task (use action verbs to say what the job-seeker did that let you know he or she was or was not interested)

E. Formal chores at home (responsibilities)
- Identify tasks performed
- Describe the individual’s performance of the tasks
- Describe necessary supports, accommodations and solutions
- Include anything important about the environment, instructions, or necessary conditions
- Note potential connections and contributions by and with others
- Note individual’s interest in their performance of the task (use action verbs to say what the job-seeker did that let you know he or she was or was not interested)

F. Informal work at home (they enjoy it, or habit)
- Identify tasks performed
- Describe the individual’s performance of the tasks
- Describe necessary supports, accommodations and solutions
- Include anything important about the environment, instructions, or necessary conditions
- Note potential connections and contributions by and with others
- Note individual’s interest in their performance of the task (use action verbs to say what the job-seeker did that let you know he or she was or was not interested)
G. Informal jobs for others (outside of the home, voluntary)
   - Identify tasks performed
   - Describe the individual’s performance of the tasks
   - Describe necessary supports, accommodations and solutions
   - Include anything important about the environment, instructions, or necessary conditions
   - Note potential connections and contributions by and with others
   - Note individual’s interest in their performance of the task (use action verbs to say what the job-seeker did that let you know he or she was or was not interested)

H. Sheltered employment or structured work experiences (including volunteer work):
   - Identify tasks performed
   - Describe the individual’s performance of the tasks
   - Describe necessary supports, accommodations and solutions, AND supports that didn’t work.
   - Duration of the work
   - Include anything important about the environment, instructions, or necessary conditions.
   - Note potential connections and contributions by and with others.
   - Note individual’s interest in their performance of the task (use action verbs to say what the job-seeker did that let you know he or she was or was not interested)

I. Paid work: (Include self employment activities)
   - Identify tasks performed
   - Describe the individual’s performance of the tasks
   - Describe necessary supports, accommodations and solutions, AND supports that didn’t work.
   - Duration of the work
   - Include anything important about the environment, instructions, or necessary conditions.
   - Note potential connections and contributions by and with others.
   - Note individual’s interest in their performance of the task (use action verbs to say what the job-seeker did that let you know he or she was or was not interested)

J. Individualized/informal life activities performed at home
   - Identify tasks performed
   - Describe the individual’s performance of the tasks
   - Describe necessary supports, accommodations and solutions, AND supports that didn’t work.
   - Duration of the activity
   - Include anything important about the environment, instructions, or necessary conditions.
   - Note potential connections and contributions by and with others.
   - Note individual’s interest in their performance of the task (use action verbs to say what the job-seeker did that let you know he or she was or was not interested)
K. **Structured/group life activities performed at home (ex. Games, festive occasions)**
   - Identify tasks performed
   - Describe the individual’s performance of the tasks
   - Describe necessary supports, accommodations and solutions, AND supports that didn’t work.
   - Duration of the activity
   - Include anything important about the environment, instructions, or necessary conditions.
   - Note potential connections and contributions by and with others.
   - Note individual’s interest in their performance of the task (use action verbs to say what the job-seeker did that let you know he or she was or was not interested)

L. **Individualized/informal life activities in the community**
   - Identify tasks performed
   - Describe the individual’s performance of the tasks
   - Describe necessary supports, accommodations and solutions, AND supports that didn’t work.
   - Duration of the activity
   - Include anything important about the environment, instructions, or necessary conditions.
   - Note potential connections and contributions by and with others.
   - Note individual’s interest in their performance of the task (use action verbs to say what the job-seeker did that let you know he or she was or was not interested)

M. **Structured/group life activities in the community (ex. classes, church, sports events)**
   - Identify tasks performed
   - Describe the individual’s performance of the tasks
   - Describe necessary supports, accommodations and solutions, AND supports that didn’t work.
   - Duration of the activity
   - Include anything important about the environment, instructions, or necessary conditions.
   - Note potential connections and contributions by and with others.
   - Note individual’s interest in their performance of the task (use action verbs to say what the job-seeker did that let you know he or she was or was not interested)
N. **Current Important Activities**
   - Identify tasks performed
   - Describe the individual’s performance of the tasks
   - Describe necessary supports, accommodations and solutions, AND supports that didn’t work.
   - Duration of the activity
   - Include anything important about the environment, instructions, or necessary conditions.
   - Note potential connections and contributions by and with others.
   - Note individual’s interest in their performance of the task (use action verbs to say what the job-seeker did that let you know he or she was or was not interested)
   - Note why important

O. **Past Important Activities**
   - Identify tasks performed
   - Describe the individual’s performance of the tasks
   - Describe necessary supports, accommodations and solutions, AND supports that didn’t work.
   - Duration of the activity
   - Include anything important about the environment, instructions, or necessary conditions.
   - Note potential connections and contributions by and with others.
   - Note individual’s interest in their performance of the task (use action verbs to say what the job-seeker did that let you know he or she was or was not interested)
   - Note why important

P. **List important events and activities** (priorities of the individual and the family)
   - Holidays
   - Traditions
   - Vacations
   - Other work-interrupters (Necessary conditions for work)

Q. **Performance Descriptions: For Profile Part II, Section 5 and Part III**
   - 1-3 areas that provide the best information and examples of the person’s skills
   - Try to showcase a skill that includes more complex skills
   - Pick a skill that they will have to use in the community or work-environment
   - Performance Description – Domestic skills
   - Performance Description – Community functioning skills
   - Performance Description – Recreation/leisure skills
   - Performance Description – Academic skills (Reading, Math, Time, Money)
R. Describe Interests
- Families, staff and individual’s opinions and remarks are included
- Combine observations and behaviors
- Anything the participant has expressed an interest in doing
- Anything the family has expressed an interest in for their son/daughter’s life
- Type of employment the parent/guardian feels is appropriate:
- Focus on the difference between vision and what is felt to be realistic.

S. Describe Potential Connections
- Potential connectors in family or among friends
- Potential connection sites in neighborhood
- Connections through any clubs, organizations, or groups
- Business/employer contacts for leads through job seeker, family, and friends

VI. Write Summary: (This may get at information for Part III Section 1 and 4, or to be part of “sensitive information” section at the end of the Profile. Or, it might be used to summarize findings of the Intake interview to be used at the beginning of Part II.
- Any statement that does not have descriptive, concrete examples in the descriptive sections is either unjustified, or undocumented.
- Don’t “pad the resume” by including unjustified conclusions!
- Comments made here reflect your best guess.
- Comments might be more evaluative than in other areas of the profile document.
- As long as you can back it up, you can include some opinion here.

Describe Ideal Environmental Conditions
- Include what social conditions, level of support, and instructional strategies
- What environments/strategies should be avoided?
Describe Flexibility and Accommodations

• Document any potential need for accessibility assistance, technology and/or personal assistance.
• Document habits, routines, idiosyncrasies, physical or health restrictions, behavioral challenges
• Sum-up the degree and type of negotiation and preparation likely to be required.

Date Completed: VII. Prepare for Planning Meeting (For finishing Profile Part III)
• Complete during discussions between the family, job seeker and the developer of the Profile.

Describe Characteristics of an Ideal Job

• Conditions of the job seeker
• Preferences or Interests to direct career/employment planning
• Contributions

List Potential Funding Sources

• School/Adult Provider
• Vocational Rehabilitation
• Workforce Investment Act
• Medicaid (give status of Medicaid Waiver)
• Personal or family
• Organizations for Individual Development Accounts (church, family employer, etc.)
• Other: (include PASS Plan or other SSA initiatives, if available.

Sensitive Information

• Only information that is relevant to developing/negotiating a job.
• This is information not covered in the profile.
  ° Information that could be perceived as a barrier is described.
  ° Job developer must create a lens to view the issue from a workable perspective.
• This information will not be shared with all readers of the profile.
Describe any areas of Concern relating to successfully negotiating an employment outcome.

- Identify people within the participant’s circle of professionals and friends that are aware of the areas of concern and specify their involvement.
- Identify how this impacts both outcome development and/or maintaining an outcome.

Describe past strategies to minimize areas of concern or impact on outcomes.

Describe possible future strategies to minimize areas of concern or impact on outcome.