

POSITIVE PERSONAL PROFILE SUMMARY

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Jobseeker:		Date:				
Career Specialist:		Reporting Period:				
Relationship to jobseeker:		For how long has the interviewee known the jobseeker?				
	Interviewee:	0-3 years	3-5 years	5-10 years	more than 10 years	N/A (self)
<input type="checkbox"/> Self		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Family member		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Friend/ peer		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Service provider		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Other:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Has the jobseeker met with the benefits specialist? <input type="checkbox"/> YES <input type="checkbox"/> NO						
INTERESTS AND PREFERENCES						
What are some activities this person enjoys?						
What are preferred leisure time activities? (sports, hobbies, etc.)						
In what environmental conditions does this person thrive? (indoors/ outdoors, noisy/quiet, many people/few people, slow/quick pace, time of day, etc.)						
What are some of this person's talents?						
How does this person best learn a new task?						
Other comments (interests/preferences)						
LIFE AND WORK EXPERIENCES						
Please describe any paid or unpaid work experiences (including volunteer activities) – focus on the tasks completed rather than the place.						
What types of household chores are						

completed regularly (both assigned and voluntary)	
In what community activities does this person participate?	
Other comments (life and work experiences)	
SKILLS AND KNOWLEDGE	
Has this person been involved in any specific vocational training?	
Can you describe this person's academic skills (reading, math, time, money)?	
Other comments (skills and knowledge)	
DISLIKES, ETC.	
Are there particular activities this person is "known" to dislike?	
Are there particular situations you recommend we avoid when searching for job opportunities?	
Other comments (dislikes, etc.)	
ACCOMMODATIONS AND SUPPORT NEEDS	
What services are currently provided?	
What accommodations should be in place for the job seeker to meet with success (i.e, physical accessibility, technological, personal care, etc.)	
What supports might need to be maintained	
Other comments (accommodation and support needs)	
TRANSPORTATION RESOURCES	
How does this person currently get around in the community?	
What transportation resources will be necessary in order for the jobseeker to maintain a job?	
Other comments (transportation)	
OTHER GENERAL OBSERVATIONS	
How would you describe this person's	

temperament?	
What characteristics do you most admire in the jobseeker?	
Please explain a “dream” job for the jobseeker.	
Can you describe any “habits,” routines or idiosyncrasies this person demonstrates?	
Is there any additional information you would like to share regarding this jobseeker?	
DISCOVERY OPTIONS	
What are the ways that you collected information about the jobseeker?	
Check off the different ways in which you chose to gain information about a jobseeker, and then describe the process you went through after each option.	
<input type="checkbox"/> One-on-one interview. This process works best with people who are able to express themselves clearly, enjoy talking about themselves, and can clearly convey thoughts. This process can also be used with someone who is nonverbal if picture cues or effective communication devices are available. Having a key stakeholder who understands the subtleties of his or her nonverbal cues and reactions may be helpful to have participate.	
<input type="checkbox"/> Observe in a group or classroom. This process is helpful to determine how a person interacts with other people and authority figures, how she or he follows directions, focuses on tasks, deals with frustration and confusion, and contributes to the class or group as a whole. In terms of employment, this option provides insight into the person’s learning styles, social behavior, and information gathering which will tell you what types of work environments might be most suitable, how this person could learn a new task on the job, and how this person might interact with a supervisor.	
<input type="checkbox"/> File Review This method of gaining information allows you to see a person’s history, understand medical needs, review behavior plans, see general testing scores, etc. This information alone is good background, but is not very useful in selling someone to an employer!	

☐ **Observe on a job or doing job tasks**

If a person has some job experience whether in-school, within an agency, or community volunteer work it is important to observe how this person functions, i.e. how tasks were learned and are completed, what happens during down-time, speed, accuracy, etc. It is also very important to observe how this person fits into the environment to determine if that work culture matches personality.

☐ **Interview professionals (aides, case managers, teachers, etc.)**

Those people who spend much time with a person have helpful information about consistency of behaviors, triggers of positive and negative behaviors, personality traits and quirks, and a general history. If you are just meeting a jobseeker or have not known him or her for very long, the behaviors may be different for you; it is important to know what occurs over time.

☐ **Interview family and friends**

For the same reason you interview professionals, family and friends have even that much more information. Keep in mind during interviews of key stakeholders that you are recording PERSPECTIVES of facts and to always balance this information with your own actual observations and experiences.

☐ **Observe at home**

People act differently in different environments. Getting an idea of behavior trends at home provides you with insight into family dynamics that may be helpful while working through job interviews and work schedules with this person.

☐ **Standardized tests**

This type of assessment can gain useful information, especially about career interests. Keep in mind that not everyone is actually successful with standardized test taking, and make sure you are aware of all the supports that need to be provided for someone – such as having questions and answers read or even rephrased for someone, using pictures instead of words, and separating the test out into sections over time.

☐ **Observe in the community**

Again, people act differently in different environments – we all do! We act differently on a Saturday night out with friends than we do at work on Monday morning. Because the jobseeker will be finding a job out in the community, it is important to observe behaviors and skills that occur outside of school /agency and home. It is amazing what you will see people do out in the world that they wouldn't even attempt – whether it is because they don't need to or are not encouraged to –in the protected world of school, special education, and adult service agencies.)

☐ **Work simulations**

Although it is often difficult for people with Intellectual Disabilities to transfer skills they learn in one environment to another, it is still helpful to get a basic skill baseline, even if in a simulated setting. If you are at least aware of what someone is capable of doing in one environment, you have a better chance of creating a different way for him or her to do a similar task on a real job.

☐ **Other: _____**

You may find other creative and interesting ways to gather information about a jobseeker not listed here already. Please describe what you've tried and how it worked here.

First and Last Name of Specialist

Position Title:

Signature:

Date:

