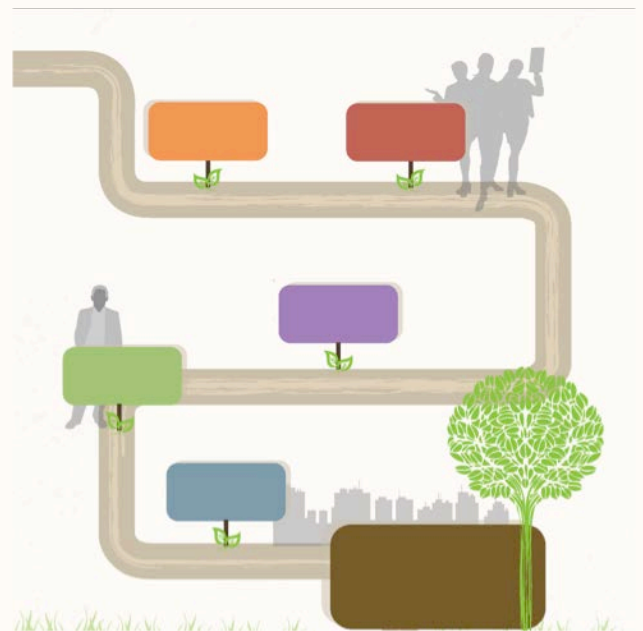


CAREER DISCOVERY GUIDE



Exploring What it Takes For Employment
Success

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**Section 1: Referral/Introduction to Career
Discovery Meeting**

Introduction to Career Discovery Meeting- Provider Guidance

1. A referral to Career Discovery has been made by one of the individual's team members.
2. The individual has selected the provider who will be conducting the Career Discovery Process (with the assistance of the agency staff member conducting case management services, if appropriate). That provider and the individual decide who should attend the introductory meeting and agree upon a date time and place for the meeting. It is suggested that only the individual, parents, the referring staff member, provider and agency staff conducting case management services (if appropriate) attend this meeting.
3. The provider prepares for the meeting by making enough copies of the following forms for each person attending the meeting.
 - a. Description of the Career Discovery Process (pg. 2-4, *tools*)
 - b. Career Discovery Flow Chart (pg. 5-6, *tools*)
 - c. A sample of a completed Positive Personal Profile (Will's pg. 4-15, *guide*)
 - d. Introduction to Career Discovery Meeting Agenda (pg. 12, *tools*)
4. Following the agenda, the provider conducts the meeting.
5. The provider obtains the necessary signatures on appropriate Authorization to Release Information forms and gives a copy to other agency staff as required.
6. Upon completion of the meeting, documentation reflecting the Career Discovery Process, the provider's name and the funding source (if needed) is written into the IEP, ISP or IPE.

Career Discovery Profile

Identifying Information	Name: William Buckeye
Date Completed	December 12, 2014
Date of Birth/ Age	Will's date of birth is 4/11/85
Address	1581 Buckeye Way Drive, Cuyahoga Falls, OH
Contact phone	(555)555-5551
Contact email	willbuckeye@gmail.com
Emergency contact	Susan Buckeye
Phone	(555)555-5551
Email	susanbuckeye@gmail.com
Author's name, Title, Agency	Jan Dougherty, Discovery Manager Board Of DD
Phone	(555)555-5552
Email	jdougherty@summitdd.org

Discovery Activities & Data Collected	Date
Review of IEP, ISP, IPE, etc.	Continual Process, as needed
Initial meeting	9/22/14
Home visit	9/30/14
Neighborhood observation	9/22/14
Discovery Team meeting	10/14/14
Staff/ teacher interviews	10/17/14 CB staff (3 Adult Day Hab. staff)
Social Observations	11/12/14 McDonalds 12/4/14 Zumba Class YMCA
Vocational Observations	12/4/14 US Steele Academy; 1/26/15 Cuyahoga Falls Library
Benefits Analysis	10/28/14 Presented to team on 12/9/14
Employment planning meeting	12/9/14

Team Members	Role	Phone	Email
Susan Buckeye	Mom/Guardian	(555)555-5551	Susanbuckeye@gmail.com
Todd Riley	BDD; SSA	(555)555-5553	triley@ddboard.org
Michelle Prince	BDD; Tallmadge Program Specialist	(555)555-5554	Mprince@ddboard.org
Michelle Hash	BDD; Tallmadge Facility Manager	(555)555-5555	mhash@ddboard.org
Donna Workman	BDD; Tallmadge Classroom Instructor		dworkman@ddboard.org
Jan Dougherty	SCBDD Discovery Manager	330-634-8171	jbryant@ddboard.org
Angie Love	SCBDD Benefits Analyst	(330)634-8154	alove@ddboard.org
Various providers	Training participants in the Discovery Process		

Career Discovery Profile

Summary of Skills (Summarize identified skills that have been demonstrated and verified)

- Delivered mail at his high school
- Can follow directions with prompting
- Can perform 1-2 step sequence
- Can operate CD player to listen to music
- Can march to a beat
- Has a strong internal biological clock; very intuitive of time
- Performs some tasks without looking (using communication board without looking; wiping table clean)
- Has very good peripheral vision

Summary of Interests/ Emerging Skills (Summarize activities, hobbies, talents that the individual enjoys (home, school, work, leisure))

Interests, Activities, Hobbies, Talents

- Animals; going to zoo; watching movies with animals
- Instruments
- Likes sounds (sweeper, mashing machines and outside sounds)
- Children
- Older women (important for choosing job coach)
- Farming
- Gardening
- Ice Cream (ice cream Snicker's bars- 3 at a time)
- Prefers to stay busy
- Likes to socialize
- Favorite restaurants: McDonalds and Wendy's
- Likes to watch snow fall
- Enjoys alone time
- Likes people
- Prefers to walk on his toes
- Enjoys laughter
- Likes to hear many sounds and is inquisitive as to what they are
- Will notice things most of us will not notice
- Swimming with family at the Monroe Falls YMCA in Silver Lake, OH
- Likes to listen to music
- Likes to swat at balloons, punching bags
- Likes to roll on exercise balls
- Likes to hike
- Likes to create abstract art (collages)
- Likes shredding (noise)
- Arts and Crafts

Career Discovery Profile

- Likes Bell Choir at the Court Culture Center (Cuyahoga Falls)
- Enjoys watching laughing babies
- Likes to be outside in good weather to watch the movement of the tree branches and feel the wind blow
- Likes to swing outside in good weather and on his swing that is in his bedroom
- Likes books (goes through Atlas, Accounting books, and Disney books)
- Likes folding towels at home
- Church (listening to singing and music)
- Likes exercise activities, such as taking walks
- Likes to vacuum at home (not with the Dyson Sweeper)
- Likes to ride in cars
- Likes to walk at Metro Parks
- Enjoys games/activities on iPad
- Enjoys and has an ear for music
- Has an ability to notice things most people do not notice and appreciate
- “Super bright” regarding Will’s not-yet discovered potential capabilities
- Inquisitive, especially with new activities and new acquaintances

Emerging Skills

- Can operate iPad for communication and games (Can make selections to change screens independently)
- Can use key board/communication board to spell out words
- Can order from menu items through iPad pictures (Proloquo2go)

Character/ Personality traits (Summarize his/her personality, idiosyncrasies, habits and routines)

Personality

- Happy; makes other people happy
- Social
- Likes people of all ages
- Inquisitive, especially with new activities
- Loves to be outside watching leaves blow and braches moving
- Friendly
- Active; always doing things at home
- Helpful
- Super bright
- Empathetic/sympathetic (especially when someone is in pain)
- Flexible
- Prefers routine
- Likes to be given choices
- Physically affectionate (nose to nose)

Career Discovery Profile

- Has the ability to notice things most people do not notice or appreciate

Ideal Conditions (Summarize those conditions that must be in place for any job that he/she may be working in; i.e., morning/evening, inside/outside, specific hours of the day, noisy/quiet, work with public/outside public eye, etc.)

Job Development Conditions

- Needs flexibility in a job tasks/activities
- 2-3 hour work day; Cannot work every other Tuesday morning (speech) and Friday afternoon (speech) or Sunday (church)
- Prefers daytime work; late morning/early afternoons
- Prefers to work in small groups with less stimulation
- Likes small work environments
- Job tasks that do not require fine motor skills (consider gross motor activities only)
- Avoid situations that require hands to be in water
- Avoid environments where he can get overheated
- Needs short mini breaks between tasks (to be negotiated with employer)
- Manual dexterity issues with one arm (does not extend fully and may impact some manual dexterity tasks)
- Job/activity with set schedule and routine
- Job/activity that keeps him busy all the time
- Job/activity where he can alternate between sitting and standing
- Can follow 1-2 step directions
- Can spell simple words thus will communicate with you when he wants something
- Work speed is variable but improves when engaged in something that he likes
- Personal Care Assistance needed; always takes book into bathroom (may need to negotiate this with employer)
- Dislikes nuts, bolts and screws.
- Likes gentle voice (does not respond well to verbal demands)
- Has a tendency to wander, leave room or exit building if left unattended- consider a one room work space

Environments to Avoid (Summarize activities he/she is known to dislike and environments/situations that should be avoided when looking for job opportunities)

- Hot environments
- Bright lights
- Being too hot or too warm
- Does not like water splashed on his face
- Does not like his hands to be in a bucket of water
- Dislikes nuts, bolts and screws
- Large areas with lots of commotion
- Jobs that keep him busy and variety of tasks

Career Discovery Profile

- Jobs that do not require fine motor skills
- Does not like to be touched
- Dislikes animals jumping on him
- Dislikes cleaning toilets

Learning Style (Support needs and preferences for learning new skills)

Job Coaching Information

- Learning style: Auditory/Tactile
- Requires initial 1:1 job site training (mom prefers 1:1 for safety issues)
- Prefers to be given choices in job tasks rather than being told what task he is to do
- Could benefit from re-direction strategies when he begins to fixate on stimulating objects (light beam, repetitive movement, etc.)
- Personal care assistance for bathroom needs; wants to book in bathroom; schedule his break as he will not independently identify when he needs to go
- Strategy to ensure that there is something for him to do when/if downtime
- Strategy to ensure Will's safety as he has a tendency to wander, leave the room or building if left unattended
- Strategy for assisting Will to keep his personal belongings in one place
- Scheduled activities during work breaks
- Picture books/cues to be used to assist him in making choices
- Communicates via iPad; can read words in text boxes on iPad screen; operates as a touch to talk.
- Identifies commands with 2-3 step sequencing on the iPad
- Could benefit from strategies for setting personal space boundaries (to avoid nose to nose contact, hugging, and running to objects he finds interesting)
- Job coach should identify all sounds and noises as part of training plan as he will fixate on the sound or noise until he identifies what and where the sound is coming from.
- Food must be cut into small pieces to avoid choking (tends to put all food in his mouth at one time)
- Mini breaks needed between work tasks
- Could benefit from Systematic Instruction (least intrusive prompting hierarchy needed—verbal first, then gesture, then physical hand over hand)
- Could benefit from strategies to assist Will in recognizing the value of work.
- Can follow instructions (knows cause and effect)
- Could benefit from strategy for focusing on one conversation; cannot differentiate between 2 or more simultaneous conversations.
- Will can problem solve when given time before prompting.

Transportation (Summarize the transportation resources necessary; i.e., transportation assessment needed, takes public transportation, receives transportation with public funds, family/friends can transport)

Career Discovery Profile

- Currently rides BDD bus; parents provide.

Medical concerns at work (List medical issues and/or medications that must be taken during work hours)

- Will wears a protective helmet as he has a tendency to tap his head on windows (has broken glass in the past) and on hard surfaces.
- Takes medications at home in the morning and at 12:30 pm. (Delegated nursing needed to administer meds at work- if needed)

Specialized Support & Accommodations	Summarize those specific supports needed for successful employment
Technology	--iPad for communication (Proloquo2go); May benefit from video modeling; also uses touch-to talk and a communication picture board that his mom made for him.
Accessibility (physical)	--Relies heavily on the use of one arm/hand; has limited manual dexterity with other arm/hand
Personal Care	--Assistance needed in bathroom; food to be cut up into small pieces to avoid choking.
Communication	--Expressive Communication: vocalizes very few words; primarily non-verbal (can vocalize sounds to express feelings) --See technology
Other	--Assess environment to determine if/when helmet is to be worn.

Educational History (Document highest level of education completed and school attended; May also summarize school reports if relevant to employment)

- Graduated from Cuyahoga Falls High School

Previous Work Experience (Describe any paid or unpaid work experiences, including community and school volunteer activities, paid employment; focus on the tasks and duties and also mention the employer)

- Delivered mail during his high school career. Has been in sheltered workshop since graduating from high school.

Check Place on The Path to Employment	Definition of Places
	1. Already engaged in employment and needs support for job

Career Discovery Profile

	stabilization, job improvement or career advancement
	2. Wants to obtain community employment but is not currently employed and needs support to obtain employment/identify career options and opportunities
X	3. Is unsure about community employment and needs assistance and support to identify career options and employment opportunities/economic impact of decision not to work.
	4. Does not express a desire to work/needs support to learn more about careers and employment opportunities/economic impact of decision not to work.

Employment Themes (These are three specific areas of interest that have become evident through Discovery activities)	Possible Job Titles/ Industries
Theme 1 Music	<ul style="list-style-type: none"> • Akron Music Center 629 Howe Road, Cuyahoga Falls 330-945-6200 • Replay Music 636 Canton Road, Akron 44313 330-773-6930 • A-Max Music 1084 East Tallmadge Ave., Akron 330-634-1981 • Cuyahoga Falls Community Band 3473 Bailey Road, Cuyahoga Falls 330-928-7458 • Antic, Inc. Community Theatre PO Box 635 Cuyahoga Falls 330-928-7144 • Cuyahoga Falls Chorus 707 Chestnut Blvd, Cuyahoga Falls 330-928-5564 • Akron Art Museum One South High Street, Akron 330-376-9185 • Fire Fly Music School 806 West Market Street, Akron 330-253-8852 • The Guitar Department 972 Kenmore Blvd., Akron 330-753-5050 • Steam Academy 1338 Virginia Ave., Akron 330-773-1100 • Woody's Music

Career Discovery Profile

	<p>135 South Water Street, Kent 330-673-2525</p> <ul style="list-style-type: none"> • Main Street Music 1741 South Main Street, Akron 330-724-1723 • Time Travelers Cd's and Dvd's 2615 State Road, Cuyahoga Falls 330-923-4408 • Square Records 824 West Market Street, Akron 330-375-9244 • Dove CD's 4520 Hudson Drive, Stow 330-928-3430 • University of Akron (Multicultural Center) 302 East Buchtel Avenue, Akron 330-972-7111 • Quick Cultural Center 1201 Grant Avenue, Cuyahoga Falls 330-971-8425 • Cherubim's Cultural Center 844 Garth Avenue, Akron 330-375-9058 • Blossom Music Center 1145 West Steels Corner Road, Cuyahoga Falls • North American Indian Cultural 111 West Avenue, Tallmadge 330-724-1280
<p>Theme 2 Nature</p>	<ul style="list-style-type: none"> • Parks and Recreation Cuyahoga Falls 2310 Second Street, Cuyahoga Falls 330-971-8000 • Parks and Recreation Stow 3760 Darrow Road, Stow 330-689-5100 • Summit County Metro Parks 975 Treaty Line Road, Akron 330-865-8047 • Recreation Bureau City of Akron 220 S. Balch Street, Akron 330-375-2850 • Ohio Department of Natural Resources (Portage Lakes) 5031 Manchester Road, Akron

Career Discovery Profile

	<p>330-644-2220</p> <ul style="list-style-type: none">• Ohio Department of Natural Resources (Wingfoot Lake) 993 Goodyear Park Blvd., Mogadore 330-628-4720• Graf Growers 1015 White Pond Drive, Akron 330-836-2727• Petitti Garden Center 311 West Avenue, Tallmadge 330-633-2394• Suncrest Gardens 5257 Akron Cleveland Road, Peninsula 330-650-4969• Blue Heron Nurseries 5117 Medina Road 330-666-6000• Donzell's 937 East Waterloo Road, Akron 330-724-0505• Dunkler Farms 1350 Collier Road, Akron 330-753-1814• Gorge Metro Park 1160 Front Street, Cuyahoga Falls 330-867-5511• Goodyear Heights Metro Park 2077 Newton Street, Akron 330-867-5511• Parks Maintenance Division 1436 Triplett Blvd, Akron 330-375-2311• Copley Feed & Supply Co. 1468 South Cleveland Massillon Road, Copley 330-666-4741• West Point Market 1711 West Market Street, Akron 330-864-2151• Akron Zoo 500 Edgewood Ave., Akron 330-375-2550• Cuyahoga Valley National Park 1-800-445-9667• Akron Metro Parks
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Career Discovery Profile

	330-524-9415
Theme 3 Clerical	<ul style="list-style-type: none"> • Akron Summit Public Library 60 South High Street, Akron 330-643-9000 • Stow Court House 4400 Courthouse Drive, Stow 330-564-4172 • First Energy 76 South Main Street, Akron 1-800-633-4766 • Akron General Hospital 4125 Medina Road, Akron 330-665-8000 • Key Bank 289 East Cuyahoga Falls 1-800-539-2968 • Key Bank 219 South Main Street, Akron 330-258-4000 • Akron University (Mailing Services) 302 East Buchtel Avenue, Akron 330-972-7111 • Diebold, Inc 5571 Global Gateway, North Canton 330-490-4000
	<ul style="list-style-type: none"> • Corporate Electric Company 2478 South Arlington Road, Akron 330-331-7517 • CSC Akron 160 East Voris Street, Akron 330-208-1900 • Lockheed Martin 1210 Massillon Road, Akron 330-796-1244 • Packaging Corporation of America 708 Killian Road, Akron 330-644-9542
	<ul style="list-style-type: none"> • City of Akron 166 South High Street, Akron 330-375-2133 • Cuyahoga Falls Chamber of Commerce 151 Portage Trail, Cuyahoga Falls, 330-929-6756 • Cuyahoga Falls Library

Career Discovery Profile

	<p>2015 3rd Street, Cuyahoga Falls 330-928-2117</p> <ul style="list-style-type: none"> • Miller's Presort Inc. 1147 Sweitzer Ave., Akron 330-434-9200 • Centurion of Akron, Inc. 2655 South Arlington Rd., Akron 330-645-6699 • RSVP Publications 1600 West Market Street, Akron 330-865-7787 • Gold Clipper 456 West Ave., Tallmadge 330-633-4166 • Progressive Stamping, Inc. 1139 Brittain Road, Akron 330-630-9660 • A-1 Rubber Stamp Co 411 West Exchange Street, Akron 330-762-9733
Employment Goal	
William will obtain part-time employment either in a clerical, nature, or musical setting with supports.	

Action Steps:					
Activities:	Next Step:	How to Achieve?	By when?	Who can help?	Achievements/ Milestones?
Job Shadowing/ Job Try Outs	Job developer to identify job shadowing opportunities using list of 20 reflecting each theme area.	To be scheduled as activities to be done in the community	9 annually	List of 20 Team members Employer to Employer referrals Circle of Supports	To be documented and reviewed at next ISP meeting
Volunteering	Same as above				
Job Coaching	Upon completion of Worksite Analysis by Job Developer	Begin developing a training plan considering all job coaching accommodation	For each job coaching opportunity; time-limited; to be determined	Job Developer Jan Dougherty	4-6 week volunteering; 2-3 annually

Career Discovery Profile

		and supports noted in the profile	for each Job opportunity		
Paid work experiences	Same as above	Same as above	Same as above	Same as above	Same as above

Businesses Visited for Discovery	Results/ Follow up?	Potential Employer?
McDonald's	Social Observation	No
Wendy's	Social Observation	No
Steel Academy	Vocational Observation	No
Cuyahoga Falls Library	Vocational Observation	Possibly

Section 2: Home Visit and Neighborhood Observation

Home Visit/Neighborhood Observation: Provider Guidance

1. Prepare for the Home Visit by taking the following information to the Home Visit:
 - a. Career Discovery Flow Chart (pg. 5-6, *tools*)
 - b. Description of the Career Discovery Process (pg. 2-4, *tools*)
 - c. Home Visit Discussion Guide or Checklist (pg. 13-16, *tools*)
 - d. Neighborhood Observation Form (pg. 17, *tools*)
2. During the home visit you should:
 - a. Make introductions
 - b. Describe the Career Discovery Process using the flowchart/description.
 - c. If needed, share Career Discovery written materials with the individual and family members.
 - d. Using the Home Visit Guidelines or Checklist as a guide, begin a conversation about the individual, his/her family, etc. It is best to document the information learned during the home visit at the completion of the visit, away from the family.
 - e. If possible, ask the individual for a “tour” of his/her favorite places in the home. Be sensitive to their need for privacy. If everyone is agreeable, document any pertinent information about interests, hobbies, routines, etc. that can be added to the profile. Take pictures of the individual’s house and neighborhood if possible.
 - f. Obtain a list of individuals who are considered to be members of the individual’s Discovery Team. Talk with the family about inviting relatives, neighbors, friends (and/or those who know the individual well) to team meetings during the Career Discovery Process.
3. One the way to, or on the way back from the Home Visit, drive around the neighborhood (2-5 mile radius) to determine any small businesses in the area and social or community activities close to home. Document these using the Career Discovery Neighborhood Observation form.
4. After the home visit enter all information into the individual’s CDP. This includes on the:
 - _____ Home Visit Discussion Guide
 - _____ Neighborhood Observation form.
 - _____ Other

Home Visit Conversion

Individual: William Buckeye

Date: 3/30/14

Completed by: Laura A.

Relationship to the Individual: None

- 1. Obtain the names of Will's parents, siblings and any other living relatives. Describe the relationship between Will's and each family member.**

Will lives with his parents, Susan and Gary Buckeye. Will's sister Anne lives at Kent State who had issues early on about Will, told her parents she needed her own space and she went away to Kent. Their relationship improved once she left the house.

- 2. Tell me about Will's friends. What kind of things does Will and his friends enjoy? Where do they usually do these things?**

Will's friendships are limited to workshop acquaintances and staff providing services.

- 3. Tell me about the community activities that Will participates in. Does he have friends or family who participate in these activities with him/her? Does he/she participate in these community activities alone? What kind of support does Will need in the community?**

Will goes to the Akron zoo, takes walks at metro parks, goes to church, goes to the Court Cultural Center (theater) in Cuyahoga Falls, goes to McDonald's and Wendy's (favorite restaurants) and swings at parks, in his backyard and on the swing in his bedroom. He enjoys swimming at the YMCA. He also enjoys listening to music at home and can operate his CD player independently. He likes a few video games that he plays on the computer. He participates in all community activities with this mom and dad. He independently goes out and swings and enjoys the outdoors (listening to birds, wind, and to the sound of wind going through the branches of trees).

Will's parents (especially mom) provides him with the following supports: verbal prompting, assistance in communicating on his iPad and/or communication board and dressing appropriately for weather.

4. Tell me how Will gets around in the community.

Will's mom and dad transport him to all community activities.

5. Describe any paid or unpaid work experiences that Will participated in. Which of these did they enjoy the most? What kind of support was provided? Who provided the support?

When Will was at the Cuyahoga Falls High School, he delivered mail and newspapers around the building. Support was provided by his classroom instructors. Upon graduating Will's work experiences have been limited to those he receives at the Tallmadge Center.

6. Has Will been involved in any specific vocational training? Describe type, location, supports provided.

See above.

7. In what environmental conditions does Will thrive? (indoors/outdoors, noisy/quiet, many people/few people, slow/quick pace, time of day, etc.)

He likes being outdoors, weather permitting. He does not like being hot. He does not like over stimulating environments (too much commotion). Will enjoys being in small groups. His pace is steady, depending on the activity. He does his best in late morning/early afternoon.

8. What kind of accommodations need to be in place for him/her in order to meet with success? (physical accessibility, technological, personal care, etc.).

1:1 staff ratio for safety purposes. Will has a tendency to explore surroundings and sometimes leaves one area unexpectedly.

Uses an iPad to communication (Prologue 2 To Go), uses keyboard with iPad. Mom developed a picture of a keyboard (communication board) for him to use when the iPad is not available. The majority of the time verbal and some physical prompts are used. Will wears a helmet for safety as he tends to bang his head to get attention when frustrated or when his ears are bothering him. He once banged it on a window and broke the window.

Will needs personal care for his bathroom needs. His dad assists him with taking a shower. Food needs to be cut into small pieces to prevent choking.

9. What job or type of job would Will like to do. What about that job appeals to him/her?

Will enjoyed delivering mail. He wants a job that will keep in busy all the time. Housekeeping (likes to vacuum and sweep...dislikes getting his hands wet when using a

bucket and mop). He likes the shredding activity at the workshop. A job that has to do with music. An outside job would be great. He likes clerical work (shredding, mail delivery, stamping, and other 1-2 step tasks). Working at the zoo (feeding animals).

10. Are there particular situations you recommend we avoid when searching for internship opportunities?

Will dislikes getting his hands wet. He does not like bright lights. He does not do well with abrupt changes. He does not like nuts, bolts and screws. He does not like downtime. He does not like a lot of people talking at once. He does not like to be bored. Does not like the Dyson sweeper (but likes to vacuum). He does not like big open areas. He has allergies...avoid animals. (Mom is going to see about changing his medicine). He does not like water splashing on his face (in the shower)

11. When a job site is developed, what kind of supports might need to be provided initially? Ongoing?

Initial job coaching/ongoing coaching. Telling him what to do next. Pictures to help him make choices.

12. What conditions need to be in place for their work opportunities?

- a. **AM or PM work?** Late morning/early afternoon.
- b. **Number of hours per week?** 2-3 per day. Up to 15 hours per week.
- c. **Inside or outside?** Outside, weather permitting. Inside ok.
- d. **Specific days of the week better?** Avoid Sundays (church); Has speech therapy every other Tuesday morning; every Friday afternoon.
- e. **Proximity to home/school?** Doesn't matter.
- f. **Other:** NA

13. Describe the individuals daily routine. What kinds of activities, work, and social groups would he/she like to be involved with?

Wakes up at 6:00 to 6:15 daily. Breakfast at 7:00 to 7:15. Listens to music, goes to the bathroom, gets dressed, goes to his room and swings until bus picks him up (9:45 a.m.).

After work he gets home at 4:00 to 4:30, swings outside (weather permitting), dad goes out to talk to him and give him his daily 3 ice cream snicker bars. He then goes into the house to listen to music (Moody Bible station on iPad) and drink milk. He plays with his iPad, then eats dinner. Dad assists Will in the shower and gets him another 3 ice cream snicker bars that he eats while taking his meds. He gets verbal prompting to go to bed in his dark bedroom.

14. Description of Will's Home

William's home is on a tree lined street. It is a three bedroom ranch style home. Entering through the garage door you come into the family room. There are bookcase set up with Will's favorite videos that he can access at any time. The kitchen and dinette area is where the family gathers for dinner. Down the hallway to the right is the living room that is set up for Will to play his music, roll his exercise ball or bat at his hulum balloon. Will often spends time in this room after work if he cannot go outside. One of the bedrooms is set up as an office. William likes to go into this room and look at the light on the computer.

Will's bedroom is located in the basement. Contents in the bedroom include a simple mattress on a box spring, a sensory swing that hangs from the ceiling, and CD player and CDs. There are no lights in the room, however there is a window. The window is boarded up at night so that the room is very dark.

It is evident that the home is structured and set up to accommodate how Will's senses work.

Neighborhood Observation

Individual's Name: William Buckeye **Date:** 9/22/2014

Individual's Address: 1581 Buckeye Way Drive, Cuyahoga Falls

Closest Intersection:

The closest main intersection is route 91 and 59.

William also lives very near to the on-ramp of route 8.

Social/Community Activity Possibilities: Include name of activity and location. If there is contact information, please include.

The Cuyahoga Falls Parks and Recreation Department offers Adult classes, programs, and special events:

Quirk Cultural Center: 1201 Grants Ave., Cuyahoga Falls 330-971-8425

Parks and recreation: 2310 Second Street, Cuyahoga Falls 330-971-8225

Community concerts and performing arts: Information is by sending email for specific request

Natorium health and fitness center: 2345 Fourth St, Cuyahoga Falls 330-971-8080.

Blossom Music Center: 1145 West Steels Corners Road 330-920-8040

Conrad Botzum Farstead: 3486 Riverview Road 330-253-4400

Small Businesses in area: Document the name of the business, the type of business, and the address. If possible, obtain owner name(s) and contact information.

Cuyahoga Valley Art Center

2131 Front Street, Cuyahoga Falls

330-928-8092

Farmers Market in the Fall

1201 Grant Ave. Cuyahoga Falls

330-971-8425

Cuyahoga Falls Library

2015 3rd Street, Cuyahoga Falls

330-928-2117

Metro Parks

Cuyahoga Valley Art Center

2131 Front Street, Cuyahoga Falls

Cox Flowers

2721 Front Street, Cuyahoga Falls

330-929-4490

Emerald Performance Materials

2020 Front Street

Cuyahoga Falls

330-945-6232

Observed by _____

Section 3: The Career Discovery Team Meeting

The Career Discovery Team Meeting

1. Notification of the Career Discovery Team Meeting

- A reminder of the date, time, location of the Discovery Team Meeting is sent to all team members by the provider of Career Discovery (see “Notification of the Career Discovery Team Meeting”, pg. 18, *tools*)

2. Prepare for the Career Discovery Team Meeting by gathering the following information:

- _____ a. Poster paper
- _____ b. Colored Markers
- _____ c. Enough Copies of the Agenda for each team member (see pg. 19, *tools*)
- _____ d. Enough Career Discovery flow charts for each team member (see pg. 5-6, *tools*)

3. Prior to the meeting

- Label the poster paper:
 - Strengths/Talents
 - Personality
 - Habits/Routines
 - Enjoyable Activities
 - Dislikes
 - Accommodations/Supports
- Collect information needed for the meeting, as mentioned above
- Arrive at the meeting site early so that all poster paper can be put up on the walls.
- Arrange to have a scribe at the meeting to document all comments.

3. Facilitate the meeting

- Pass out flow chart and welcome all team members.
- Explain the purpose of the Career Discovery team meeting using the flow chart
- Ask each team member to introduce themselves & state their relationship to the individual.
- Pass out the Career Discovery Meeting Agenda
- Using the Agenda, facilitate the meeting by having each member comment on each of the following questions, and have scribe document comments:
 - What are the individual’s strengths and talents?
 - Describe the individual’s personality
 - Describe the individual’s habits and routines
 - Describe the activities that the individual enjoys
 - Describe what the individual dislikes
 - Identify accommodations and supports that work well for the individual.
- Identify individuals who should be interviewed (the teacher, staff member, other)
- Identify the places in which social and vocational observations could be made.

- Let the team members know a benefits analysis has been arranged. Describe the benefits analysis if needed.
 - Identify timelines for completing the interviews/observations.
 - Obtain verbal commitments that each team member will continue to actively serve on this individual's committee.
4. Set date, location and time of the Employment Planning Committee Meeting.
 - Identify the place, date and time for the Employment Planning Committee Meeting.
 5. After the meeting transfer information that was documented on poster papers to the CDP.

Summary of Will Buckeye's Discovery Team Meeting

12/9/14

Attendance: Susan (mom), Joe, SCBDD Hab. Spec.; Donna, Classroom Instructor; Michelle, Program Specialist, Todd, SSA; Jan, Discovery Manager; County Providers in training.

What are William's Strengths and Talents?

Happy
Mobility
Musical
Some manual dexterity
1 to 2 step sequence (follows instruction) (cause/effect)
Likes to communicate
Dark environments

Describe William's Personality.

Will is a happy person and he likes people of all ages
He is inquisitive, especially with new activities
Will makes other people happy
He is very helpful
Will loves to be outside watching the trees blow but he will go stir-crazy during the winter months because he cannot get outside as much

What are some of William's Habits and Routines?

William needs his schedules.
He likes to be busy all the time but will take short 5 minute breaks
Will will spend time in the restroom, especially at home. He will bang his head , especially in restroom at work, this has become a way of communication his wants/needs)
Will will laugh at strong emotions of others (laughing and sneezing/crying)
He has a strong internal/biological clock, very intuitive of time

What activities does William enjoy?

Shredding
Art Painting/Collages
Music/Singing
Disney Books, Atlas/ Accounting
IPad
He watches Nickelodeon
Outdoors/Nature (Listening/Swinging, Listening to CD's)
He enjoys doing laundry and towels

He likes to vacuum, due to the loud noise and also the mixer in the kitchen
He uses the dust Swiffer, wiping tables
Akron Zoo
Walks at Metro Parks
Activities with Donna
Falling snow
Filling soap containers and paper towel dispensers
Exercise activities (specifically rowing)
Likes riding in the car

What activities does William dislike?

Nuts/Bolts activities
Repetitive activities
Downtime
Over-stimulating activities
Cannot be on the main floor in workshop...too much commotion
Cleaning windows (he did put his head through the picture window at home – 1x)
Animals (He likes them, but not being close to the them....has allergies and gets startled when they jump on him)

What kind of Accommodations and Supports will be needed on any job?

Keyboard for communication
IPad (Prologue #2 to Go)
Verbal Prompts
Guided assistance (Directives)
Toe Walker
Maier/Johnson Symbols (Icons)
Restroom Support
Helmet
Medication Schedule (am & pm at home) (12:30 at work)
Fenced in backyard
1 to 1 Support (no concept of danger)
Safety around windows
Bedroom Basement (as quiet as possible and a light sleeper), mattress on floor, no pillow, needs air conditioning

Social Events:

Church (1st UMC in the Falls)
Court Cultural Center in the Falls
Wendy's, McDonald's

Vocational

Zoo (Akron)

Mail Delivery or something similar

House Keeping (Heavy Work)

Sweeping (Broom/Vacuum)

Court Cultural Center in the Falls

Secure Shred

Church

Local Clubs/Bars

Gym / Therapy Center

Section 4: Teacher/Staff/Other Interviews

Teacher/Staff/Other Interviews: Provider Guidance

The Provider should meet with the teacher/staff/others who know the person well to assist them in completing the following forms:

1. Teacher/Staff/Other Interview Form (pg. 20-21, *tools*)
2. Learning Styles Inventory (pg. 22-25, *tools*)
3. The Employment Skills Observation Form- Baseline (pg. 26-27, *tools*)

Career Discovery Process: Teacher/Staff/Other Interview Form

Individual/Discovery: Will Buckeye **Teacher/Staff:** Donna and Michelle, Classroom Instructors

Date: 10/17/14 **Interviewer:** County Board Providers in training

Please name other staff who worked with the individual: None

- 1. Has Will completed a vocational interest inventory? If yes, please describe the results or provide a copy of the inventory.** No.
- 2. Describe any vocational training that Will has received or is receiving?** Will graduated from Cuyahoga Falls High School. He has been attending the Tallmadge Center (Summit County Board of DD) since high school. Participates in the paper shredding activity at the Tallmadge Center.
- 3. Describe employment skill training or work experiences that Will has participated in at school, in a facility, and/or in the community. Please complete the Employment Skills Observation form (attached) for Will.**
He helps around the house, according to his mom: vacuums, folds laundry. His mom helps him clean their large church. He has cleaned toilets, and vacuums. He does not like to clean toilets. He can follow 1-2 step sequence. Will has washed tables at local bar (after hours).
- 4. Describe any accommodations or supports needed.**
Will needs 1:1 because of safety concerns. He will wander, leave the room and exit out of the building if left unattended. When Will bangs his head, he is redirected by staff who ask him what he wants or needs. When his needs are met, his hand banging will cease.
Will likes when staff use a gentle voice. He does not respond well to verbal demands.
- 5. Describe Will's academic skills.** Will uses an iPod and his communication board to spell words in response to questions.
- 6. In your opinion, are there any particular situations/environments that should be avoided?** Will does not like to be touched. He does not like to be in hot environments. He does not like to ride a bike as he does not like his feet off the ground.
- 7. Does Will have a Behavior Support Plan? If yes, please provide a copy and share any additional information relative to behavior support needs.** No. Wears a safety helmet at mom's request for safety issues.
- 8. Is there anything else you would like to share about Will?** He is super bright. There is a lot in there just waiting to come out. He shows some form of empathy regarding mom's migraines; not a normal look.

Employment Skills Observation Report Example

Individual's Name: Will Buckeye
Completed by: Classroom Instructors; County Bd. DD
<input type="checkbox"/> Individual
<input type="checkbox"/> Family
<input type="checkbox"/> Friend
<input checked="" type="checkbox"/> Staff Member
<input type="checkbox"/> Teacher
<input type="checkbox"/> Option IV/Work Study
<input type="checkbox"/> RSC/VRP3
<input type="checkbox"/> SCBDD Specialist
<input type="checkbox"/> Other Agency Specialist
<input type="checkbox"/> Other

Baseline: 10/17/17 Staff Interview
Activity Observed, Location, and Skills Observed:
Date:

Please provide a brief, positive description of skills observed for each category, as well as accommodations that could be made to support the individual. Check the box next to categories that are critical to the job. Place "N/A" in the text space next to categories you did not observe.

If you are completing this report as part of an observation, place "N/A" in the above Activity Observed, Location, and Skills Observed box, and complete the report based on your general experience working with the individual.

<input type="checkbox"/> Attendance	Good; on time
<input type="checkbox"/> Dress Code	Very good; dresses well
<input type="checkbox"/> Personal Appearance & Hygiene	Good
<input type="checkbox"/> Managing Personal Items on the Job	Daily prompts needed so that Will does not lose his items.
<input type="checkbox"/> Courtesy	OK, except for personal space nose-to-nose touching. Verbalizes through noises and laughing
<input type="checkbox"/> Positive Attitude	Yes; very happy guy
<input type="checkbox"/> Honesty	Yes
<input type="checkbox"/> Teamwork	NA
<input type="checkbox"/> Conversation	NA
<input type="checkbox"/> Voice Level	Vocalizations are quiet; laughs loudly...reminded to "use inside voice"
<input type="checkbox"/> Flexibility	Requires a 5 minute break between tasks
<input type="checkbox"/> Handling Stress	Bangs his head when stressed. Will do ok during safety drills.
<input type="checkbox"/> Following Directions	Yes, with minimal directions for minimal steps.

<input type="checkbox"/> Working Safely	Walks with his head down.
<input type="checkbox"/> Problem Solving	NA
<input type="checkbox"/> Work Quality	Depends on what he is doing.
<input type="checkbox"/> Work Speed	Variable...we have not found what he likes yet.
<input type="checkbox"/> Reliability	Gets distracted.
<input type="checkbox"/> Initiative and Motivation	Does not get up to use the bathroom without prompting.
<input type="checkbox"/> Asking for Help	No
<input type="checkbox"/> Anger Management	Generally happy. When upset he might head bang.
<input type="checkbox"/> Staying on Task	Gets distracted easily
<input type="checkbox"/> Organization and Planning	NA
<input type="checkbox"/> Stamina	Can work for a full 6 hours; does not get tired.

Vocational Learning Styles Inventory

Individual: William Buckeye

Completed By: Donna and Michelle (Room Instructors)

Date: 10/17/2014

The Vocational Learning and Work Styles Indicator

The Vocational Learning Styles Inventory was developed to assess learning styles and preferred working conditions. The Inventory consists of 75 statements involving: Physical, social, environmental, modes of expression and work characteristic domains. The following are descriptions of learning styles and conditions found in every learner. To a major or a minor extent the following descriptions, marked with a check, indicate your personal preferences for vocational learning and work styles.

Physical Domain

Kinesthetic:

Kinesthetic individuals prefer to learn through active involvement.

Visual:

Visual learners profit most by seeing and observing learning materials.

Tactile:

Tactile learners prefer to learn by touching, handling and hands-on contact with learning materials.

Auditory:

Auditory learners perform best when hearing words or numbers spoken.

Social Domain

Social Individuals:

Individual learners accomplish more when they work alone.

Social Group:

Group learners benefit by interacting with others and accomplish more work when other people keep them focused on the task or assignment. **(William will become more distracted the larger the group)**

Environmental Domain

Formal Design:

A formal learning environment with straight chairs, work stations, study carrels, tables or desks help this individual to study and maximize learning. **(The work environment at the Tallmadge Center is formal. William loves his vibrating chair, however, he doesn't sit in it as much as he used to.**

Informal Design:

An informal learning environment with pillows, a soft chair or sofa benefits this individual when learning new materials and studying.

Bright Lights:

Bright lights are beneficial to this individual's learning process.

Dim Lights:

Dim lights are beneficial to this individual's learning process. **(William sleeps in a totally dark room at night)**

Cool Temperature:

Cool temperatures enhance this person's ability to think, concentrate and study. **(William does not like to get too warm/hot.)**

Warm Temperature:

Warm temperatures enhance this person's ability to think, concentrate and study.

With Sound:

This individual' prefers a learning environment with some noise such as the sounds of a TV, radio, audio tapes or machinery is preferred by this individual. **(William prefers to have a radio on for background noise)**

Without Sound:

A quiet learning environment without noise and distractions is preferred and most beneficial for this individual.

Mode of Expression Domain

Oral Expressive:

An oral expressive learner prefers to say what he/she knows. **(William will say "Yes or No" when asked questions. However, he mainly uses his iPad to express what he wants)**

Written Expressive:

A written expressive learner organizes his/her thoughts better on paper than orally.

Work Characteristics Domain

Outdoors:

This individual prefers the freedom of working outdoors/outside **(William loves to be outside, but his allergies must be considered if he were to work outside)**

Indoors:

This individual prefers to work indoors/inside in a comfort-controlled environment.

Sedentary:

Working in one location, usually sitting, is preferred by this individual.

Non-Sedentary:

This individual prefers moving and working in different locations and places.

Lifting:

This person would enjoy lifting and moving supplies, materials and objects in a job setting. **(William loves lifting boxes off the floor, per mom; no heavy lifting)**

Non-lifting:

This person prefers a job setting that does not require lifting or moving supplies, materials and other objects in a job setting.

Data:

This individual prefers jobs that require working with facts and figures.

People:

This individual enjoys and prefers job that involve working with people.

Things:

This individual enjoys and prefers working with tools, equipment or machinery. **(Will likes the shredder and to vacuum and help with the laundry. He does not like to work with nuts, bolts, and screws.**

Section 5: Social Situational Observations

Conducting a Social Situational Observation- Provider Guidance

Purpose

The purpose of conducting a community based Social Situational Observation is to obtain information about how an individual who is going through the Career Discovery Process interacts with individuals in a familiar social activity or environment.

Locations

Typically social situational observations are done in familiar settings where the individual is engaging in an activity that he/she enjoys and participates. Approximately 2-4 social observations should be conducted if possible. In the event that an individual presently has limited opportunities for social engagement, arrangements should be made to “hang out with intent” in an activity that matches the individual’s stated interest(s). These activities and locations are identified by team members during the Career Discovery Team Meeting. Documentation of the skills and community connections are explained below.

Skills and Community Connections

During the Discovery Team meeting, the team members also identify the skills that can be observed during each community based social observation. These are skills that may need enhancing, or accommodating, or those that the individual already possesses (i.e. connections to friends or acquaintances). Use the attached Situational Observation-Social form when conducting and summarizing the observation.

Social Situational Observation Form (pg. 28-29, tools)

A description of the location, activity, and skills/connections observed should be written onto the form. If specific skills were needed in order to engage in the activity, please indicate those skills. If the individual struggled with any of those skills, that should be noted. The observer should then identify accommodations, supports, or training that would help the individual be more successful. The individual’s opinion of participating in that activity should also be noted.

Positive Descriptors

A description of the individual’s positive attributes observed during the situation should be summarized onto the form. Accommodation/support/training needs should all be worded in a positive manner, describing ways to help the individual work and avoiding descriptions about why the individual cannot work.

Accommodations and Supports

List possible accommodation and support needs that could be implemented in a vocational or social environment similar to the one observed.

Social Observation Documentation Form

Individual's Name: William Buckeye

Date 11/12/2014

Name of Staff Conducting Observation: County Board Provider In Training

Activity Observed: Going out to dinner at McDonalds **Location:** McDonald's Cuyahoga Falls, Ohio

Length of Time Observing: 1.5 hours

TIPS FOR COMPLETING AN OBSERVATION:

- **When taking observation notes think about writing what you see—just the facts.**
- **Do not draw conclusions or write judgmentally about the performance or behavior.**
- **Describe it with enough detail and robustness so any reader who was not there can picture it in their mind,**
- **Capture information that will indicate the motivation of the individual, as well as the quality of their performance in terms of pace, correctness, and stamina.**
- **List specific tasks that you see them doing.**
- **Describe any connections to people, organizations and/or to the community that you become aware of the individual having.**
- **If any concerns arise, note them. Quotes work well in this instance.**

Describe Skills to be Observed

Communication

Social Interaction with non-family members

Observation Notes

Will arrival at McDonald's with his mom and dad. Will appeared happy and excited. Will walked around the dining area, laughing loudly in a "Ha, Ha, Ha" fashion. His parents found a table and Will came over and sat down. His mom physically assisted with removing Will's coat.

Will's mom set up his iPad on the iPad stand. His iPad is programmed with a number of specific commands as well as a keyboard. Will was able to identify the commands (with 2-3 step sequencing) and manipulate games. It was observed that Will did manage to make some selections to change screens independently.

Will's mom asked Will if he wanted chocolate milk or a shake? Will turned to the provider trainee and leaned over to him grinning as though that was a funny joke. Will typed SHAKE on

the iPad. Will ordered Mc Nuggets, fries and a shake by pointing pictures of them. His dad went to the counter to order. While waiting for his food, Will had a story book on the table with 'sound buttons' that he pressed and listened to, making verbalizations along to the sounds.

When the food arrived, Will expressed excitement with verbalizations and smiling. He drank the shake from a small plastic cup offered by his mom. Will drank by holding the cup with both hands and finished it all before putting the cup down.

Dad assisted Will by breaking the nuggets in half. Will followed prompts from mom to eat slowly. Will remained quiet and calm while eating, looking around the restaurant. When Will wanted more fries, he reached out and picked up his dad's hand to get more fries.

After dinner, Will was relaxed and all present noted he looked tired. Mom asked Will if he wanted another milkshake, asking him pointedly, "Do you want more?" in an effort to have Will speak. Will touched "YES" on the iPad. When Will finished his second milkshake, he handed the glass to the provider trainee and leaned over to him.

During the time spent in McDonald's, Will was aware of his surroundings, look up when the fryer buzzer went off, and when a group of young girls were laughing, he laughed as well. When ready to leave, Will walked up to the front counter and attempted to walk behind it. Dad physically assisted Will away from the area behind the counter. Dad physically escorted Will to the car.

Positive Descriptors of Participant in this Environment/Activity

- Expressed excitement with verbalizations and smiling
- Observant of activity going on around him by looking around and laughing when he heard laughter.
- Played games on his iPad.
- Follows directions through gestures and prompts from others
- Asks for things through gestures, for instance, he took his dad hands to get more fries

Accommodation/Support Recommendation

- Will uses the iPad to communicate how he is feeling. He can read the words in the text boxes on the iPad screen. It operates as touch-to-talk.
- 1:1 for surroundings/environments that may pose a safety hazard
- Cutting food up into small pieces
- Transportation

Social Observation Documentation Form

Individual's Name: William Buckeye **Date:** 12/4/14

Name of Staff Conducting Observation: Amy R.

Activity Observed: Participating in Zumba exercise class **Location:** Cuyahoga Falls YMCA

Length of Time Observing: 25 minutes

Describe Skills to be Observed:

- Communication
- Interaction with People
- Following Directions

Observation Notes

Will and his mother met these providers in training at the Cuyahoga Falls YMCA to introduce him to and have him participate in a Zumba exercise class.

Upon arriving mom assisted Will with removing his jacket. Will was dressed in a long sleeved shirt under a sweatshirt, long pants and tennis shoes.

The instructor began the class by providing verbal instructions and started the music. Will vocalized his excitement by making loud noises. During the first song, Will deferred to mom who repeated the directions that the instructor provided. He participated by lifting both feet off of the floor with every other beat of the music. He attempted to march. His left arm was not used; however he made movement with his right arm, and kept beat with the music. His balance was stable. When mom asked Will a question, he responded by using his communication board to spell out the answer.

Will began to get too hot and walked over to a stationary fan. His mom followed him and asked Will if he was hot. Will used his communication board and typed out YES. His mom then assisted him in removing his sweatshirt. He was reluctant to go back to the class but followed mom's directions to go back. Will participated for another song and stopped because he was too hot.

Positive Descriptors of Participant in this Environment/Activity

- Stayed on beat with music
- Attempted to march
- Followed directions provided by mom

- Interacted with people through observing them and smiling.

Accommodation/Support Recommendation

- Continue this activity as Will appeared to enjoy it. Have him sign up for classes at the YMCA.
- Video tape a routine and have Will practice at home and in his day program.
- Begin working with mom, empowering her to provide less prompting and doing less for Will.
- Encourage appropriate dress for a workout/exercise program.

Section 6: Vocational Situational Observations

Conducting a Vocational Situational Observation- Provider Guidance

Purpose

The purpose of conducting a community based Vocational Situational Observation is to obtain vocational information about an individual who is going through the Career Discovery Process. Vocational Situational Observations are done in unfamiliar community based job sites that match the interest of the individual. Although a vocational observation may lead to a job possibility, that is not the purpose of the observation.

Locations

A vocational observation is usually done in an unfamiliar setting and/or unfamiliar task, and should reflect an employment site/task that is of interest to the individual. The specific activity should be arranged with the employer in advance of the observation. The individual is to “try out” a portion of the job during this observation. Again, this should be arranged ahead of time, and should accommodate the support needs of that person.

Skills

During the Career Discovery Team meeting, the team members should identify the skills that can be observed during each visit. These are skills that may need enhancing, or accommodating, or to be verified. Use both of the attached forms (Vocational Situational Observation form and Employability Skills Observation Report) when conducting the observation.

Vocational Situational Observation Form (pg. 30, tools)

A description of the location, activity, and skills observed should be written onto the form. If specific skills were needed in order to engage in the activity, please indicate those skills. If the individual struggled with any of those skills, it should be noted. The observer should then identify accommodations, supports, or training that would help the individual to be more successful. The individual’s opinion of participating in that activity should also be noted.

Positive Descriptors

A description of the individual’s positive attributes observed during the situation should be summarized onto the form. Accommodation/support/training needs should all be worded in a positive manner, describing ways to help the student work and avoiding descriptions about why the individual can’t work.

Accommodation and Support Needs

Describe any accommodation and support recommendations that you would suggest for this individual in a similar vocational setting.

Employment Skills Observation Report

This report should be completed in addition to the Situational Observation form for each vocational observation. The report should be completed based only on observations made during that specific situation.

Vocational Situational Observation Form

Individual's Name: William Buckeye

Date: 12/4/14

Name of Staff Conducting Observation: John W.

Location: Steel Academy (a Charter School for children with learning differences)

Length of Time Observing: 1 hour

Describe Skills to be Observed: Level of independence after initial instructions, transitioning from one task to another, communicating needs and/or problems, following directions attention to task/work steadiness, motivation, acceptance of prompts/free direction while sweeping with a push broom and shredding documents in the office.

Observation Notes:

Will arrived at the school accompanied with his mom and met the provider trainees in the lobby. I met him in the lobby and explained the activities that we were going to do together. Will, his mom and I went into the cafeteria and I demonstrated to Will how to hold the push broom. Will held the broom with his dominant hand and needed assistance from me first (provided verbal instructions while demonstrating the task). He then held the push broom with both hands on his own and began sweeping the floor. I marked the area to be swept with blue tape. I then demonstrated how to push the broom from one side of the take to the other. Will was able to complete the task. I then showed Will how to move the broom down to the next area to be swept. This was difficult for Will who could not understand the concept. I then marked off several "rows" with tape. Will was able then to transfer from one "row" to the other. Will performed the task for one to two minutes at a time and would then need to be re-directed or prompted to continue the task. He did this for about ten minutes. Will indicated that he was done with the task by dropping the broom and walking away from the designated area. He vocalized some words and when I asked him if he was done with the task he responded with "done".

We took a 5 minute break and Will, his mom and I went to a table in the cafeteria. Mom removed Will's helmet (to help him cool down), and gave him a bottle of water, removed the cap and handed to Will. Will independently drank the water and tapped on it to indicate that he wanted more. I told him that the next task was shredding paper.

We then moved into the office and I made introductions with the secretary. She left us alone to complete the task shredding paper. (Will is familiar with this task as he participates in the activity of shredding at the workshop). I turned on the machine and gestured to the paper to

be shredded. I provided the initial prompt of “shred the paper” and Will was able to feed one piece of paper into the shredder at a time. He performed this task independently for 20 minutes and again indicated that he was done by walking away from the office.

In both instances Will was interested in the activities going on around him. He smiled a lot and from his vocalization expressed his mood. He was very friendly and greeted new people with a high five and a hug.

Positive Descriptors of Participant in this Environment/Activity

- Will paid attention to verbal instructions. He followed directions independently after a demonstration of the task.
- He was friendly and greeted new people.
- He was very comfortable shredding paper independently as this was a familiar task.

Accommodation/Support Recommendation

- A timer or reinforcement system would be helpful to Will so that he can increase his on-task behavior.
- Visual cues are helpful
- Visual prompt for schedule/tasks to be performed in order

Employment Skills Observation Report

Individual's Name: William Buckeye
Completed by: County Providers in training
<input type="checkbox"/> Individual
<input type="checkbox"/> Family
<input type="checkbox"/> Friend
<input type="checkbox"/> Staff Member
<input type="checkbox"/> Teacher
<input type="checkbox"/> Option IV/Work Study
<input type="checkbox"/> RSC/VRP3
<input type="checkbox"/> SCBDD Specialist
x <input type="checkbox"/> Other Agency Specialist
<input type="checkbox"/> Other

Baseline: NO
Activity Observed, Location, and Skills Observed: Steel Academy; Push Broom Sweeping and Shredding
Date: 12/4/14

Please provide a brief, positive description of skills observed for each category, as well as accommodations that could be made to support the individual. Check the box next to categories that are critical to the job. Place "N/A" in the text space next to categories you did not observe.

If you are completing this report as part of an observation, place "N/A" in the above Activity Observed, Location, and Skills Observed box, and complete the report based on your general experience working with the individual.

<input type="checkbox"/> Attendance	Scheduled between 7:30 and 8:00; arrived with mom at 8:15
<input type="checkbox"/> Dress Code	Appropriate; had 2 shirts on...got hot...took off sweatshirt
<input type="checkbox"/> Personal Appearance & Hygiene	Appropriate for setting
<input type="checkbox"/> Managing Personal Items on the Job	Mother managed personal belongings
<input type="checkbox"/> Courtesy	
<input type="checkbox"/> Positive Attitude	In a good mood; addressed new people with smile and "high five"
<input type="checkbox"/> Honesty	
<input type="checkbox"/> Teamwork	Open to meeting new people, worked well for new "supervisor"/coach.
<input type="checkbox"/> Conversation	Answers with one word when prompted; vocalizations for interests, excitement, affirmation
<input type="checkbox"/> Voice Level	Loud vocalizations; excited to be in new environment
<input type="checkbox"/> Flexibility	Was able to participate in the job tasks
<input type="checkbox"/> Handling Stress	
<input type="checkbox"/> Following Directions	With verbal and visual, demonstration and visual prompting
<input type="checkbox"/> Working Safely	

<input type="checkbox"/> Problem Solving	
<input type="checkbox"/> Work Quality	Reminders and prompting to stay focused
<input type="checkbox"/> Work Speed	Prompting to stay on task
<input type="checkbox"/> Reliability	
<input type="checkbox"/> Initiative and Motivation	With prompting and demonstration to continue with tasks
<input type="checkbox"/> Asking for Help	With prompting and vocalizations
<input type="checkbox"/> Anger Management	
<input type="checkbox"/> Staying on Task	With prompting
<input type="checkbox"/> Organization and Planning	Visual schedule is important
<input type="checkbox"/> Stamina	Takes 5 minute break between tasks...helps with transition to new task

Vocational Situational Observation Form

Individual's Name: William Buckeye

Date: 1/26/2015

Staff Conducting Observation: John W.

Activity Observed: 1) shelving books, 2) taking videos off of shelf and putting on a cart

Location: Cuyahoga Falls Library

Length of Time Observing: 1 hour

Describe Skills to be Observed:

- Stamina
- Routine
- Work Speed

Observation Notes

Upon arriving mom and provider assisted Will with removing his jacket and boots and putting on his tennis shoes. Will was dressed in a long sleeved shirt and jeans.

Once he was ready to go, Will started to walk around the library very fast, squealing with excitement with the echo of his voice and taking in all the stimuli. The providers provided gentle verbal prompts and physical guidance to get Will to the area he needed to work. His first task was to place books on the shelf. The providers handed Will a book and gave verbal instruction on how to shelve the book. Will just wanted to hold the book and walk around. After several attempts from the providers, Will took a book and went over to a chair and knelt down and started looking at the book. The providers continued to prompt Will to return to the area to shelve books. Again, after several attempts from the provider to shelve the books, Will went to a table in the back of the Library and sat down.

During this time Will's mom spoke with one of the library staff (a lady she knew from church) to see if there were other tasks that Will could do that needed done. The library staff instructed the providers to have Will take old videos off of the shelf and put on a cart so the videos could be shelved in another location.

With verbal prompts Will pushed the cart over to the area of the video tapes. As staff handed Will the 2 videos at a time he placed them on the cart with verbal prompts and assistance from the provider to turn the videos in the right direction. When given 1 video at a time, and time to problem-solve, Will was able to place the video on the shelf without assistance. Overtime, Will began to get very hot and sweaty and decided to stop working.

Throughout the hour observation, Will maintained his stamina and worked at a fast pace. He was always happy and flexible as the tasks changed. He required verbal and gestural prompts in order to him to initiate and complete the tasks. The providers also used some simple sign language to communicate. Mom faded back throughout the entire observation and observed the providers working with Will. She would provide vital feedback to the providers when they were having difficulty getting Will to maintain focus, especially when he first entered the library. With mom's guidance, feedback, and knowing what specific tasks Will could focus on, the providers were able to complete the vocational observation.

Positive Descriptors of Participant in this Environment/Activity

- Stayed on tasks with the videos
- Followed directions provided by the providers
- Interacted with people through observing them and smiling
- Knows what he wants and does not want to do

Accommodation/Support Recommendation

- Visual schedule of tasks
- Look to jobs/tasks that require one step at a time
- Allow time for Will to problem solve before jumping in with verbal and gestural prompts
- Look for environments that are not too over stimulating or allow for time in the beginning for Will to take in his environment and make sense of it
- Utilize mom as a resource on what strategies work best with Will and how to help Will get adjusted when he first enters an environment.
- Prep Will prior to each activity on what he will be doing, through his iPad, communication board, etc.
- Have available something to help Will cool down when he becomes too hot

Employment Skills Observation Report

Individual's Name: William Buckeye
Completed by: County Providers in training
<input type="checkbox"/> Individual:
<input type="checkbox"/> Family
<input type="checkbox"/> Friend
<input type="checkbox"/> Staff Member
<input type="checkbox"/> Teacher
<input type="checkbox"/> Option IV/Work Study
<input type="checkbox"/> RSC/VRP3
<input type="checkbox"/> SCBDD Specialist
<input checked="" type="checkbox"/> Other Agency Specialist
<input type="checkbox"/> Other

Baseline: NO
Activity Observed, Location, and Skills Observed: Cuyahoga Falls Library
Date: 1/26/2015

Please provide a brief, positive description of skills observed for each category, as well as accommodations that could be made to support the individual. Check the box next to categories that are critical to the job. Place "N/A" in the text space next to categories you did not observe.

If you are completing this report as part of an observation, place "N/A" in the above Activity Observed, Location, and Skills Observed box, and complete the report based on your general experience working with the individual.

<input type="checkbox"/> Attendance	Scheduled between 2:00 p.m. and 4:00 p.m.; Mom arrived with Will at approximately 2:30 p.m.
<input type="checkbox"/> Dress Code	Appropriate; wore a long sleeve shirt, blue jeans, and boots, but changed into gym shoes
<input type="checkbox"/> Personal Appearance & Hygiene	Appropriate for setting
<input type="checkbox"/> Managing Personal Items on the Job	Mother managed personal belongings
<input type="checkbox"/> Courtesy	Will was comfortable being in the library with the library patrons
<input type="checkbox"/> Positive Attitude	Will was in a good mood, happy and excited
<input type="checkbox"/> Honesty	n/a
<input type="checkbox"/> Teamwork	Will works best in a team
<input type="checkbox"/> Conversation	Answers with one word when prompted; vocalizations for interests, excitement, affirmation
<input type="checkbox"/> Voice Level	Loud vocalizations; excited to be in new environment
<input type="checkbox"/> Flexibility	Was able to participate in the job tasks
<input type="checkbox"/> Handling Stress	Even though Will was excited and responding to the external stimuli with loud vocals, he handled the environment very well
<input type="checkbox"/> Following Directions	With verbal/ visual prompts and thorough demonstration

<input type="checkbox"/> Working Safely	Will work well in smaller areas. Once he started working in the video section he was able to focus and accomplish the tasks
<input type="checkbox"/> Problem Solving	Given the time to process, Will was able to turn the CD's in the right direction and place them on the cart without assistance
<input type="checkbox"/> Work Quality	Reminders and prompting to stay focused
<input type="checkbox"/> Work Speed	Prompting to stay on task
<input type="checkbox"/> Reliability	Will was always available and attempted to do the tasks that were given to him
<input type="checkbox"/> Initiative and Motivation	Upon arrival, Will walked around to get adjusted to the environment then was able to start work with prompting and demonstration to continue with tasks
<input type="checkbox"/> Asking for Help	With prompting and vocalizations
<input type="checkbox"/> Anger Management	n/a
<input type="checkbox"/> Staying on Task	For a time Will stayed on task until he got over heated and sweaty and then stopped working
<input type="checkbox"/> Organization and Planning	Visual schedule is important
<input type="checkbox"/> Stamina	Will needs to sit for a short time after a task and then he is eager to get back to work

Section 7: Employment Planning Meeting

Conducting the Employment Planning Meeting- Provider Guidance

1. Upon completion of the Career Discovery Profile, submit a copy to the individual/parents to check for accuracy and to obtain approval for sending a copy of it out to team members.
2. Once approved, send a copy of the completed profile to all team members, along with a notice of the date, time and place of the Employment Planning Meeting.
3. Hand out the agenda (pg. 38, *tools*), the completed Profile (pg. 4-15, *guide*), the “List of Twenty” (pg. 39-41, *tools*) document and the actual Benefits Analysis/Summary to all in attendance at the Planning Meeting.
4. Review all stages of Discovery, sharing specific information with the team as to where the observations occurred. Ask members to confirm all information contained in the profile.
5. Ask the provider who completed the Benefits Analysis to provide a summary to the team. Attach the summary and/or complete analysis to the final copy of the profile.
6. Identify the individual’s top 3 themes for pursuing employment opportunities. Ask team members to share any “leads” related to those themes. (See List of Twenty). Attach the list to the final copy of the Profile.
7. If the individual’s place on the path to employment has not yet been determined, assist the individual and his/her team in determining his/her place on the path. This information should be added to the final copy of the profile.
8. Identify the individual’s employment goal. This information should be added to the final copy of the profile.
9. Discuss the next steps to be done. Activities should reflect the employment goal/outcome. This information should be added to the final copy of the profile.
10. Upon completion of the meeting, finalize the profile by adding the information obtained at the Employment Planning Meeting.
11. Send a final copy to the individual/parents and to the appropriate agencies. Each agency is responsible for using the information contained in the profile to revise the appropriate plans (IEP, ISP, and IPE).

Benefits Analysis for William Buckeye

Summary (see complete document for details)

10/28/14

William receives \$721 in SSI benefits, Medicaid Waiver, Anthem private health insurance, and \$89 in food stamps.

SSI

SSI gradually reduces as income increases. He would keep the first \$85 without reduction and then for every \$2 earned at work, \$1 is reduced from his SSI. Even though SSI decreases with income, he would still have more total income for the month by working because he makes up the difference with his paycheck. William could earn up to \$1525/month and still receive \$1 in SSI. Even if he were to earn \$1527 or more and no longer receive a SSI cash payment he is still eligible for SSI and his payment could restart if his pay decreased. In 2014, the full SSI rate is \$721 and this will increase to \$733 in 2015. There is a \$2000 resource limit for SSI.

William could claim Impairment Related Work Expenses (IRWE) for the \$270 in medication and speech therapy co-pays each month if he pays for it himself. This would allow his SSI to increase by \$135 if he were working.

For example:

Job Income	\$500.00
Exclusions	- 85.00
IRWE	<u>-270.00</u>
	145.00
Divide by 2	<u>/2</u>
Countable Income	72.50
Full SSI rate	721.00
Countable income	<u>-72.50</u>
SSI Payment	\$648.50 vs. \$513.50 without IRWE

Medicaid

Medicaid Waiver allows you to earn \$2163 each month and still qualify as long as resources don't exceed \$1500. If William earned \$1406 (including SSI) or more he would have to pay a patient liability. To avoid doing so, he could enroll on the Medicaid Buy in For Workers with Disabilities (MBIWD). This program allows him to earn up to \$2432/month and have resources up to \$11,148. MBIWD requires a premium payment if income exceeds \$1458/month but the premium is much more reasonable than the patient liability for Waiver. If he earned \$1500/month the premium would only be about \$4.00. Medicaid is always the payer of last resort and should pick up whatever Anthem does not pay for covered Medicaid services.

Food Stamps

A household of 1 can earn up to \$1265/month and still qualify for food stamps. The maximum amount is \$194 and the minimum is \$16. Income changes need to be reported to JFS within 10 days.