

MG&A

Discovery Profile Profile Part II Sample

Participant's Name: John Dawson
Facilitator: Jane Jones

Date: June 15, 20xx

1. Participant and Family

a. Brief summary based on Intake Interview:

John Dawson is an eighteen year old young man who lives with his family in Eagle River, Alaska. Eagle River is a small suburb of Anchorage, approximately 25 miles northeast of central Anchorage. John is a recent graduate from Eagle River High School. He and his family, including his three sisters, have lived in Eagle River for three years following his family's return to Alaska from Pennsylvania. John and his family wanted a job to be developed for him prior to his departure from high school but since that did not occur they are very interested in John getting a job as soon as possible. John's father, Bart, works for NOAA on the north side of Anchorage and his mother, Doris is a dental technician in Anchorage. John's sisters are all younger than he is and in their teen and pre-teen years.

b. Description of typical routines:

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

c. Family (or staff, as appropriate) supports:

John's Mom drives him to town and to the nearest bus stop for recreational activities if John lets her know a day in advance. She cooks most of John's meals, cleans the house and often does his laundry. John's dad occasionally drives him to planned events in Eagle River and Anchorage. Bart also mentors John on most of the events, chores and recreational activities that occur outside the home. He has taught John to operate the machinery used around the house such as the snow blower, the snow machine, the four-wheeler and the family's chain saw. Bart has also taught John to fish including how to cast, set up a rod, setting the hook and fighting a fish, removing the fish from the hook and skinning the fish and preparing it to be cooked. His younger sister, Amber, has her driver's license and, according to John, reluctantly gives him a ride into town about once a month. Amber also has taught John to use Facebook and other social media on the Internet.

d. Family (Staff) and Personal Responsibilities:

Bart, John's dad, has a federal job that involves him working a typical five day week, from 8:00 AM until 5:00 PM, Monday through Friday. Bart spends one to two days per week at Elmendorf Air Force Base, approximately, 15 miles from Eagle River and the remainder of his time in Palmer, about 40 miles from Eagle River. He drives this truck to work leaving the house at about 7:30 AM and returning at 5:30 PM. Doris works mornings, four days per week -- Tuesday – Friday -- in Anchorage, about 25 miles away. Doris leaves at 8:00 AM, after the kids get on their bus for school, and she returns by 1:00 PM, in order to be at home when the children return around 3:00 PM. John does not have set formal responsibilities at home other than the expectation that he complete his homework before watching television or movies.

e. Physical and health related issues:

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

2. Educational Experiences

a. Overall Educational Experiences:

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

b. Academic Programming:

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

c. Community/Recreation Programming:

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

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

d. Vocational Experiences and Programming:

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

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

John also attended a conference in Portland, Oregon during the first week in October of 20xx for five days. He applied for scholarships online to obtain funding to travel there. The conference had four sessions a day dealing with topics such as Microsoft, accessibility websites and devices, self advocacy for persons with disabilities, online courses for individuals with disabilities. While in Portland, he met a young lady who had Tourette's syndrome. He said that she described situations in which people had been unkind to her, and he said he learned to be an advocate for people with disabilities.

3. Employment and Related Activity

a. Informal work performed at home and for others:

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

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

b. Formal chores and responsibilities:

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

c. Entrepreneurial activities:

Like many Alaskans, John's family engages in informal bartering of time and excess goods. When John's dad helps friends from the air force base with tasks such as light construction, equipment repair and land clearing, John often accompanies his dad and works alongside him as an assistant. John helps lift and hold materials, retrieves construction and repair tools and provides logistical support to the group of friends by bringing beverages, cleaning up as others work and communicating with other family and friends who are not working. John's dad and his friends routinely pay him a lump sum for helping out, ranging from \$5 - \$15 depending on the time spent assisting.

d. Internships, structured work experiences, sheltered work, volunteering:

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

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

e. Wage employment:

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

f. General areas of previous work interest:

John has said that he has liked all the work he has done thus far as long as it was performed outside or that it referenced the outdoors such as his current work with Access Alaska. His father says that John is always eager to volunteer to operate the snow blower in the winter or to mow grass in the summer. The clearest previous interest, however, seems to be related to his use of computers to research anything related to the outdoors. His teacher in high school allowed John to research ATVs and snow machines as an assignment for math that the other students did in a general textbook manner.

4. Life Activities and Experiences

a. Friends and social group(s):

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

b. Personal activities, including hobbies, performed at home:

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

c. Family /friend activities, including hobbies, performed at home:

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

d. Personal activities, including hobbies, performed in the community:

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

e. Family /friend activities, including hobbies, performed in the community:

John’s family has adopted the lifestyle of most Alaskans by engaging in both hunting and fishing. John says he looks forward especially to the family fishing trips on the Susitna River about 60 miles from his home. The family sets up camp near the highway bridge over the river and they run upstream to fish for most of the day. John sets up his fishing rod and reel, ties the hook or lure to the line, makes casts and, when he is lucky, retrieves the fish that he has caught. John’s dad says that John is the “luckiest fisherman in the family” catching fish when no one else does. When Bart goes moose hunting in the fall, John is allowed to accompany him but he does not carry a rifle. John carries a canister of bear spray in a holster that he has been taught to use in case they confront a brown bear in the woods.

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

The annual holidays, especially Christmas and the Fourth of July, are of particular importance to John. Doris says that John could never work on Christmas day and, if expected to do so, “He would just quit.” The holiday on the Fourth is the time for the annual family camping/fishing outing and John says that, “I wouldn’t miss it for anything.” The family takes a long weekend holiday on Memorial Day, Labor Day, Columbus Day and

Thanksgiving. The entire family goes to the lower forty-eight to visit relatives one week per year.

5. Description of Skills, Interests and Conditions in Life Activities

a. Domestic/Home skills:

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

b. Community participation skills:

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

c. Recreation/leisure skills:

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

When John shops at his favorite stores (video and music stores), he does not typically return the greeting of the store clerk, however he responds if he is asked if he needs help, and lets clerks know if he is just looking. He strolls around the store, looking sporadically around, but doesn't stay long if he does not read anything positive about of the games or CDs that he

sees on the shelves. He says that he “does not spend his money on just anything the way that some people will. I do not waste money.”

d. Academic skills:

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

e. Physical fitness skills:

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

f. Arts and Talents:

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

g. Communication skills:

John’s teacher says he has an excellent vocabulary and that he easily expresses a variety of ideas. He connects ideas from historical concepts to present day situations. In discussing a movie that dealt with abuse of power, he related the concept to a policewoman who pulled his dad over one day and was less than cordial in her interactions with them. He went on to comment that people have been power hungry since ancient times. He then inquired as to why men want power. When speaking, John will occasionally pause as if trying to recall the

specific word he is looking to use, but he usually comes up with word he wanted. John listens intently when others speak. His teacher feels his “transition from one topic to another is slow.” She noted that even when the speaker has moved on, he is still thinking about what was being discussed previously. He usually makes at least one more comment about the topic before shifting to the new one. John gives numerous details about a topic such as a favorite movie, but he does not summarize his thoughts regarding the topic. He sometimes speaks in bursts of information, taking considerable time to think about what he wants to say. He occasionally repeats information that he has recently discussed.

h. Social interaction skills:

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

i. Mobility skills:

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

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

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

k. Vocational skills:

John uses a mouse to navigate computer screens, he opens programs by clicking on the appropriate icon and he logs on the internet and navigates various web sites where he researches movies, music and other areas of interest. To type, he places his fingers on the

“home” keys and reaches for keys with the correct fingers, but watches the keys as he types. He uses search engines to find information. His supervisors and teachers describe John as reliable and they say that he prides himself on his timeliness and never missing work. His teacher said that he only missed one day of work at his summer job. He calls his employer if he is going to be late or absent. When he does not understand a direction, he does not hesitate to ask questions to get further clarification. His job coaches describe him as easy to train and get along with.

6. Connections for Employment

a. Potential connectors in family (or staff, as appropriate):

Since the extended family of John’s parents all live in the lower forty-eight, the only family connections would be with John’s immediate family. Since Bart works on both on the air force base and Anchorage a nearby community, with NOAA, he could be called on to offer access to both work settings if necessary. Bart expresses caution but says that if he sees through the plan what John might be able to offer either the air force base or the NOAA facility that he would consider opening a door to a decision-maker. Doris works for a dentist in Anchorage and feels that she could help identify unmet needs in a small dental practice. However, she doesn’t feel that John would be interested in the medical/dental field.

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

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

c. Potential connection sites in community relationships:

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

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d. Potential connections through clubs, organizations, or groups (such as church or school):

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

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

According to the Internet, there are approximately 25,000 people in Eagle River and over 1,600 businesses:

Eagle River:

(List 5 – 15 businesses here that are close to John's home, that his family shops at, services they use, that are close to his high school and that are owned by people known to his family)

Eagle River is a suburb within the municipality of Anchorage and is approximately 25 miles to the city center of Anchorage. According to the Internet there are 290,000 people in Anchorage and over 25,000 businesses.

Anchorage:

(List 5 – 10 businesses here that John and his family shop at or services they use in Anchorage)