

VOCATIONAL ASSESSMENT PROFILE

WHY DO A Profile?

- A starting point for stimulating discussion about abilities, interests and preferences.
- A guideline/tool for better understanding the interests needs and desires of people who have had limited opportunities.
- A technique to develop information for a strategic plan that includes names of persons to contact on behalf of the person profiled.

WHAT CONSTITUTES A QUALITY PROFILE?

1. Background Information

- Develop a description of the person's age, living situation, and family constellation. When describing family include the name of the family member, where they live, how often the persons sees or talks to them, what they do for a living or used to do, who the person is closest to now and was closest growing up? Who does s/he live with now? How long has s/he been living there? Who does s/he connect with the most in the current living situation and what activities does s/he like to do with the person they connect with the most?
- Develop a description of the person's ethnic background. Are there significant family roots, traditions or experiences that are still important to the person? Is or was the individual connected to a particular religious organization? Identify the religious connection and elicit the names of people connected to the church or religious organization (pastors, rabbis, priests, elders of the community or tribe and co-parishioners or neighbors).
- If religious connections exist, describe the type of activities within which the person actively participates.

2. Strengths / Gifts

- List the skills and traits that best represent things the person is either good at doing or is highly motivated to actively participate in. This is a very positively focused conversation and might include personality traits, hobbies, and/or interest areas.
- Highlight the strengths that reflect areas the person truly excels in or might represent what we would describe as a gift.

3. Personality

(Note: The reason we look at personality is to determine whether there are some personality traits that might be more conducive to certain environments. Fitting in personality-wise is often a major determinant for success and/or satisfaction in both work and social environments.)

- Identify the person's endearing personality traits. There may be some carry over from the strengths, which is OK.
- Identify the person's annoying personality traits. Broach this subject gently because it can often be very sensitive. The intent here is to communicate that we all have things about our personalities that help or hurt us in fitting in places. Let's identify them up front so we can factor it into our strategic planning.

4. Identifying Obstacles

- What prevents the person from having access to things they want in their life?
- What do they or the people closest to them believe to be the things that hold them back?

THIS IS NOT ALWAYS A DISABILITY RELATED ISSUE!

- Examples might include:
 - Living with people the person doesn't like or had no choice about living with;
 - The limitations of staff schedules to support individuality and flexibility; and
 - Medications that cause the persons to not function to their fullest capabilities.

5. Life Experiences

- Identify in detail the school and work experiences of the person. Capture the names of people, employers, teachers, co-workers or

significant others in the experiences to date. Describe whether the people are currently in the life of the individual. If not, are they living nearby and are they reachable?

- List the subjects, activities or jobs the person liked the most, liked the least. Determine what they liked about each experience and what they liked least.

6. Current Routines and Community Contacts

- What are the places the person regularly frequents?
- Who are the people the person frequently comes in contact with i.e. store owners, clerks, bankers, hair stylists, restaurant people, local town employees, etc.?
- What are the places/environments that the person is most comfortable or enjoys the most? What is it about those environments that makes the person the most comfortable?

7. Dreams and Aspirations

- Elicit the thing or things the person would like most to do or be if they could do or be anything they wanted.
- Ask the question many different ways to provide ample opportunity for the person to think about dreams they may have had from many years ago.
- Encourage the person by sharing some of your dreams or aspirations.

WHAT DO I DO WITH ALL THE INFORMATION ONCE I HAVE COLLECTED IT?

- I. Review the information and highlight the significant factors related to:
 - Interests/Preferences
 - Environments the person has tended to enjoy or do well in; and
 - Names of people who appear to have a significant role in the life of the individual.
- I. Make notes as to the environments and duties that would best serve this individual's interests, personality traits and life experiences.
- II. Describe the optimal employment situation, which incorporates what you learned in the profile.

VOCATIONAL ASSESSMENT PROFILE

Name: _____

Participants: _____

Date: _____ Time: _____

1. **Basic Background** (age, ethnic background, marital status, family relationships)

2. **Strengths and Gifts** (unusual skills and/or unique gifts):

STRENGTHS

GIFTS

3. **Personality** (endearing and annoying qualities):

ENDEARING

ANNOYING

4. **Obstacles/Interfering Factors** (circumstances or disability related factors; e.g., medications that get in the way of attaining goals/aspirations/dreams):

OBSTACLES

INTERFERING

5. **Life Experiences** (includes a chronology of schooling and work history):

6. **What is life like now?** (where does person live, with whom, how does person spend the day, what relationships does the person have):

7. **Ideas about the future?** (ideas of others who know the person)

8. Dreams or Aspirations (ideas the person has for self)