

Case Study: Kelsey's Positive Personal Profile

Original Information

(After interview with principal, former classroom teacher, and school observation)

Kelsey is a 19 year-old student with an intellectual disability. She currently is in a high school transition program in a small, rural community. Kelsey has not had any formal work experiences outside of wiping tables in the school cafeteria and according to the notes from her former teacher, is not a good candidate for a community-based work experience. The notes state that Kelsey has communication challenges, is not motivated to explore employment, and has impulsive behaviors that pose a safety issue. When you go to the school to observe Kelsey she appears easily distracted and quick to frustration. Kelsey's new transition classroom teacher says the family is apprehensive to engage with her education program.

New Information

(After interviews with Kelsey, her new transition teacher, and the art instructor, as well as observations at home and in the community)

Kelsey lives in a tidy ranch-style home in small community 8 miles outside a moderately sized city. She lives with her mother and father, and two younger siblings, ages 8 and 11. Her parents work opposite shifts in jobs outside of the home. Mom works days as a dietary aide at a local retirement home and dad works evenings for the local electricity cooperative. During your initial interview with Kelsey, you noticed how neat and stylish her clothes were. When you complimented her on her shoes, she gave you a big smile and told you about the where she bought them. You observe Kelsey helping her mother with preparing the evening meal. She takes direction from her mother without complaint and is able to measure ingredients and follow a recipe. It is clear that Kelsey has a certain amount of responsibility in managing her siblings. You observe her giving her siblings instructions to clean their rooms and pick up their laundry.

When viewing Kelsey's room you notice right away that it is well organized and age-appropriate. She proudly shows you her closet, which is full of clothes categorized by type and color. She beams while telling you why she organized her closet the way she did and appears to take great pride in her work. She tells you that one of her favorite activities is to go shopping and see what the new fashion trends are. She saves up her allowance so she can afford "classic pieces" to make outfits with. When asked what she feels her talents are she says helping her mom with her siblings, organizing things and keeping her room clean.

The following morning you offer to take Kelsey out to breakfast so you can observe her money management and social interactions. She is much more focused than when you observed her in the classroom and when you ask her about it she says she gets bored easily and really does not know what she should be doing with her downtime. She struggles with expressing her thoughts at times but is able to once she is encouraged to slow down. Kelsey tells you that she has been interested in fashion since before she can remember and enjoys helping her younger siblings "look cool" for school. When asked where she would like to work she states that she thought people with disabilities could only do certain jobs. After some thought Kelsey says that she would like to work somewhere "fun" where she could shop for people and organize clothes. She is able to order her meal independently using a menu kiosk but was unable to count the appropriate amount of cash for the bill. She was personable with restaurant staff and seemed comfortable around adults.

Kelsey's new transition teacher and art instructor paint a very different picture about Kelsey's abilities than the original Positive Personal Profile did. They admit that Kelsey is impulsive at times, but is easily re-directed and responds well to visual instructions. The art instructor believes she has a talent for making things visually appealing and reports that she works very hard when engaged with something she is interested in.

Positive Personal Profile

Job Seeker: _____

Employment Specialist: _____

Dreams & Career Aspirations:	Interests:
Skills & Knowledge:	Talents:
Work Experiences:	Positive Personality Traits:
Environmental Preferences:	Dislikes, Quirks, Idiosyncrasies:
Learning Styles:	Specific Challenges & Support Systems:

Career Goal #1:

Career Goal #2:

Employment Possibilities, Ideas & Next Steps:

Positive Personal Profile – Kelsey (information from observation and school staff)

Job Seeker: **Kelsey**

Completed by: Observation (black), new classroom teacher (blue), art instructor (orange), Kelsey (green)

<p>Dreams & Career Aspirations:</p> <ul style="list-style-type: none"> Helping people shop for and organize clothes 	<p>Interests:</p> <ul style="list-style-type: none"> Fashion, organizing, shopping taking care of siblings,
<p>Skills & Knowledge:</p> <ul style="list-style-type: none"> Laundry, basic cooking skills, understands clothing styles, Good with technology, can organize things quickly 	<p>Talents:</p> <ul style="list-style-type: none"> Making things visually appealing Helping with siblings, keeping room clean
<p>Work Experiences:</p> <ul style="list-style-type: none"> Assists with household management 	<p>Positive Personality Traits:</p> <ul style="list-style-type: none"> Works hard Comfortable around adults, good sense of style, responsibility for siblings, personable Dependable
<p>Environmental Preferences:</p> <ul style="list-style-type: none"> Work somewhere fun Does better with concrete directions 	<p>Dislikes, Quirks, Idiosyncrasies:</p> <ul style="list-style-type: none"> Bores easily, prefers structure
<p>Learning Styles:</p> <ul style="list-style-type: none"> Visual instructions Encourage her to slow down 	<p>Specific Challenges & Support Systems:</p> <ul style="list-style-type: none"> Mother and father willing to be engaged in process, needs help counting money

Career Goal #1:

Career Goal #2:

Employment Possibilities, Ideas & Next Steps: