

# Community Based Work Transition Program (CBWTP)

## Evaluation Report

### Identification Information

**Name:** Jade Jones  
**Date of birth:** xxxxxxxx  
**Social Security:** xxx-xx-xxxx  
**Address:**  
**Phone:**  
**Date profile completed:** March 2008  
**School District / School:**  
**OVR Counselor:**  
**Submitted by:** \_\_\_\_\_  
Signature Title

### Current Activities, Life Situation and Important History

**Section Instructions** - This section is an overview that introduces the reader to the student. Be certain to include information about all of the following topics.

- (1) Describe what life is like now.
- (2) Describe the student’s goals, not only related to work, but his or her life goals in general (student/family has expressed desire for employment, student would like to live independently, etc.).
- (3) Describe significant situations or events that have occurred in the student’s life, which are still having an impact on the student.
- (4) Describe the important people in his/her life and how they aid him/her in being successful in reaching life goals.
- (5) Describe medical conditions (including medications and their effects) that are essential to know.
- (6) Describe any significant concerns that need to be addressed, through planning for successful employment (communication methods, technology needs, behavior strategies, etc.).
- (7) Describe any benefits student may be receiving and information you have provide to student/family.

Jade is a junior at Webutler High School. She will graduate in 2009 with a diploma. Currently, she is living with her Grandmother, which is her court appointed guardian. There has been alleged physical and emotional abuse from Jade’s father. Jade’s brother also lives with Jade and her Grandmother. Her brother, Matt, seems to be a great support to Jade. He is the only “constant” she has had in her life. He will take Jade to visit the pet store or provide her guidance when needed.

Jade has been diagnosed with depression and ADHD. Jade’s Grandmother has been concerned with her lack of eating and her losing weight so quickly. Jade’s teachers are

also concerned because she is falling behind in her school work for example, not turning her home work. They have said this seem to be getting better since she has moved in with her grandmother. Jade's main goals at this time are to graduate from high school and to work in an environment with animals. Jade desires are to live on her own some day. With assistance/support Jade and her family think this is an obtainable goal.

### **Transportation**

Describe transportation options and geographical boundaries for job development. Include transportation and geographical boundary considerations for the student following graduation.

Jade has her driver's license. Jade's brother and Grandmother will assist Jade with purchasing a car. Until then, Jade's Grandmother and a neighbor are willing to take Jade to and from work.

### **Geographical Boundaries for Job Development**

Describe the location in which the student resides in relationships to possible employment (including but not limited to the county in which they reside).

Jade plans to continue living with her grandmother upon graduation. She is willing to explore employment opportunities within a 25 mile radius.

### **Academic Skills**

- (1) Describe the student's academic skill levels such as math, time, money, reading, etc. as it relates to employment.
- (2) List the graduation status (Diploma - Certificate of Attainment/Completion). This information is helpful for job development.

According to Jade's teachers' through interviews and records, Jade has perfect attendance and is very dependable.

**Gifts/Interests/Skills/Abilities**

- (1) Describe the student's interest, gifts, skills, abilities.
- (2) Describe abilities that potential employers will view as an asset/value to their businesses.
- (3) Describe tasks that the student can perform successfully, job skills, natural talents, etc.

Jade has a great interest in animals and loves to take care of them. This has been observed through spending time with Jade at school, home and at targeted evaluation sites. She has a natural talent for care giving and nurturing animals. She has a “knack” for doing pet grooming and seems to have a skill in picking up these tasks when shown the first time.

**Work Behavior/Work Skills Observations/Work Environment**

- (1) Describe what would be an ideal work setting for this student? (e.g., inside, outside, noisy, quiet, organized, unorganized, large, small,)
- (2) Describe ideal co-workers for this student? (e.g., continuity of people, high turnover, lots of co-workers, few co-workers.)
- (3) Describe student's desired work schedule.
- (4) Learning style (visual, hands-on, etc.).
- (5) Select student's strengths and weaknesses that apply to employment.

Jade can work in or outside as long as she is doing something with her love for animals. Jade works well if you give her a task that she is interested in, such as the grooming and caring of animals.

**5. Check all that apply:**

	Strengths (S)	Weaknesses (W)
<b>a.</b> incentive to work		<u>S</u>
<b>b.</b> Stays on task		<u>S</u>
<b>c.</b> Endurance/Stamina	<u>W</u>	
<b>d.</b> Work Speed		<u>n/a</u>
<b>e.</b> Attendance/Punctually		<u>S</u>
<b>f.</b> Organization Skills		<u>S</u>
<b>g.</b> Cooperative		<u>W (can be when she understands her job tasks)</u>
<b>h.</b> Follows directions (written/verbal)		
1. Visual	<u>S</u>	
2. Modeling	<u>S</u>	

- |                       |                                   |
|-----------------------|-----------------------------------|
| 3. Written            | <u>W (limited reading skills)</u> |
| i. Grooming/hygiene   | <u>S</u>                          |
| j. Respect of others  | <u>S</u>                          |
| k. Work independently | <u>S</u>                          |

**Evaluation Sites Summaries:**

Describe and/or list places where students shadowed/worked during the evaluation.

Based on Jade’s interest in working with pets, we targeted the following evaluation sites to learn more about Jade’s skills and interests, environment and people that would be best suited for Jade:

- Pets and More – bathed pets, (customized job)
- Pampered Pets – Grooming, bathing, feeding, walking of animals
- Wal-Mart Aquatic – Caught fish for patrons, cleaned tanks, and stocked pet isle.

**Summary and Recommendations:**

1. What is the vocational goal for this student? Caregiver of small animals, such as dogs.
  
2. What level of support will be necessary for the student to achieve this goal? Family support, teacher support, employment coordinator & supervisor/ co-worker support.
  
3. Describe any accommodations/adaptations be needed to achieve this goal. Jade will need to be teamed up with a co-worker(s) who will provide encouragement and support. Who will treat Jade in a loving and nurturing way.
  
4. What specific tasks/activities is the student best suited for?  
Examples: Students enjoys...., challenging, age appropriate, etc.  
Jade is best suited in a task where she can utilize her grooming skills. It is important for her to use her natural care giving ability.
  
5. What type of work setting makes most sense for the student?  
Examples: Indoor vs outdoor, Age/gender considerations, noise vs quite, etc.  
Jade can work in doors or out. She needs a small work space with steady/consistent coworkers. Jade would work well anyplace where there “care giving” of animals is needed.
  
6. What type of people/co-workers does the student interact best with?  
Examples: Compatible personalities, employee turnover, positive role models, desirable number of employees, age/gender consideration, etc.
  
7. Miscellaneous considerations:  
Examples: Degree and type of negotiation needed in job development, personal care assistance, technology, transportation, etc.

She has her driver’s license. Receives SSI and K-Chip.

8. List specific business you plan on contacting for training site and job development:

Possible sites:  
Pets and More

Tasks:

Contact Info:  
Lori Green