

Disclaimer:*

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1. INTRODUCTION

Vocational Profiling is a huge aspect of the supported employment process. Your staff should be trained in how to do vocational profile and this guide in no way should replace good competent training.

There are good guides and various vocational profiles and your service should develop their own profile. We have put into this guide a very suitable vocational profile for people with Downs Syndrome and Learning Disabilities.



2. DEFINITION

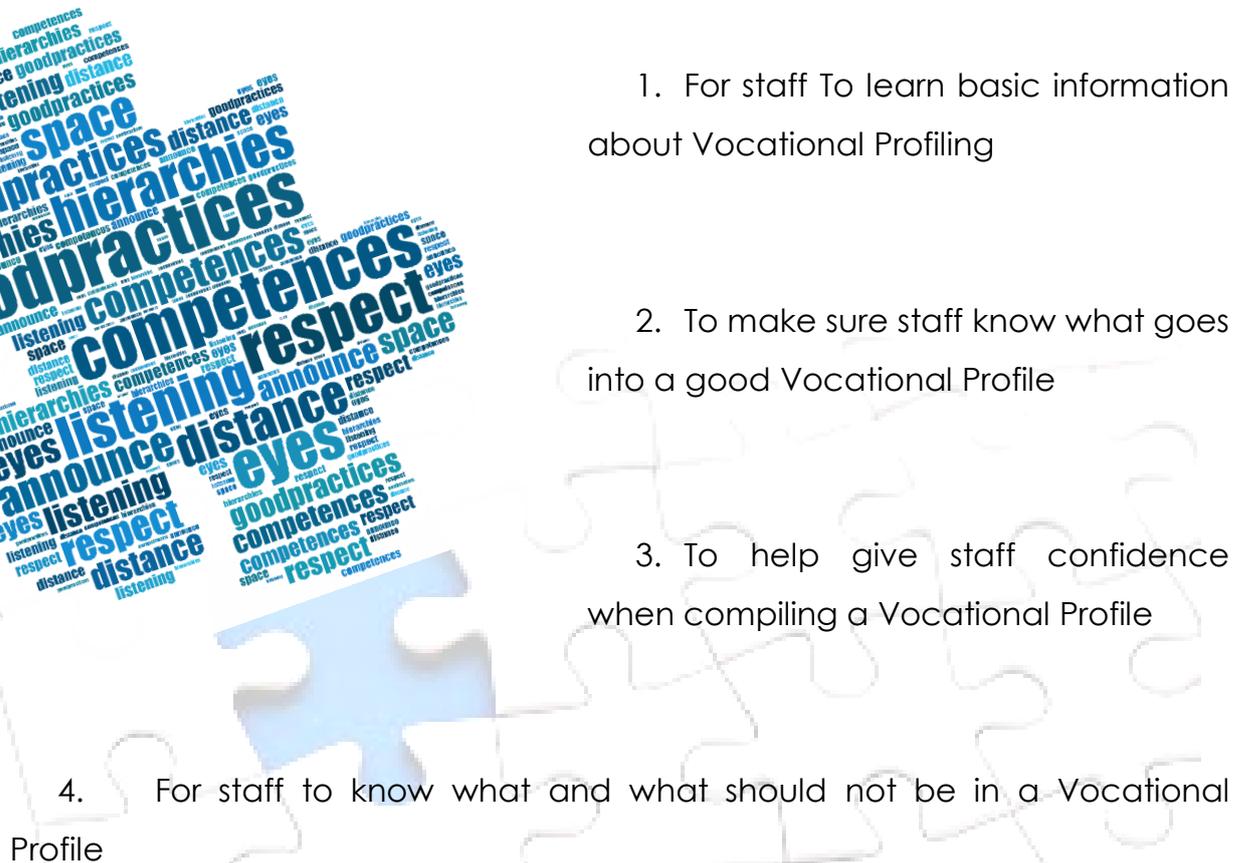
A Vocational Profile is a person centred, getting to know me document that leads to a job match. It is to understand an individual's experience, skills, abilities, interests, aspirations and needs in relation to employment.

The aim is to understand the person in depth and to allow for the best possible job match or work experience placement' The Vocational Profile should provide a complete picture of not only what the right job should be, but also the ideal conditions to make the job a success.

The Vocational Profile should work with all of the candidate's stakeholders, to gather information needed to develop a good job match.



3. OBJECTIVES

- 
1. For staff To learn basic information about Vocational Profiling
 2. To make sure staff know what goes into a good Vocational Profile
 3. To help give staff confidence when compiling a Vocational Profile
 4. For staff to know what and what should not be in a Vocational Profile



4. IMPORTANT ASPECTS TO REMEMBER WHEN COMPILING A VOCATIONAL PROFILE.

Vocational Profile is in the second stage of the supported employment process. Although there are many different documents it is important to remember that the primary function of a vocational profile is that it is an information gathering process, a guide that suggests questions to ask in order to discover information about an applicant.

These sessions must not be done at the same as non-job finding time spent with the applicant it is a start of a professional relationship that is formed between the job coach and the applicant you will then find much more insights into the applicant, which will help in determining which is the best options in finding the right job.





4.1 THE JOB CHOICE WILL BE OWNED BY THE CANDIDATE.

The advantage of this system is that the job choice will also be owned by the candidate, if done properly it should not be in an assessment style, the vocational profile purpose is not to measure anything. The vocational profile should be done in a variety of settings many of them natural ones. And places the applicant know. The Vocational Profile should be a positive experience. Its a document in how we are going to find the right job for you. Importantly, it provides a complete picture of an applicant, rather than looking at one or two skill areas.



4.2 FINDING THE RIGHT FIT.

A specific job can then be identified consistent with the person's entire life, not merely from an instance of performance. The Vocational Profile strategy for job matching attempts to balance the need to compile accurate and meaningful information with the natural and individualised aspects of acquiring employment. The strategy recognises the importance of focusing on the applicant's demonstrated skills, experiences, home, family, friends, neighbourhood, informal supports, preferences, connections and need for accommodation. This will give the job coach a much more rounded view of the candidate when helping to jointly deciding job preferences.

4.3 ZERO REJECTION.



The Vocational Profile should drive the job agency to find the right job for the person rather than trying to fit the person into available jobs that the agency may know. It is a strategy through which, we as service providers give up much of our power (though not our responsibility) and offer it to the candidates and their families. The profile begins with the notion of employability for all applicants it takes into account the zero rejection recommended by all supported employment definitions.

4.4 WORKING IN PARTNERSHIP



The employment specialist works closely with the applicant, the family, friends, contacts, care worker, direct service personnel and others to discover all the useful information which exists in order to make an effective job match.

4.5 A POSITIVE APPROACH



The process is cooperative rather than evaluative, optimistic than pessimistic, inclusive rather than exclusive, equal rather than hierarchical and it empowers rather than divests the persons it involves. The most appropriate person to assist in identifying, developing and negotiating employment is the person who knows the applicant the best. Conversely, the person

developing the job should ideally be the person who has done the vocational profile.



5. POINTS TO REMEMBER IN VOCATIONAL PROFILING



1. The Vocational Profile seeks to discover already-existing information rather than using information developed solely for the purposes of evaluation. Choosing a particular job for a person is based on information obtained from the person's entire life and not from an instance of performance.

2. The Profile is used only as a guide for matching an individual to an appropriate job and is not intended to systematically exclude a person from a certain job.

3. The Vocational Profile should make sense to the person with disabilities and the job choice should also make sense.

4. The use of the Profile should not be a series of tests in should not be looking at job readiness. It is already assumed that the profile is to discover the right job for the person

5. The use of a Profile indicates a belief that a person's skills, experiences, available supports, preferences, needs and living situation cannot be best captured on a standardised checklist. A format composed of open-ended categories allows for each person to be described in a unique manner.

6. The whole Profile strategy should be to empower and involve applicants, their families and friends rather than to exclude them. Natural, common sense approaches to employment are given priority over strategies which rely solely on professional judgement and service.

7. Do use job tasters as well as new technology such as virtual reality to show a disabled person different job situations that will aid them find the best job for them.



6. GUIDELINES FOR DEVELOPING A PROFILE FOR A PERSON WITH DOWNS SYNDROME.

1. Begin profiling by arranging to meet with the person of concern and his/her parents or representatives at the person's home. This meeting should serve as the basis for compiling information necessary to complete the Profile. The meeting should last between one to one and half hours. At

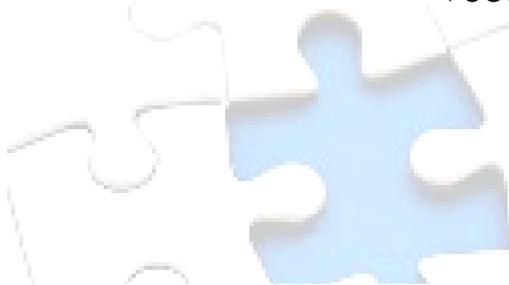
the first meeting there will be more questions for the employment consultant.

2. It is good idea for the consultant to orientate themselves of the candidate's area. Potential employers, transport links these observations should be noted on the vocational profile.





3. Compile an inventory of businesses which are in reasonable proximity to the applicant's home and means of transportation. This listing can be done while driving in a car or while riding a bus which serves the applicant's neighbourhood. The list should be as comprehensive as possible as it becomes the basis for the prospect list during the Vocational Profile meeting.



4. When meeting with candidate's family and friends, always be asking for potential employment prospects that they may know.

5. Meet with and interview selected direct service staff who have provided the person of concern with services and supports.



6. Contact and interview advocates and close friends of the person to gain information concerning the person's social life, preferences and connections.

7. Observe the person (with his/her permission) during the activities which comprise the majority of his/her day and find times to simply be with the person in an informal context.

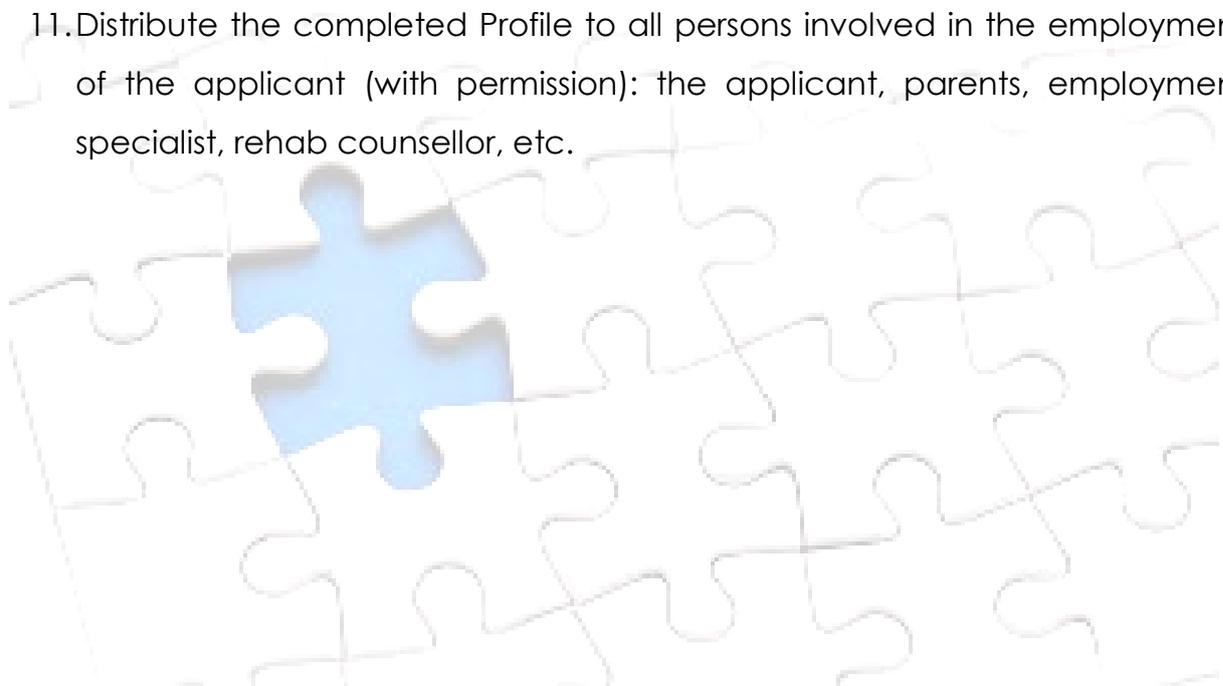


8. Accompany the person on a planned community-based activity. Note the amount of assistance required, the person's attention to natural cues, his/her reaction to the activity and any important behaviour changes. (Examples: Going out to eat, going on a shopping trip, going to a movie, etc.)

9. Review files and records of current and past services provided to the individual, including IEPs.

10. Compile all information using the Vocational Profile form, using complete sentences and descriptive narrative as much as possible.

11. Distribute the completed Profile to all persons involved in the employment of the applicant (with permission): the applicant, parents, employment specialist, rehab counsellor, etc.



7. CONSIDERATIONS IN COMPILING A VOCATIONAL PROFILE.

1. Remember everything that is compiled on a vocational profile should be objective and not subjective. It is compiled with the candidate and signed off by them.

2. Fill out the Profile form using positive language. Since the purpose of the Profile is to find the right job for the candidates, all information should relate to facilitating successful living and working opportunities for the person being profiled.

3. Any significant physical or intellectual disabilities or "inappropriate" behaviours should be referenced to the specific instances that they are problematic. The person of concern should not be described in sweeping generalisations such as "self-injurious" or "aggressive". Cite specific contexts and examples.



4. Ask the person, or his/her parent or representative if more appropriate, to review the Profile when completed. Ask if items should be added or deleted from the Profile.
5. Continue to update the Profile as new information is developed. The vocational profile is a living document and will change as the candidate grows and has different experiences.
6. Make every attempt to involve the applicant and his/her parents in every aspect of finding employment. Ask for referrals, ideas and support from the family.
7. Frame the entire process from the applicant's perspective rather than from the agency's perspective.
8. The entire Profile activity takes approximately 16 - 24 hours of time to complete and is usually accomplished in two to three weeks. Resist the temptation to take short cuts.

Vocational Profile

Helping us to find the right job for you

This profile is designed to be filled out with the young person.

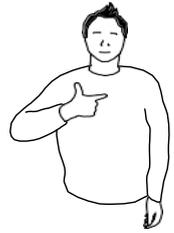


Other resources to use with this profile

- **The workbook, which contains** images that will help some young people to think about and answer the questions in this vocational profile. It also contains useful information for anyone completing this form with a young person. **Not everyone will need to use the pictures.**
- **The Summary sheet (section 11)** should be completed after this form has been filled in. This should be included in the young person's EHC plan.

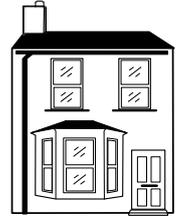


Your full name:



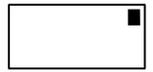
Your age:

Your address:



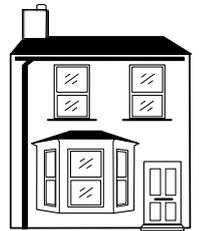
What is the best way for us to contact you?

(tick one or more boxes)



Give more detail here:

Tell us here what type of home you live in. For example: a shared house, with my family, in my own flat



What kind of area do you live in? For example, is it a quiet area, friendly/unfriendly, are there shops/ businesses nearby?
Some relevant information is likely to be included in the My Future, My Choice document



Are there any shops, clubs or other places that you or your family often use?

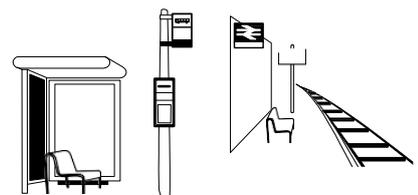


How close to a bus stop or train station do you live?

It is an easy walk for me

It is quite a long walk for me

There is no bus stop/station that I can walk to





Tell us here how much family/learning support you get each week.



More information about you

What type of clothes do you like to wear?

do you like to look smart or dress more casual?

Would you be happy wearing a uniform?



How would you describe your personality?

Are you quiet, chatty, shy, confident, moody, cheerful, anxious or loud?



Do you have any faith considerations?



For example: your diet, clothing, or religious holidays

What activities do you really enjoy? This can be hobbies, sports, leisure or work activities.

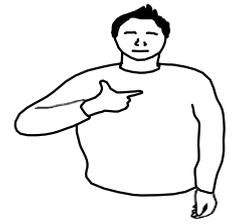
See Section  6 of the workbook.

Some relevant information is likely to be included in the My Future, My Choice document



What things are you really good at? This can be things at home or at work

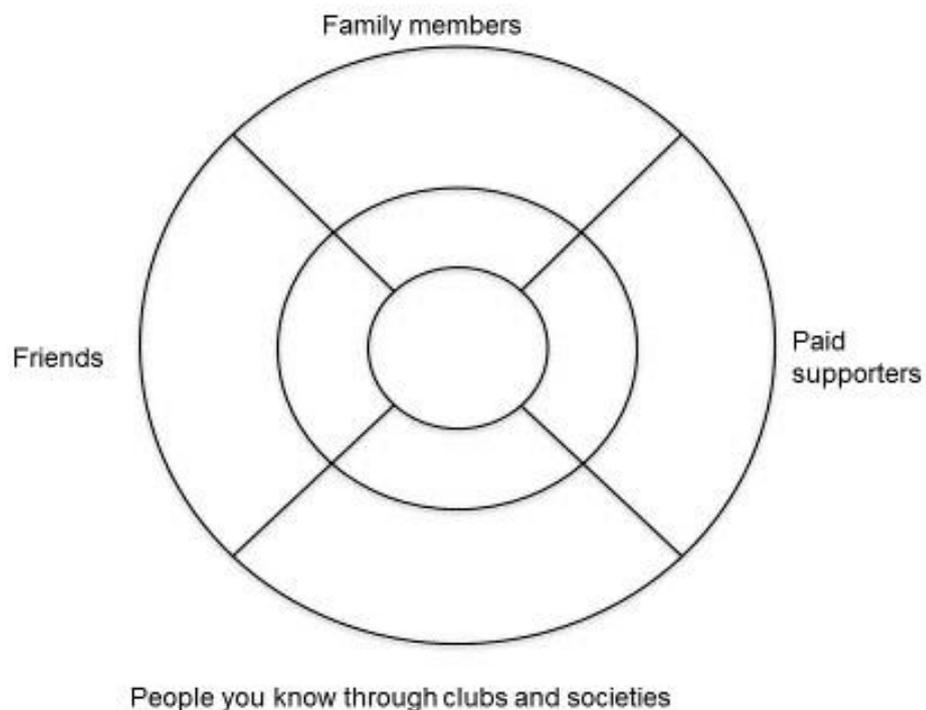
Some relevant information is likely to be included in the My Future, My Choice document in the Gift Map section.



Who are the people who are important to you? Please list them.

of your family, friends, learning support people, advocate, community nurse and any other people you know through clubs or the religious organisations.

Please tell us what kinds of jobs (if any) your family and friends have.

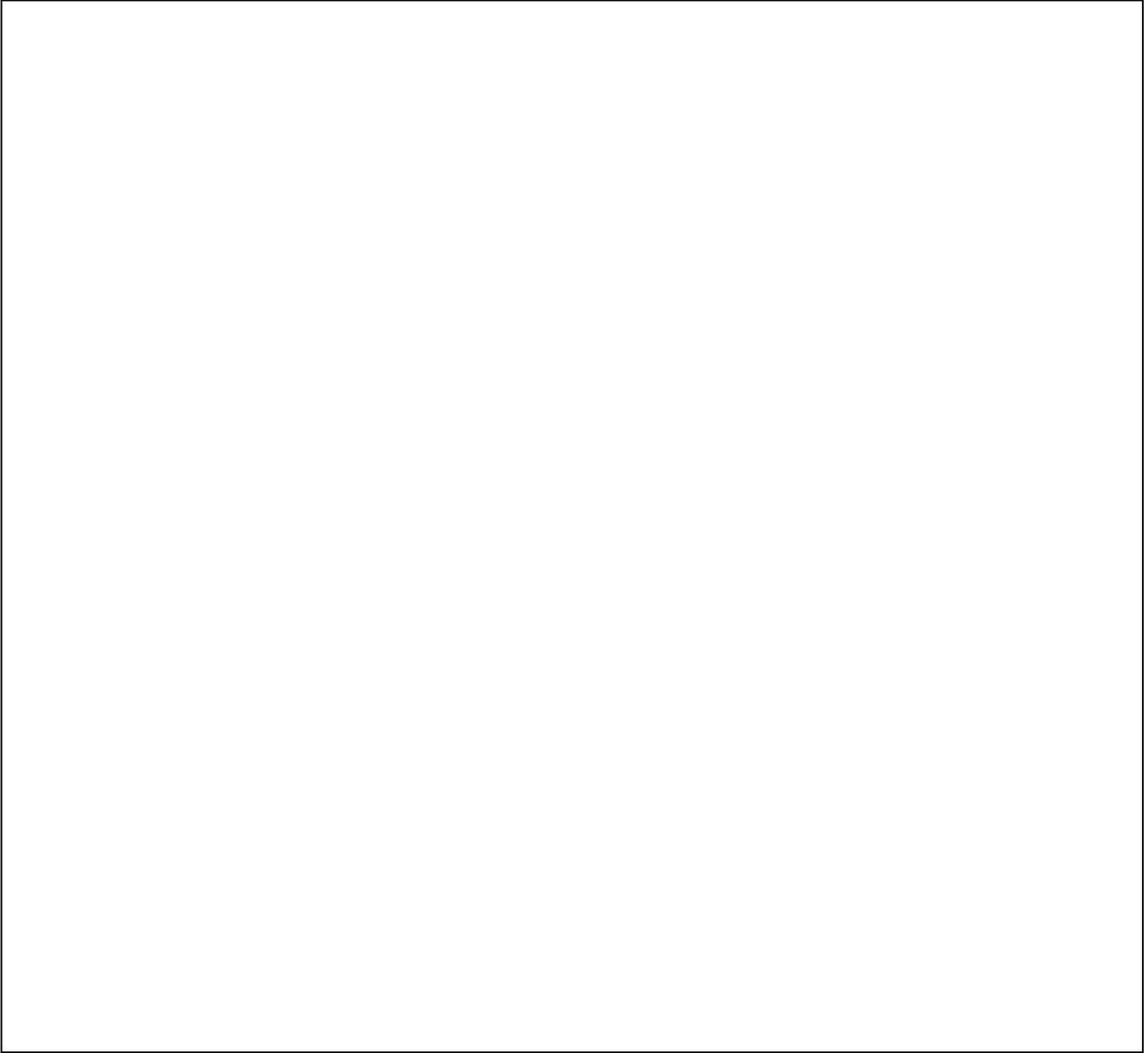


Please tell us about any health conditions that may affect your work

For example, do you have eczema, diabetes, asthma or do you take medicine regularly?



Please also say if you may need help with medication in a workplace.



Do you have any issues with any of the following things?

Are you Ok standing up for an hour or two without difficulty?

Yes No



Are you Ok Sitting down for two hours or more?

Yes No



Can you walk Ok?

Yes No

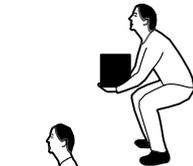
Can you kneel down for a long time?

Yes No



Can you lift things?

Yes No



Please say more here

Can you carry things?

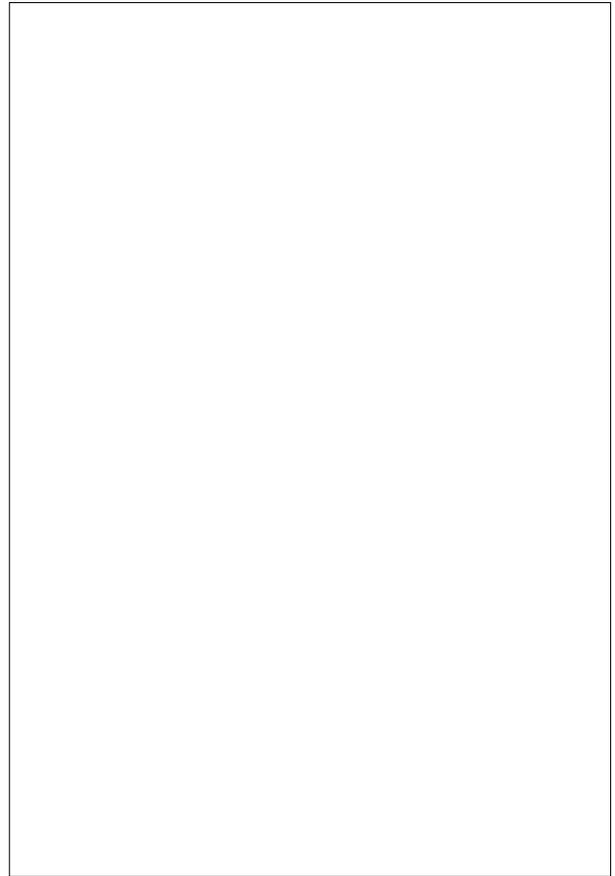
Yes No

Are you ok at using your hands?

Yes No

Can you balance OK?

Yes No



Do you have problems with any of the following

Some of these issues will be most relevant to people with an Autistic Spectrum Condition





Please say more here

Your sight

For example: seeing things in the distance, close up, being light sensitive

Yes No

Your hearing

For example: having a hearing loss, being sensitive to noise

Yes No

Smells

For example: being sensitive to smells, having trouble smelling things

Yes No

Taste

For example: being sensitive to tastes, having trouble tasting things

Yes No

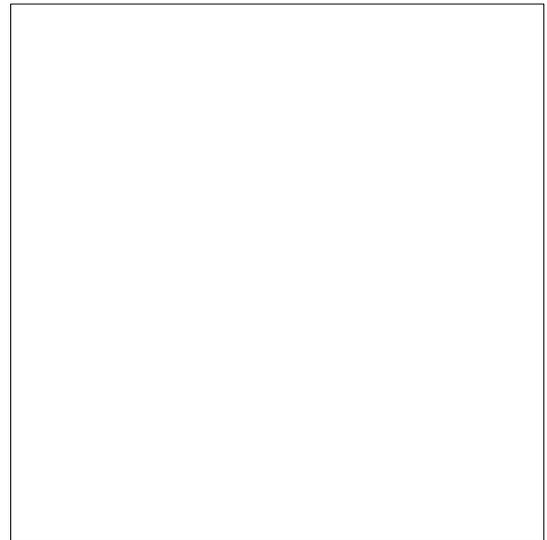
Touch

For example: being sensitive

to touch, not liking being touched

Spatial awareness

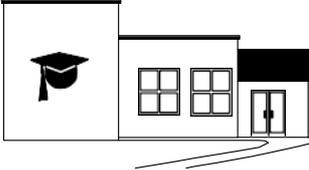
For example: finding your way around, coping with crowded places



Please tell us about any allergies you have



Please tell us about your education and training

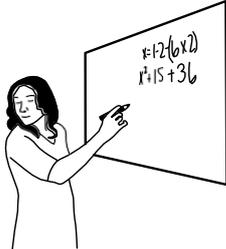


This

includes school, college, university and any other training.

School or college attended	Dates attended

What courses did you do?



What skills, qualifications and certificates did you gain? Include any certificates including sports, good behaviour, progress



What subjects and courses do you enjoy?



What subjects and courses do you not enjoy?



What experience of work do you have?

If relevant, tell us about any work experience, voluntary or paid jobs you have had.

**Type of work experience
(what you did)**

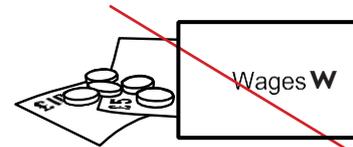
Employer's address

**When did you do this work experience?
(school year is sufficient)**

**How many hours a
week did you
work?**

What did you enjoy about this placement?





What did you not like about this placement?

Have you ever had a paid or unpaid job? YES/NO

If yes, what did you do?

What was the best thing about the job?

Please tell us what you do in a typical week now

Day

Daytime

Evening

Mon
Monday

--

--

Tue
Tuesday

--

--

Wed
Wednesday

--

--

Thu
Thursday

--

--

Fri
Friday

--

--

Sat
Saturday

--

--

Sun
Sunday

--

--

Finding the right job for you

Please tell us why you want a job?

This could be to earn money, meet people, to learn new things or because you would enjoy it.

If you had a job how many days a week would you like to work?

1, 2 3, 4, or 5 days a week. Think about whether you would be happy to work weekends

Mon	Tue	Wed	Thu	Fri	Sat	Sun
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<input type="checkbox"/>						

Tick the boxes under the days and write any

further information in the box below

Tell us what times of the day you would be happy to work

For example: during the day, early mornings, evenings, during the night



Can you work a full day up to 8 hours? Please say more in box below

Yes No

Would you like to work mainly on your own or as part of a team of people



Do you want a job where you are mostly moving around or down



Places of work

There are many different places you can work.

Here are some examples.

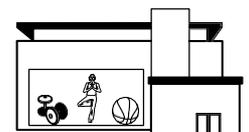
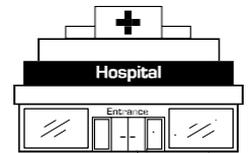
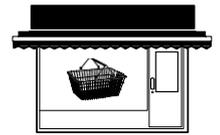
Use the photos to help with making choices.

Tick any that the young person would consider.

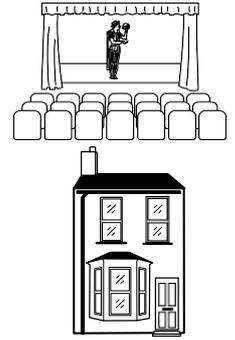
Refer to Section 3 of the workbook

Any other workplaces people think of can be added in the box below.

1. Airport	2. Shop
3. Supermarket	4. Superstore
5. Cafe	6. Restaurant
7. Pub	8. Fast food
9. Garden Centre	10. Hospital
11. Hairdressers	12. Hotel
13. Office	14. School
15. College	16. Leisure Centre
17. Building site	18. Childcare centre
19. Garage	20. Car showroom
21. Petrol station	22. Gardens
23. Railway station	24. Bus station
25. Farm	26. Countryside
27. Kennels/cattery	28. Outdoor events



29. Stables	30. Day centre
31. Theatre	32. Cinema
33. Factory	34. Warehouse
35. People's homes	36. Car park
37. Library	38. Laboratory



Types of work

Please use the list on Section 5a of the workbook about specific types of work that you can do to help you refine your ideas.

Job type 1: tasks I would be interested in doing

Job type 2: tasks I would be interested in doing

Job type 3: tasks I would be interested in doing

Please add below any thoughts about any possible local employers relating to the job areas mentioned

How do you travel around?

Some relevant information is likely to be included in the My Future, My Choice document

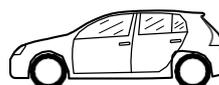
Tick the boxes to show how the person travels

Walk to places on my own



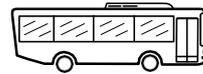
Walk to places with a supporter

Drive myself



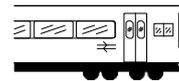
Get a lift in a car

On the bus by myself



On the bus with a supporter

On the train on my own



On the train with a supporter

Cycle



Use taxi's

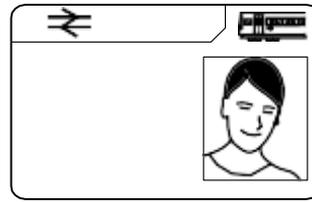
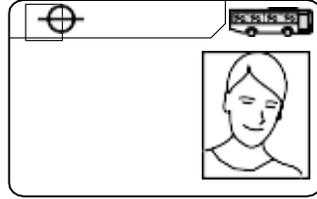


Use special transport like Dial a Ride

Do you have a bus pass or a railcard ?

Yes

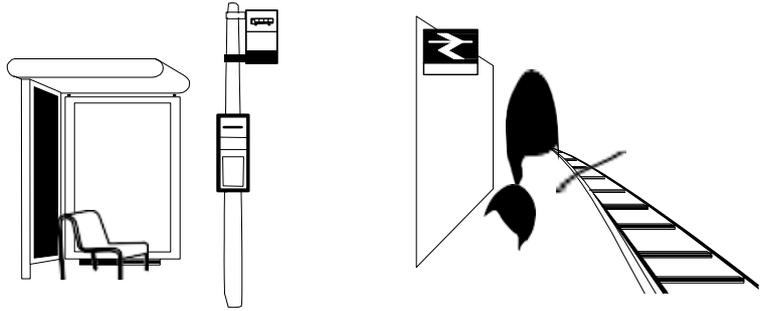
No



Do you need help with learning to travel around?

Yes

No



Summary of the help the young person needs with travel

How independent are you at home?

Can you cook meals?



Yes

No

With help

Can you do housework and laundry?



Yes No With help

Can you do food shopping?

Yes No With help



Can you do the recycling and put it out?

Yes No With help



Can you use the phone?

Yes No With help

!

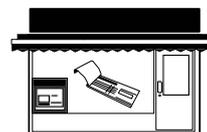


Say more here

How independent you are with money ?

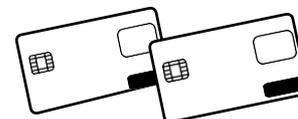
Some relevant information is likely to be included in the My Future, My Choice document

Do you have a bank account?



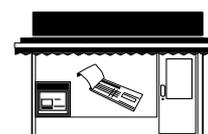
Yes No

Can you use a credit or debit card? (If over 16)



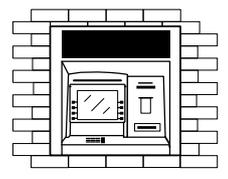
Yes No With help

Can you pay money in at the bank?



Yes No With help

Can you use a cash point machine?



Yes No With help

Can you work out the right money to buy things in a shop?



See exercises in section 7 of the workbook, if needed.

Yes No With help

Do you need help to work out the right change in a shop?



Yes No With help

Say more here

How independent you are with reading and writing?

Can you read a letter or leaflet? See example letter and leaflet in workbook

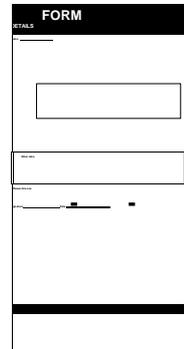


Yes No With help



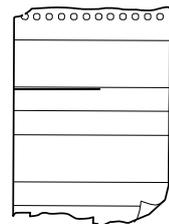
Can you fill in forms like this one?

Yes No With help



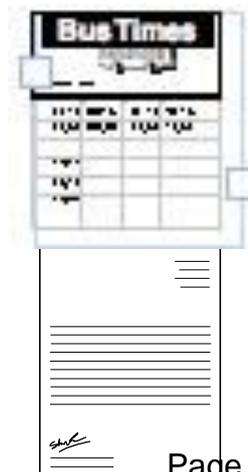
Can you write a shopping list?

Yes No With help



Can you read a bus or train timetable? Use the example bus and train timetables in the workbook, if needed.

Yes No With help



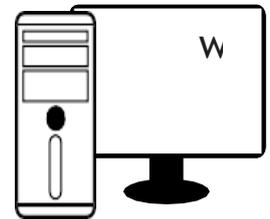
Could you write a CV for yourself?

Note: an example of a short CV is included in the Workbook

Yes No With help

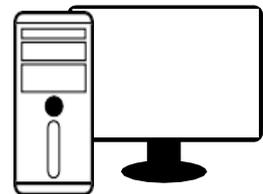
Can you find an internet site you have not visited before? e.g. BBC news page

Yes No With help



Can you use email?

Yes No With help



Say more here

How independent you are with time?

Can you tell the time?



Yes No With help



Can you understand a 12 hour clock?

Yes No With help

Can you understand a digital clock?



Yes No With help

Can you get to appointments on time?

Yes No With help



Can you work out how long it takes to get somewhere?



Yes No With help

Say more here

How independent you are with phones?

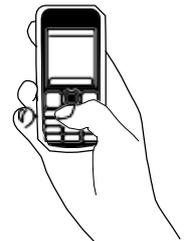
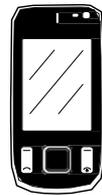
Can you use a telephone?

Yes No With help



Can you use a mobile phone?

Yes No With help



Can you send a text message?

Yes No With help

Can you leave a voicemail or answer-phone message?

Yes No With help



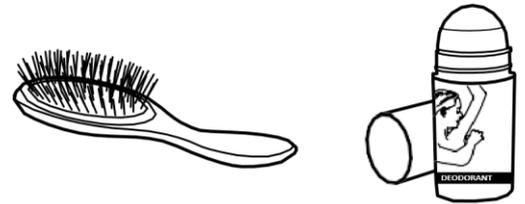
Say more here

Other things you may need help with

Please tell us if you need help with any of the following things:

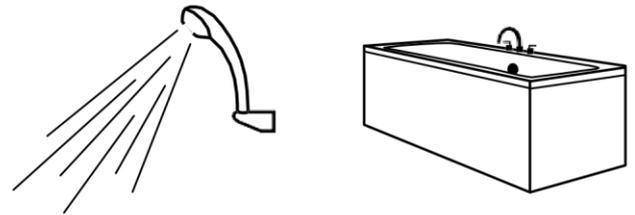
Staying clean and tidy

Yes No



Having a bath or shower regularly

Yes No

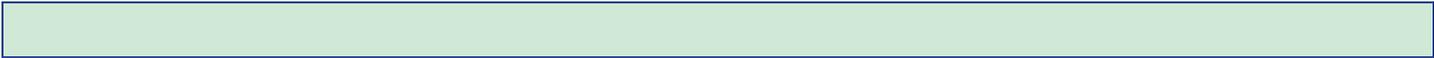


Remembering to wear clean clothes

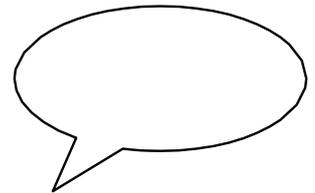
Yes No



Say more here



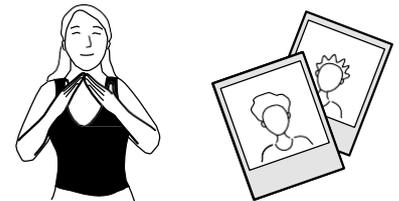
Please tell us how you communicate and access information:



Do you use any other things to support your communication

(please tick all that apply)

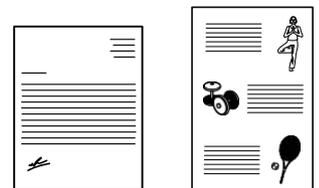
- Makaton signing
- BSL Signing
- Pictures or symbols



Do you use any other things to support your communication

please tick all that apply

- Large print
- Large print with pictures
- Easy Read



What is the best way for you to learn things?

Relevant information may be included in My Future, My Choice

- Being told what to do
- Being shown what to do
- Having a list that tells me what to do
- Using pictures to show me what to do



of

Please tell us more in the box below

Summary of the help I need with these things –

Please also tell us any other things that may affect your communication, for example 'English is not my first language'

Empty rectangular box for user input.

Section 2

of 34

Special equipment or help you need at work

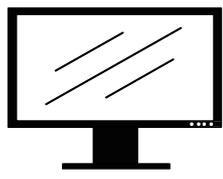
Please tell us about any special equipment or help you may need at work,

For example:



A special chair

Equipment to help you see your computer screen



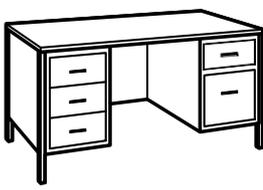
A special phone



Sign language interpreter



A special desk



A Job Coach (Someone who can help you learn the tasks you need to do in a job)

Do you know what benefits you get?

YES/NO

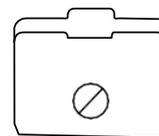
If 'No' skip this question.

ce

Entrepreneur plus

Please list them

Social rules of work



Each workplace has rules about things like: using your phone, what to do at breaks, smoking, talking at work, keeping things private and food and drink.

Help I might need to understand social rules

Signed and dated

Name of person completing this form (BLOCK LETTERS)	
Role in organisation:	
Signature	Date: ___/___/___

Signed by young person

Signature:	Date:
____/____/____	

Further Information

Further information can be found on the EUSE website The Supported Employment Toolkit. There are how to guides on all aspects of supported employment

<http://www.euse.org/index.php/resources/supported-employment-toolkit>

