

Student Personal Profile

Name: _____ Beginning Date: _____

Date of Updates: _____; _____; _____; _____; _____

Interviews should occur from student, parents, teachers, and others who know the student well and built upon over the years.

Dreams and Goals:	Talents, Skills and Knowledge:
Learning Styles and What Works:	Dislikes (what doesn't work):
Interests and Values:	Positive Personality Traits (including temperament):

Environmental Preferences:	Life and Work Experiences:
Specific Challenges:	Support needs, support systems and Accommodations
Work experiences ideas and possibilities to explore:	
Other experiences (CBI, courses, extra-curricular):	

Student Profile Explanations and Possible Interview Questions

Dreams and goals – What are their aspirations? Try to find a connection between their aspirations and some type of work experience. Remember, it's about helping the student to make an informed decision (not professionals deciding for them).

Talents, skills and knowledge – natural gifts, things they have a knack for, past formal or informal assessments, what do people compliment them about? Think about academic, money skills, time, artistic, manual, physical and social skills.

Learning Styles – what instruction will yield the best learning for the student? How does the student best learn a new task? What works for this student?

Interests – Think about hobbies, leisure, or what type of experiences may need to occur to determine some interests for the students. How can you encourage the student and/or family to take some “risks” to try new things or try things that may be beyond the limitations to expand skills and interests. **Values** – this is important when determining the type of work and the type of company they will want to work for. Remember the family and cultural views.

Positive personality Traits – How do people describe the student? Friendly, focused, detail-oriented, honest, nice smile, sense of humor, lots of energy. Stay positive!

Environmental Preferences – Does the student prefer and work best under specific conditions such as routine or varied tasks? Fast-paced environments where things change rapidly? Indoors or outdoors? Quiet setting or can handle distractions? People present for support or supervision? Relaxed or flexible environment or very strict rules?

Dislikes – Question for the student would be “what is the job or setting that you don't want to do?” Think about things that don't work for this student such as getting dirty, loud noises, sitting for long periods of time, people talking loudly, etc. What does not work for this student? Are there situations that should be avoided? Are there particular activities the student doesn't like to do?

Life and work experiences – for students with little or no work experiences, are there some life experiences that could be translated into useful skills in the workplace such as household chores, babysitting, volunteers at church? For students who have had some work experiences, list the setting and type of work such as school job – delivering mail; office setting – data entry. How is the student getting around in the community now?

Support system – people around the student who can provide support, encouragement, and/or resources for planning, developing and supporting the work experience. Think about people who can help make employer connections for the student. This should include both family/friends and paid professionals.

Specific challenges – such as low reading/math ability, grooming/hygiene, behavioral, assistive technology, social skills (appropriate conversations), transportation, home environments, substance abuse, etc.

Support needs and accommodations – this would be the solutions to the specific challenges or barriers, such as picture prompts for predictability, coworker serving as a mentor, neighbor providing transportation, etc. What are the accommodations that are being provided in school now that can be used on the work site?

Possibilities and ideas – this is the time to brainstorm potential sites and specific type of work. The goal is to build upon the experiences and what is learned about the student from each of the experiences that will help lead to a paid job at graduation.