

Discovery Summary for Nathan Kline

Summary of information gathered during File Review:

Noted behaviors that could impact employment:

Nathan requires frequent prompting and redirection according to his previous job coach. He has had past experience working in the cafeteria at BOCES and cleaning at Campbell Hall Healthcare Ctr. He was successful and enjoyed the work. Day program staff prompts Nathan to speak at appropriate volumes, speak slowly, use sign language, PEC's icons and a notebook to write words in and then practice the pronunciation, to help communicate. Day program works on money management skills with Nathan as well. File notes indicate that Nathan may need to be reminded to respect others' personal space. Nathan consistently has supervision while out in the community with his Day Program. Nathan family states that he occasionally will walk independently to the store, about 2 blocks away from his home.

Academics/Social:

Nathan was an overall good student with no attendance issues. Nathan did well in hands on classes such as art and shop but expressed he didn't like math, science and English. Nathan did like attending Social Studies and learning about explorers and the Revolutionary and Civil Wars. Nathan tends to lean towards a kinesthetic learning style and also is very visual. He prefers when he can "get my hands dirty" and try tasks while being shown. Nathan states he enjoys learning about American History, specifically the Revolutionary and Civil Wars. Nathan's teachers observed that he is somewhat socially delayed and many of his friends are 2-3 years younger than he.

School Related Work Experiences:

<u>Location/ Business</u>	<u>Tasks performed</u>	<u>Liked or Disliked</u>
<u>BOCES</u>	<u>Clean cafeteria lunch tray</u>	<u>Liked</u>
<u>Campbell Hall Healthcare</u>	<u>Cleaned/stocked</u>	<u>Liked</u>
<u>Holiday Inn</u>	<u>Housekeeping</u>	<u>Liked</u>

Programs Attended:

Day Habilitation

Benefits Information:

Nathan received SSI in the amount of \$772/month

Nathan would like to work in a role that allows him to work with others. He enjoys social opportunities during work. He is focused, based on his Discovery and school experiences, on working in the food service industry or customer service in a retail environment.

Summary of information gathered during Interviews:

Interviews completed:

INTERVIEWEE'S NAME	RELATIONSHIP	SERVICE PROVIDER - TYPE	DATE OF INTERVIEW
ETP Participant (required)	Self	N/A	
Jane Smithe	Care Manager	Care Coordination	N/A
Mary Kline	Mother	N/A	
Ray Kline	Father	N/A	
Robert Kline	Brother	N/A	

Family said they will assist with transportation but expect the residence will provide rides to and from work. Nathan expressed interest in travel training on the bus but has not done any to date. No family mention of business contacts/relationships in the community. Family states that Nathan is able to go to the store nearby alone, but beyond that he has someone with him.

Day Program states that Nathan has 100% supervision within the community while attending program.

Five factors discussed that could impact ability to work:

1. Hygiene – Nathan needs reminders to shower and use deodorant each day.
2. Communication – Nathan often speaks loudly at people while at work.
3. Rigid in routines – Nathan seems to do well working in more structured environments.
4. Reliant on parents for transportation
5. Limited money management skills

Summary of information gathered during Observations:

1. Crystal Care Cafeteria – rolling silverware.
 - Completed tasks assigned with occasional prompts from staff
 - Nathan was observed raising his voice at other workers when he felt they made a mistake
 - Nathan was working with knives, forks and spoons with no safety concerns noticed.
 - Nathan appears to focus on task the at hand, causing him to not see others working in the same area and bumping in to them.
2. Crystal Care Partnership Program – Delivering Meals to seniors in the community.
 - Nathan seemed to enjoy the job, picking up meals at site and delivering to senior program in the community. Weather was nice on the day of the observation and Nathan commented he liked working outside on nice days.
 - Nathan accepted basic feedback from staff.
 - No issues observed related to Nathan's safety while performing these tasks.

Site 2

Refer to Instructions. Use one Worksheet for each Assessment - 2 are required

Name / Address of Location: Capabilities Partnership , Middletown NY

Type of Business: (Examples: Retail, Food Service) Human Services

of Days: 1 # of Weeks: 1 # of Hours/Day: 3 Total # of Hours 3

Weekly Community-Based Experience/ Situational Assessment Schedule:
1 Tuesday from 10:30a - 1:30p

TASKS ASSIGNED TO THE INDIVIDUAL / TYPE OF WORK COMPLETED	Liked or Disliked Task (L or D)	Accuracy of Completed Work (1-5) (5=most accurate)	Work Pace (1-5) (5=fastest)	Type(s) of Support (verbal, written, visual, modeling, hand over hand, other)	Level of Support (Independent, occasional, intermittent, continuous)
1. Folding Pamphlets - completed 31 in 30 minutes. Nathan had some challenges folding on straight line but was able to self correct when prompted.	L	4	3	Verbal	Intermittent
2. Typing - Nathan was tasked with typing from a bulleted list. He struggled with reading and typing. Coach told Nathan letters which he found on keyboard but confused some (ie: s for f, t for e)	D	2	2	Verbal	Continuous
3. Creating Packets - Task was to copy, collate and staple packets. Nathan completed 10 in 20 minutes with coach providing prompts and was able to self correct when prompted	L	4	3	Verbal	Continuous

Select all vocational skill areas in which the individual was provided with any support:

- | | |
|---|--|
| <input type="checkbox"/> Hygiene / Grooming / Dress | <input checked="" type="checkbox"/> Following multiple steps |
| <input checked="" type="checkbox"/> Productivity / Work pace | <input checked="" type="checkbox"/> Time management |
| <input checked="" type="checkbox"/> Learning tasks | <input type="checkbox"/> Taking initiative |
| <input type="checkbox"/> Accuracy of completed work | <input type="checkbox"/> Adapting to distraction / Attention to task |
| <input type="checkbox"/> Professional interactions | <input type="checkbox"/> Adapting to changes in routine |
| <input type="checkbox"/> Following instructions | <input type="checkbox"/> Physical / Mental stamina |
| <input type="checkbox"/> Physical strength / agility / mobility | <input type="checkbox"/> Troubleshooting problems / asking for help |
| <input type="checkbox"/> Social interaction | <input type="checkbox"/> Communication (expressive / receptive) |
| <input type="checkbox"/> Managing stress / mental health | <input type="checkbox"/> Responding to feedback / Accepting support |
| <input type="checkbox"/> Professional workplace behavior | <input type="checkbox"/> Other: _____ |

List the areas where the individual needed the most support and describe the support that was provided:

1. Nathan had difficulty with the fine motor skill of folding in a straight line
2. Nathan needed assistance while reading information he was typing
3. Nathan mixed up letters while reading/typing (IE: s for f and t for e)
4. Nathan needed prompting reminders to staple papers at corner