



Division of Disability and Rehabilitative Service
Vocational Rehabilitation
Monthly Progress Summary

Participant Name: Dory Marlin		Month/ Year: June 2025	
Employment Service Provider: 5 Oceans		Employment Specialist Name: Crush E. Swims	
VRC Name: Betsy Williams		VR Office: Area 22	
Discovery <input type="checkbox"/> ES Discovery <input type="checkbox"/> ES Work Based Assessment	Job Search/Placement <input type="checkbox"/> ES Job Search/Placement Assistance (Hourly) <input type="checkbox"/> Milestone 1	On-Going Supports <input checked="" type="checkbox"/> Milestone 2 <input type="checkbox"/> Milestone 3 <input type="checkbox"/> ES On-the-job Supports Short-Term (Hourly) <input checked="" type="checkbox"/> Supported Employment <input type="checkbox"/> Youth Extended Services	Misc. <input type="checkbox"/> ES Job Readiness Training <input type="checkbox"/> Trial Work Experience (TWE) <input type="checkbox"/> Other: _____

Please follow the directions below to summarize the activities provided each month. There are four sections: Discovery, Job Support/Placement, On-Going Supports, and Miscellaneous. Ensure to open and close the appropriate headings and answer the questions in the corresponding service section(s).

Directions:

1. Open/Close Sections: Use the triangle icons to expand or collapse the sections that represent the service(s) provided. Only open and fill out the sections relevant to the activities conducted during the month.

Discovery:

Job Search/Placement:

On-Going Supports

1. What specific support has been provided for the participant this month? **Describe the nature and frequency of service?**

Things to Consider: What were your observations? Have there been changes in work schedule, management or job duties? Were any new additional supports identified?

Dory has been working in the 4 year-old classroom at Starfish Academy for the last 3 weeks as a classroom assistant. She is getting along well with the children, her coworkers, classroom lead, and the center director. Dory does report that she feels worried and concerned whenever her director wants to speak with her. It takes her a little time to get back on track with her routine afterwards. However, she reports that her supervisor is friendly and helpful. Dory agreed that this will likely get better the more she gets used to her job and her director. The classroom lead teacher has been teaching for 5 years and has been giving her helpful tips while she is learning the job.



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2. Does the participant meet the employer's expectations?

Things to consider: Have natural supports (co-workers, family, friends, etc., see VR Employment Service Manual) been identified or developed? Is the employer providing necessary supports for the participant, does the employer need resources in assisting the participant?

The center director expressed concern that it takes Dory longer to clean up the classroom at the end of the day than the time it typically takes for a new worker. Dory is reportedly taking around 45 minutes to an hour longer than is expected, which causes other staff to have to wait for her to lock up. The job coach has been helping her with this task and it does seem to be getting faster. Dory is using a checklist, which the center director will be keeping updated and using with Dory going forward. We are also starting some tasks when there are only a few children left, so that there is less to do at the end. We have worked out a schedule for Dory that she can maintain by using the public transportation system.

3. How is the participant progressing?

Things to Consider: Are there any changes in the participant's attitude or motivation towards their employment? What level of independence has the participant reached? Have you begun fading of supports?

Dory has maintained a pleasant attitude throughout the adjustment to her new job. She states she has enjoyed her job. She is working 35 hours per week and we have been spending 5 hours per week with her on the job site, generally at the end of her shift as we are providing support to help her complete her nightly duties and prepare for the next day. She also checks in with her job coach through text if she has a question or needs anything.

4. How are any new challenges that may affect the participant's progress being addressed?

Things to consider: Did you coordinate communication with VRC, participant's family, support team, or other important individuals.

When any issues or challenges occur, the job coach communicates with Dory and her supervisor, as well as the primary teacher in the classroom to develop solutions and make sure everyone is on the same page. This has been effective so far.

5. What steps are planned for the participant's progress next month?

Things to Consider: Are there any resources or additional supports needed? Are there any concerns or recommendations you would like to share with the VRC? Is it time to have a touch point meeting and, if so, has one been scheduled?

Dory wants to pursue getting her driver's license and is discussing this with her VRC. We will need to find out the schedule of any such appointments to work that out with her employer.

Misc. (Job Readiness Training, Trial Work Experience, etc.)