



Discovery:
Assessment and Planning
INNOVATIONS IN EMPLOYMENT SUPPORTS

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Distance Learning Protocol

1. You are expected to be on-time for an online training just like an in-person training. It is best to join the room a few minutes early so you can address any technical issues should they arrive.
2. Ensure you are in an environment free from distraction. Close your work email application so you will not be distracted by email notifications.
3. Follow any instructions given by the trainer regarding attendance so you can receive credit for the class. This may include filling out an evaluation after the session.
4. Innovations credit will not be given until you have completed all sessions of the training.

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Distance Learning Protocol

5. You must be able to attend all sessions of the scheduled training to receive credit. For example, if it is a two-part course and you only attend one part, you will need to register for the course at a later date and attend both parts in order to receive credit.
6. Participation in polling questions and chat box discussions is required.
7. Please cancel your registration if you are unable to attend the webinar so you are not marked as a "no-show".
8. Each registered student should use their own device to participate in the webinar so Innovations staff can accurately account for who attended. Multiple students should not participate using the same computer.

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Important information from OPWDD

- **OPWDD is open for business!** ETP Supervisors are available to answer questions and assist you.
- Requests to bill Intensive and Extended SEMP hours are being processed regularly. If an individual is in need of hours, please submit a request.
- Please submit any employment and vocational service questions you may have to:

employment.technical.assistance.questions@opwdd.ny.gov

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Important information from OPWDD

- Please be sensitive to the unique situations and difficult circumstances of the people you work with.
- Know who is on your roster and what services could benefit them.
- *What can they be working on now? Discovery? Work Readiness?*
- *Will they be ready to get back to work if they've been furloughed or terminated? Are they maintaining or learning new skills?*
- What services do you need to request now in order to be ready to support people returning to work?

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Session 1

SCHEDULE	PURPOSE	PAYOFF
Class Credits	To understand the role of discovery in the employment process	Creating a path that: *Identifies gaps *Identifies learning styles preferences *Quality job matches
How to Engage!	Explore a variety of assessment techniques observation skills and interview methods	Understanding of how we got here and where services are heading

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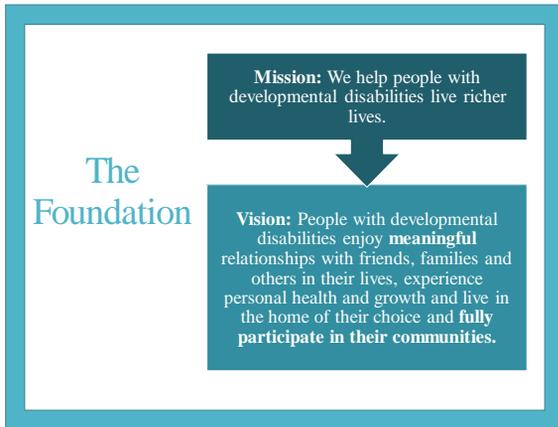
Key Take-Aways



- _____
- _____
- _____

- Discovery is made up of Interviews, Observations, and Assessments to find out a person's Skills, Abilities and Interests
- In Pathway and ETP, the Discovery process is laid out in a step by step process
- There is no substitute for time spent with the person
- It's your job to make it a fun and enlightening experience!
- Discovery is an on-going, life-long process

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Work settings where workers with developmental disabilities have opportunities to interact with, and work alongside, co-workers who do not have disabilities are considered integrated.

If supervisors, job coaches and other staff are the only people without disabilities that workers interact with, then the setting does not meet the definition of integrated.

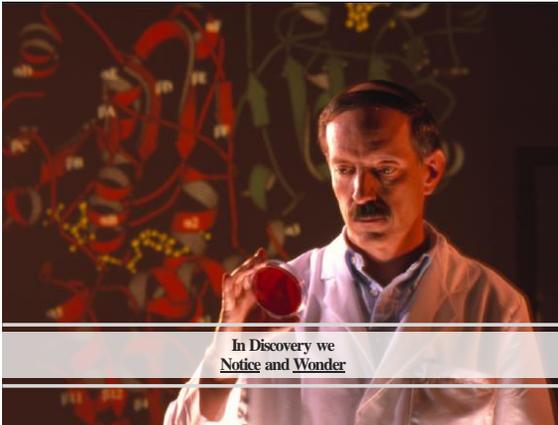
What is Integrated Employment?

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Discovery is building the foundation of a good job match... and is a TEAM effort

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In Discovery we Notice and Wonder

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**Notice and Wonder Practice
-Chat Box-**

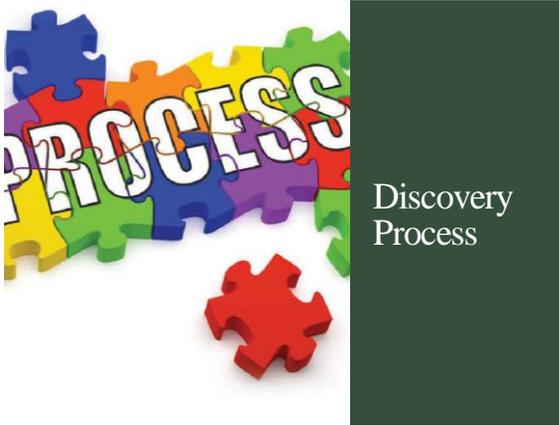
Jim is 24 years old, and lives with his parents. He attends CBPV and Day Hab for half days. As part of CBPV, Jim volunteers at the History Museum as a cleaner, and delivering meals-on-wheels. He has never had competitive employment.

Jim loves boating and camping and would like an “out doorsy” job. Jim states he would ideally like to live on his own or with a roommate one day.

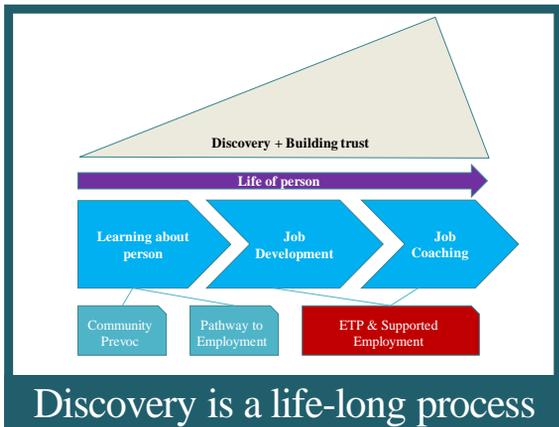
His parents support his goal of employment but voice concern about transportation and his SSI.

What do you notice and wonder?

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Discovery is learning a persons'...

- Skills
- Interests
- Abilities

Through:

- File review
- Interviews
- Observations
- Situational assessments

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Skills
 What can they do now?
 "Hard Skills"
 [page 2 in workbook]



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Hard skills are specific, teachable and measurable abilities that are able to be quantified.

Use a computer—i.e. keyboard, internet, email, Microsoft Office

Use different tools—Hammer, drills, saw, screwdriver

Cook—Operate hand mixer, stove, grater, knives, identify ingredients, set timer

Clean—Mop/sweep floor, use cleaning chemicals appropriately, wash windows, operate buffer

Hard Skills

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Discussion

1. Type in the chat box what you see as the top 3 soft skills an employee needs to have to be successful in employment.

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“Soft” Skills
[page 2 in workbook]

- Working with people
- Critical thinking
- Attitude
- Work ethic
- Creativity
- Time management
- Understanding humor, sarcasm

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Soft Skills are a set of personality traits, social style, personal habits and demeanor that influence people to varying degrees.
Communication —Active listening, asking questions, giving feedback, using clear language, aware of body language, tone of voice
Work ethic —Staying on task, arriving on time, helping others, taking initiative, following directions
Time Management —Prioritize tasks, sense of time (minutes, hours, weeks, etc.), organization
Adaptability —Accept change, be resourceful, use coping skills, be positive

Soft Skills

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Communication

Active Listening

Listening to understand

Maintain attention

Listening without judgement

Maintain emotions

Reflect emotion

Paraphrase content

Act on directives

Asking questions

Self-awareness

Open-mindedness

Comprehension

Read and respond to body language

Being empathetic

Responding

Express self clearly

Exhibit positive body language

Offer clarity

Being clear and succinct

Tone of voice appropriate to person and setting

Provide feedback

Use of gratuities

Assert thoughts

Understanding right timing

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Time Management

Hard Skills

- Tell time – analog and digital
- Understand how to utilize a calendar/day planner
- Use Outlook Calendar
- Identify tasks to be completed
- Prioritize tasks in order of importance
- Have contingency plans
- Forward Planning
- Backward planning

Soft Skills

- Feel the passage of time – minutes, hours, weeks, months, years
- Envision end results
- Initiative
- Plan B - reprioritize
- Decision-making
- Multi-tasking
- Critical thinking
- Problem-solving
- Strategic thinking
- Value planning process – ownership
- Delegation

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Discussion

1. What are strategies/tools you use to discover someone's "soft skills?"
2. When you have noticed a training area, what tools/strategies do you use to teach/train the individual in this area?

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Interests

What are they interested in?

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Abilities

What are they
CAPABLE of doing?



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What information are we seeking
about the person?

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What
information are
we seeking about
the person?

★ Volunteer and/or paid
work experiences
[Page 3, #3 in workbook]

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Discussion

1. What can you learn about a person from their work and volunteer experience?

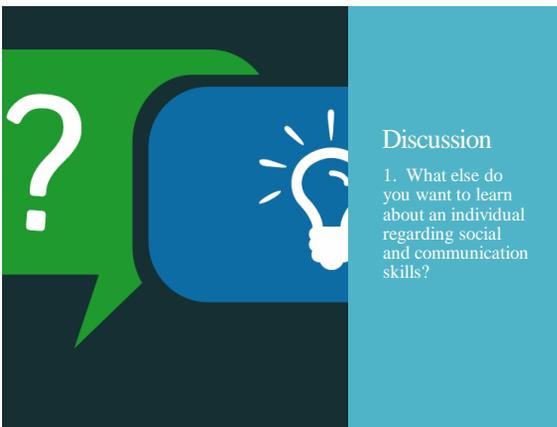
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🔗 Social and communication skills

What information are we seeking about the person? [pg. 6, #8, 9]

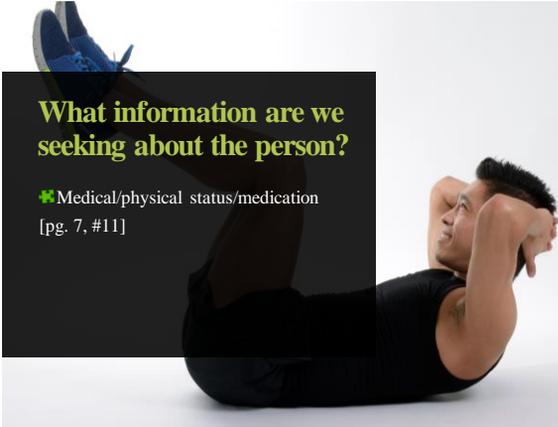
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Discussion

1. What else do you want to learn about an individual regarding social and communication skills?

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What information are we seeking about the person?

- ✦ Medical/physical status/medication

[pg. 7, #11]

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Discussion

1. What are some of the considerations you look for in medical and physical status related to employment?

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What information are we seeking about the person?

- ✦ Mobility/safety

[pg. 7, #12]

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Discussion

1. How do you currently assess for orientation and mobility?

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What information are we seeking about the person?

Reading and writing skills
[pg. 4, #4, A&D]

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Discussion

1. When you assess for reading and writing skills, what implications do the results have in terms of employment expectations?

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What information are we seeking about the person?
 ✦ Learning style(s) [pg.5. #7]

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Discussion
 1. Why is it so important to understand how a person learns?

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What information are we seeking about the person?
 ✦ Potential barriers to long-term success
 [pg 9. #17]

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Discussion | 1. When you have identified a barrier, what do you do with this information?

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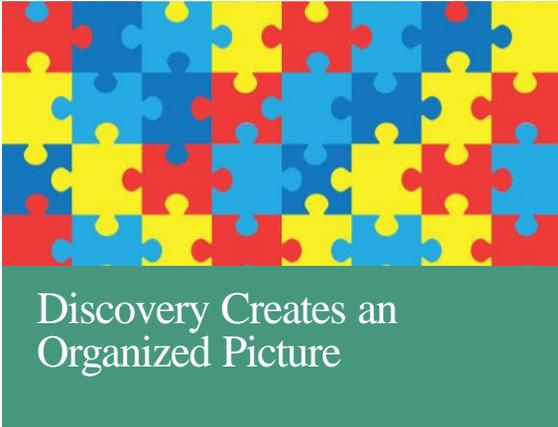
What information are we seeking about the person?
 🍷 Interests and preferences [pg. 3, #1]

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Discussion | 1. What tools and strategies have you used to assess interests and preferences

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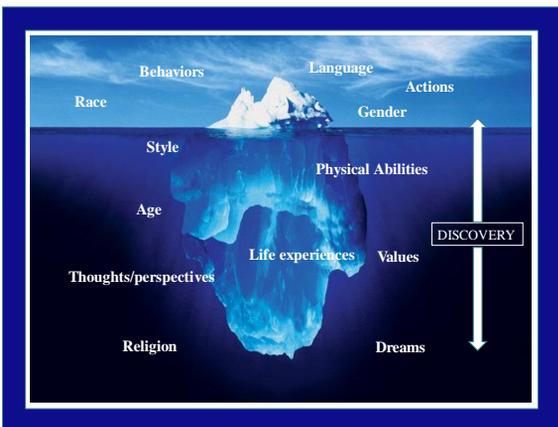


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What energizes them?
 Motivation is key

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Perspective

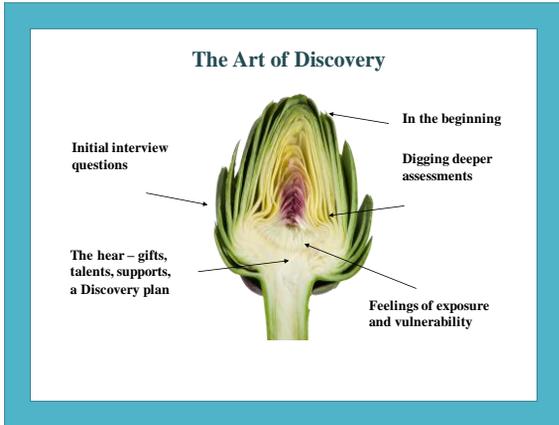
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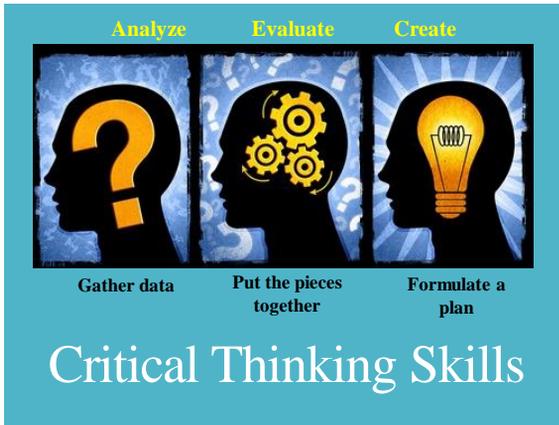
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- Skills
- Interests
- Abilities

Through:

- File review
- Interviews
- Observations
- Situational assessments

Discovery is learning a persons'...

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How might we use a person's file?

File Review

- Background history
- Medical history
- Psycho-social reports
- Test scores
- Safeguards
- Benefit information

This information is required in the ETP Discovery Report's Review of Records Worksheet

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File Review

I'm an employment specialist | Not a psychologist!

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- Background
- History
- Summary
- Recommendations

File Review

Most Useful Elements

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Discovery is learning a persons' ...

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One on One Interviews

- Person
- Family and friends
- Service providers

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Identifying the People to Interview

- Reflect to file review, what did you notice and wonder about the people in the person's life?
- Ask the individual who they think would be a good person to interview
- Explore with the individual why this person would be a good interview
- Notice and wonder

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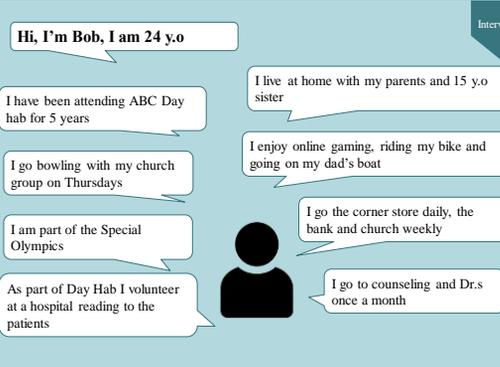


Interviews

Crafting Your Introduction

- Ask the individual how they would like you to introduce yourself and what you're doing
- Inform the interviewee that the individual suggested the contact
- Lead with what you're doing and your role
- Keep it simple and avoid "Human-Service" language
- Remember that these are the individual's friends and family and our language and approach should be dignified and respect this boundary

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Interviews

Hi, I'm Bob, I am 24 y.o

- I live at home with my parents and 15 y.o sister
- I have been attending ABC Day hab for 5 years
- I enjoy online gaming, riding my bike and going on my dad's boat
- I go bowling with my church group on Thursdays
- I am part of the Special Olympics
- I go the corner store daily, the bank and church weekly
- As part of Day Hab I volunteer at a hospital reading to the patients
- I go to counseling and Dr.s once a month

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Interviews

WHAT ARE THE QUESTIONS THAT GET US THE ANSWERS WE NEED?

Based on Bob, we're going to talk to the following...

- Bob's family
- Volunteer coordinator at the hospital
- Coordinator of church bowling league

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Interviews

Closed-Ended Questions

Begin with:

- Is / are
- Do / did
- Can / could
- Would / will
- Was / were
- Have / has
- Which
- When
- Where

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Interviews

Open-Ended Questions

Begin with:

- What
- Why
- How

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Interviews

Bob's Family – Example Questions

Q – What are their strengths?

Translated:

- Tell me what Bob enjoys doing that he does well.
- Tell me about activities that Bob does where he forgets what time it is or forgets to eat
- When Bob was in school, what was his favorite subject?
- When you have thought about Bob working, what did you envision him doing?

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Interviews

Volunteer Coordinator – Example Questions

Q – Volunteer experience? Capacity? Did they like it?

Translated:

- Tell me what Bob enjoyed the most about his volunteer experience. When did you notice he was most excited?
- Tell me about the relationships that Bob developed during this volunteer role.
- Did Bob have a coach with him? If yes, how was that beneficial for Bob? If no, would a coach have made a difference for him?

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Interviews

Coordinator of Church Bowling League – Example Questions

Q – Engagement? Strengths? Challenges?

Translated:

- Tell me how Bob came to be a part of the team.
- What is happening when Bob is at his most enthusiastic?
- In terms of Bob's improvements as a bowler, what have you or others done to help him become a better bowler?
- When things don't go Bob's way, describe his reaction and what he or others do to turn it around.

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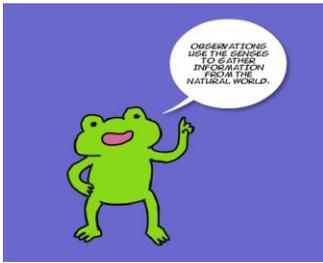


Interviews

How can you make it more comfortable?

Is this what your interview feels like for them?

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Discovery is learning a persons' ...

- Skills
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- Through:
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 - **Observations**
 - Situational assessments

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- Observations
- ### Observations
- Look for the obvious and subtle details
 - **Observe:**
 - Interpersonal interactions
 - Interaction with physical environment
 - Level of independence
 - Skill demonstration

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- Observations
- ### Exercise - Observations
- As you watch the Temple Grandin movie clip, consider the following:
- Skills
 - Passions
 - Dislikes
 - Challenges/frustrations
 - Possible support Needs
 - Work culture considerations
 - Relevant skills training needed
 - Anything to avoid?

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Observations

- Skills
- Passions
- Dislikes
- Challenges/frustrations
- Possible support Needs
- Work culture considerations
- Relevant skills training needed
- Anything to avoid?

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How does the setting impact what you are observing?

Observations

- In a volunteer situation
- In a classroom
- In their home
- At the mall
- Anywhere else?

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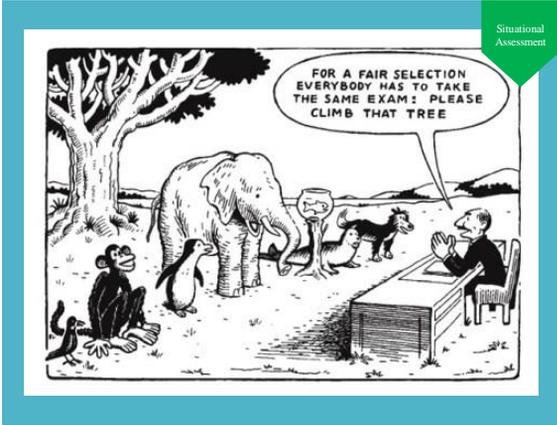
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Situational Assessment

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Informal Assessments	Formal Assessments
Non-standardized	Standardized testing
No scores	Scores are normed
No comparing to others	Scores are compared
Observing and interviewing	Summative tests
Variety of environments	Could go beyond normal classroom environment like testing facilities

Situational Assessment

Informal vs. Formal Assessment

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1. Develop a variety of assessment sites
2. Have at least one assessment have been an activity Bob has done before
3. Setup assessment times and locations for Bob

Situational Assessment

Pre-Assessment

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Five Areas to Document

The Discovery Report will ask you to report on these 5 areas:

-  Level of support needed
Independent, occasional, intermittent, continuous
-  Types of support needed
Verbal, written, visual, physical, etc.
-  Work pace
-  Accuracy of completed work
-  Liked or disliked the task



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Post-Assessment

<p>01</p> <p>Did you explain the task thoroughly?</p>	<p>02</p> <p>Did you allow ample time to learn?</p>	<p>03</p> <p>Did you see any increase in comfortability, speed?</p>	<p>04</p> <p>Situational Assessment Tool</p>
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Writing the Discovery Report

- ✓ Includes file review and all interviews, observations, and assessments
- ✓ Includes recommendations for Job Development or Vocational Development Plan
- ✓ Have you reviewed the report with your supervisor and "Bob"?



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Situational Assessment

Let's Practice Together

You are supporting Sam, who would like to work at a large grocery store in his neighborhood. Sam's main interest is in cashiering. You do not have any information about Sam's ability with money handling.

Take 2 minutes to reflect to "pg.4, 4.C moneyskills" in the Functional Vocational Assessment and generate some ideas on what you would do to create a situational assessment to answer your questions about Sam's money skills.

When you have some ideas, type into the chat box.

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Situational Assessment

- What skill, knowledge and ability are you assessing for?
- Where would you do this assessment?
- What materials would you need to do this assessment?

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One More Practice

You are supporting Monica, who attends CBPV. Monica's volunteer position is cleaning kennels at the SPCA. She does not care for this job and her work quality and speed are below expectations.

Monica would like to work at a hospital as a dietary aide. The responsibilities of a dietary aide require the employee to follow directions carefully.

Take 2 minutes to reflect to "pg. 5. #5. Following Directions" in the Functional Vocational Assessment and generate some ideas on what you would do to create a situational assessment to answer your questions about Monica's capacity to follow direction.

When you have some ideas, type into the chat box.

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Situational Assessment

- What skill, knowledge and ability are you assessing for?
- Where would you do this assessment?
- What materials would you need to do this assessment?

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During Discovery:

- The site
- The assessment

After Discovery:

- The Discovery process
- The documentation
- The Discovery report
- Quality check

Discovery Self-Check



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Please type your full name in the chat box



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