

A Case Study in Discovery



Takeaways

- You will learn how to complete a thorough Job Analysis at a business
- You will learn how to complete a discrepancy analysis utilizing the Discovery report, job analysis and job description.
- You will learn how to create a job coaching plan utilizing the discrepancy analysis.



Current Environment Challenges



- Individuals and/or parents hesitant about working
- Understaffed agencies
- Coaching offsite and providing remote services

What happened to John?

- Lost job due to COVID and either party is not interested in returning
- Didn't want to work due to COVID
- Worked through COVID but not really their thing
- They want to explore now that everyone is hiring



Step by Step

1. Discovery Report
2. Job Development Plan
3. Stakeholder Meeting
4. Job Description
5. Job Analysis/Discrepancy Analysis
6. Job Coaching Plan



Let's meet John



EMPLOYMENT TRAINING PROGRAM DISCOVERY REPORT

Name: John Smith TABS ID #: 111111

SEMP Agency: Habilitative Services Agency DDRO: Capital District

Date Discovery Started: 1/2/20 Date Report Completed: 4/3/20

PURPOSE: To gather information relevant to employment and analyze and synthesize this information into a recommendation for meeting the individual's career and vocational goals. Discovery through Exposure, Exploration Experience, Evaluation, Education, and Empowerment will also prepare the individual for competitive employment.

The Discovery Report and recommendation must be completed and then **reviewed and approved by your supported employment services management**. After the Discovery Report has been reviewed and approved by your Supported Employment Manager, please forward it to the ETP Supervisor.

If job development is authorized by the ETP Supervisor, a Job Developer can use this information to develop a job that matches the individual's skills and abilities. If other services are recommended, the support team can use this information to coordinate services that will help the individual achieve their employment goals.

DISCOVERY ACTIVITY	MINIMUM EXPECTED HOURS	RECOMMENDED HOURS	ACTUAL HOURS PROVIDED
Review of Records	4	4-6	6
Interviews of the Individual, Support Staff, Family, and Friends	4	6-8	8
2 Observations of the Individual	4	6-8	6
Individualized Assessment Site Development	2	2-6	6
2 Community-Based Experiences / Situational Assessments (min 12 hours each)	24	24-40	36
Discovery Report Findings	1	1-2	2
Career Research	2	4-6	6
Recommendation, Review, and Approval	1	1-2	2
Other (Communication, Travel Time, Documentation, Planning Meetings)	13	15-25	15

Discovery Report Excerpts- John

LIFE PLAN / PSYCHOLOGICAL / ADAPTIVE BEHAVIOR / IPOP RECORDS:

Diagnosis: Autistic Disorder/Pervasive Developmental Disorder Full Scale IQ: 57
Reading Level: Below 1st grade reading level Mathematical Skills: Below 1st grade math level

Other factors that could impact employment:

John has some expressive and receptive language, but requires assistance communicating needs to those who don't know him.

Briefly summarize the individual's SCHOOL RELATED work experiences:

<u>Location/ Business</u>	<u>Tasks performed</u>	<u>Liked or Disliked</u>
Burger Place, Center City	Labeled Containers, Cleaning	Liked
Central City School for Special Students	Copying, scanning, shredding	Liked
Party Place, Center City	Stuff envelopes, organizing merchandise	Liked

Answer Based on the information obtained during the interviews:

List Potential Career Options mentioned by the interviewees:

Food service-preparing dining area, labeling containers	Stocking and organizing food items
Basic clerical work-copying, scanning, shredding	
Recreation-setting up/taking down equipment tables	

What connections or relationships do the interviewees have with businesses in these career areas?

The Center City School for Special Students has partnerships with internship sites in Center City. John's mother has a good relationship with Burger Place and Party Place and has connections across restaurant chains in various locations. Our agency has a relationship with a restaurant chain as well as various food service businesses and business offices.



<p align="center"><u>COMMUNITY-BASED EXPERIENCES / SITUATIONAL ASSESSMENT WORKSHEET</u></p> <p align="center">TASKS ASSIGNED TO THE INDIVIDUAL / TYPE OF WORK COMPLETED</p>	<p align="center">Liked or Disliked Task (L or D)</p>	<p align="center">Accuracy of Completed Work (1-5) (5=most accurate)</p>	<p align="center">Work Pace (1-5) (5=fastest)</p>	<p align="center">Type(s) of Support (verbal, written, visual, modeling, hand over hand, other)</p>	<p align="center">Level of Support (independent, occasional, intermittent, continuous)</p>
1. Carry crates of produce to designated area	L	5	3	Verbal and modeling	Occasional
2. Separate crates of usable produce from spoiled produce	L	4	4	Verbal and visual cues	Occasional
3. Loaded trays into and out of dish machine. Placed clean dishes in storage areas.	L	4	4	Verbal and natural cues	Occasional
4. Count number of produce items to bag	L	3	3	Verbal and modeling	Occasional

Job Title: Food Service Aide	O*NET Code: 35-2021.00
Job Duties / Requirements	How does the job duty / responsibility match the individual's skills and abilities?
Clean and sanitize work areas, equipment, utensils, dishes, or silverware.	John has experience wiping down tables and other materials at Burger Place and Party Place
Store food in designated containers and storage areas to prevent spoilage.	John demonstrated understanding of spoilage when asked to separate spoiled and usable produce at the food pantry. He has the dexterity to place food in containers.
Place food trays over food warmers for immediate service, store them in refrigerated storage cabinets.	John has the dexterity and coordination needed to place food trays over a warmer or in storage.
Carry food supplies, equipment, and utensils to and from storage and work areas.	The writer observed John carrying crates of produce and other kitchen supplies during a Discovery activity. He demonstrated the stamina and coordination to efficiently perform this task.
Load dishes, glasses, and tableware into dishwashing machines.	During a Situational Assessment the writer observed John efficiently loading and unloading a commercial dishwasher.
Portion and wrap the food, or place it directly on plates for service to patrons.	John demonstrated the ability to bag specific amounts of produce during a Situational Assessment. He has the dexterity and social skills to place food on plates and trays for patrons if the amount is always consistent.



Office for People With
Developmental Disabilities

EMPLOYMENT TRAINING PROGRAM Job Development Plan

Name: John Smith

TABS ID #: 111111

1. List the 2 career areas and possible positions that will be the focus of Job Development:

a. Career Area 1: Food Preparation Worker

i. Positions: Food Service Aide

b. Career Area 2: Retail

i. Positions: Stocker and Order Filler

2. List the hard skills **demonstrated** in previous employment or volunteer activities by the individual that support success in each career area: (examples: clerical, money handling, mechanical, and/or cleaning skills)

a. Career Area 1: Has experience wiping down tables, operating a dishwasher, carrying and measuring food products.

Name: John Smith

TABS ID #: 111111

5. List and describe the factors that create an ideal workplace culture for the individual:

(examples: team structure, set routine, clear expectations, flexible supervisor)

A culture where he is not required to have extensive or frequent interaction with customers and/or co-workers. Supervisors and co-workers who can be patient and learn his single word and gestures communication style.

When working in a new area he will need to have supports provide modeling and/or verbal prompts to assist him to increase his work pace.

6. List and describe the factors that create an ideal workplace environment for the individual:

(examples: lighting, noise level, crowded, inside/outside)

A quiet environment but not silent like a library. A work environment that can utilize his physical skills. John is comfortable indoors or outdoors and likes variety.

7. Fill in the individual's weekly availability:

Day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
From	10am	10am	10am	10am	10am		
Until	5pm	5pm	5pm	5pm	5pm		
List any times, days, or dates that the individual is NOT available to work and why:							
Commitments on weekends							

8. Transportation information:

- a. Available Mode(s): Transportation provided by parents, walking or taxi/uber
- b. Travel radius / area: Within City Center limits
- c. Travel restrictions: May have to be travel trained depending on the location



Name: John Smith

TABS ID #: 111111

9. List potential employers that meet the criteria for success listed in 1-8 that the SEMP Agency or individual has an established relationship with:

Business	Career Area (1 or 2)	Location
Gimme Coffee	1	10 Main St., Center City
Center City Bakery	1	35 Main St., Center City
Fairlawn Nursing Home	1	1 Fairlawn Drive, Center City
Mercy Hospital Cafeteria	1	30 Elm St., Center City
Betty's Retail/Wholesale Bakery	2	8 Broadway, Center City
Tom's Grocery Warehouse	2	7 Seven Mile Drive, Center City
Party Center	2	6 Thornwood Dr., Center City
2 Brothers Produce	2	1 Cortland St., Center City

Name: John Smith

TABS ID #: 111111

11. List and describe vocational gaps in the following areas that could create barriers to success in the chosen careers or with the potential employers:

- a. **Hard Skills:** John will need time to adjust to the worksite and increase his speed with hard tasks.
- b. **Soft Skills:** Non-verbal communication style. John has a single word and gestures communication style.
- c. **Workplace Culture:** John will need a supportive culture where he is given time to adjust and co-workers can learn his communication style.
- d. **Workplace Environment:** NA
- e. **Schedule / Availability:** John is limited to 10-5 on weekdays. He would like 3-4 days per week.
- f. **Transportation:** John's options are parent transportation, uber/taxi or walking.

Stakeholder Meeting

- Meeting with John's team
- Review JD Plan
- Get people on the same page
- Ask for help with connections
- Ask for help with transportation and/or motivation



Where did Discovery lead us?

- John prefers something around food
- Job makes good use of John's physical skills and stamina
- The staff there is very used to working with our job coaches
- The Nursing Home has many areas that John could move into if he wants a change or learn new skills
- The Nursing Home has a consistent weekday need during the hours of 10-5 unlike some restaurants that are weekend heavy

Job Description

1. Transport all dishes to the kitchen following meal preparation and meal times.
2. Prepare dish room/area.
3. Clean, wash and sanitize dishes and utensils.
4. Return dishes and utensils to appropriate storage areas.
5. Break down kitchen for clean up.
6. Perform sanitation clean up of dish room, kitchen, dining areas, steam tables, range hoods, sinks, and drains. Empties trash.
7. Complete general cleanup of dish room, kitchen and dining areas.

Job Analysis

- Core tasks – Essential functions of the job
- Episodic tasks – Things you do on occasion
- Work Tasks – Duties during “down time”
- General requirements – Qualifying criteria (i.e., licenses, certifications, physical abilities)
- Work Environment – Indoors/outdoors, temperature, noise, dust, lighting, etc.
- Work Culture Considerations – Elements of the work setting, including the people, that exist and increase the likelihood of inclusion

Watch Video and think about Job Analysis categories

- <https://www.youtube.com/watch?v=P0nYqwFdUIM>

Job Analysis

- Core Tasks- Unload dirty dishes off conveyor, Separate trash from compost, scrape and spray dishes, stack dishes in racks, run dish machine, use cart to transport dishes to kitchen
- Episodic Tasks- Assist prep cooks, bring carts out to dining room
- Work Tasks – General cleaning
- General Requirements- Stamina, lift heavy items, ability to determine trash from compost
- Work Environment- Hot, dirty, wet, smelly
- Work Culture- Supportive, friendly and cooperative

Discrepancy Analysis

- Utilizes Job Analysis to break down job components
- Determines challenges and methods to adjust
- Ensures no “deal breakers”
- Example:
 - Requirement: Lift 30 lbs.
 - Applicant Skill: Can lift 20 lbs.
 - Match? No
 - Can we work around? How?



DISCREPANCY ANALYSIS		
Applicant's Name:		Job Analysis Site:
Job Analysis / Requirement: Transportation	Applicant Skill:	Match: Yes No Describe supports, interventions, comments :
Job Analysis / Requirement: Rate of Pay	Applicant Skill:	Match: Yes No Describe supports, interventions, comments :
Job Analysis / Requirement: Financial Considerations	Applicant Skill:	Match: Yes No Describe supports, interventions, comments :
Job Analysis / Requirement: Work Schedule	Applicant Skill:	Match: Yes No Describe supports, interventions, comments :
Job Analysis / Requirement: Essential Job Functions	Applicant Skill:	Match: Yes No Describe supports, interventions, comments :
Job Analysis / Requirement: Secondary Job Functions	Applicant Skills:	Match: Yes No Describe supports, interventions, comments :
Productivity Factors: <input type="checkbox"/> Quality <input type="checkbox"/> Speed <input type="checkbox"/> Precision; detail <input type="checkbox"/> Sustained concentration <input type="checkbox"/> Multi-step tasks <input type="checkbox"/> Flexibility (changes in routine, instruction) <input type="checkbox"/> Tolerance for repetition <input type="checkbox"/> Judgment (independent decisions based on established criteria) <input type="checkbox"/> Independence/initiative	Applicant Skills:	Match: Yes No Describe supports, interventions, comments :

Discrepancy Analysis

Functional Academics: <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Math <input type="checkbox"/> Money Handling	Applicant Skills:	Match: Yes No Describe supports, interventions, comments :
Physical Demands, Strength and movement: <input type="checkbox"/> Lifting/carrying <input type="checkbox"/> Walking <input type="checkbox"/> Sitting <input type="checkbox"/> Standing <input type="checkbox"/> Climbing (agility) <input type="checkbox"/> Balancing (equilibrium) <input type="checkbox"/> Twisting/bending <input type="checkbox"/> Stooping/kneeling <input type="checkbox"/> Reaching/handling <input type="checkbox"/> Fingering/feeling	Applicant Skills:	Match: Yes No Describe supports, interventions, comments :
Sensory/Communication: <input type="checkbox"/> Vision <input type="checkbox"/> Hearing <input type="checkbox"/> Speaking	Applicant Skills:	Match: Yes No Describe supports, interventions, comments :
Environmental Demands: <input type="checkbox"/> Inside/outside <input type="checkbox"/> Temperature <input type="checkbox"/> Wet/humid <input type="checkbox"/> Noise/vibration <input type="checkbox"/> Hazards (tools, machines, toxic materials) <input type="checkbox"/> Air quality (fumes, odors, dust, gases)	Applicant Skills:	Match: Yes No Describe supports, interventions, comments :
Social Interaction: <input type="checkbox"/> Co-workers <input type="checkbox"/> Customers/public	Applicant Skills:	Match: Yes No Describe supports, interventions, comments :
Distractions: <input type="checkbox"/> Noise <input type="checkbox"/> Visual <input type="checkbox"/> People in close proximity <input type="checkbox"/> Traffic/activity	Applicant Skills:	Match: Yes No Describe supports, interventions, comments :

Discrepancy Analysis Breakout Room

- How can we best support John on this new job? What are some of the biggest obstacles you see?



Job Coaching Plan- Purpose

- To identify key players, roles, and logistics
- To identify barriers and supports needed
- Provide a resource for substitute job coaches
- Make a smooth transition to fading



Job Coaching Plan

- Contact info and preferences
- Core Tasks noted in the Job Analysis
- Schedule and transportation methods
- Discrepancies identified in Discrepancy Analysis
- Approaches planned to address discrepancies
- On the job supports and accommodations
- Prompting and Learning Styles
- Supervisors and key natural supports
- Plan to fade when these work standards are met

Addressing Discrepancies

- Communication styles - we can identify key natural supports to assist in John's unique communication style and train co-workers to learn his non-verbals
- Work pace – we can keep track of number of racks per hour, show John his progress in increasing speed
- Visuals - we can create pictures to demonstrate to John the difference of compost vs. trash, etc.
- Noise level - we can ask about noise canceling headphones to mitigate noise for John

Adjusting to Workplace Culture

Detail/Comment:

1. Jobs performed by workers in the work area or group.	<	<hr/> <hr/> <hr/>
2. Length of time most workers have been employed in this work setting.	0-11m <input type="checkbox"/> 12-23m <input type="checkbox"/> 24+m <input type="checkbox"/>	
3. How often do two or more workers work together to complete job tasks?	seldom <input type="checkbox"/> occas. <input type="checkbox"/> often <input type="checkbox"/>	
4. Are there certain tasks at work that almost everyone does?	no <input type="checkbox"/> yes <input type="checkbox"/> <input type="checkbox"/>	If yes, describe: <hr/> <hr/>
5. About how often during the day do workers: -talk socially? -help one another with work?	0-1 2-5 6+ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

Questions?

Thank you for learning with us!

- info@Eleversity.org
- (585) 340-2051
- www.Eleversity.org

