Distance Learning Protocol
(same expectations as in-person)

- Be on-time. Late arrivals will not be admitted.
- Choose an appropriate place to set up your webcam (e.g. not lying down or in bed)
- Keep the camera centered and avoid moving around
- Minimize background noise and visual distractions
- Avoid sitting in front of a window
- Please only 1 person per device
- No smoking or vaping
- Must attend the 2 days as scheduled to receive credit
- 100% participation is required (chat discussions, poll questions, etc.)
- No cell phones & tablets must be in landscape mode

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
Important information from OPWDD

- Please be aware of 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?

Innovations Trainings

More information is available on our website at: www.Eleversity.org

Introduction to Employment
Discovery: Assessment and Planning
Effective Job Coaching
Basics of Business Engagement

Beyond Discovery
Job Development
Community Prevocational Services
Employment Training Program (ETP) 101
Management Skills for SEMP Leaders

Technology for Vocational Services
Demonstrating the Benefits of Supported Employment to Businesses
A Case Study in Discovery

Today....

Purpose: To understand the role of discovery in the employment process

Process: Exploring a variety of assessment techniques, observations, skills, and interview methods

Payoff: Creating a path that:
- Identifies gaps
- Identifies learning styles and preferences
- Identifies the type of work people are best suited for
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

The Foundation

**Mission:** We help people with developmental disabilities live richer lives.

**Vision:** People with developmental disabilities enjoy meaningful relationships with friends, families and others in their lives, experience personal health and growth and live in the home of their choice and fully participate in their communities.

What is Integrated Employment?

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 are we trying to do?

How Do OPWDD Employment Services Flow?

*Chart is designed for illustrative purposes only. An individual may apply for services in the order that makes sense based on individual circumstances.
Community Pre-Vocational (Waiver Service)
Prepares people for paid employment or meaningful activities
- 2 years or more
- Discovery, community work experiences, volunteer opportunities and career planning
- Unpaid/Volunteer work or 14C Paid Experiences

Pathway to Employment (Waiver Service)
Creates a vocational plan and prepares people for paid work
- 1 year
- Discovery, community work experiences, and develop a vocational goal
- Unpaid/Volunteer Experiences or paid at minimum wage

Employment Training Program (ETP) (Program)
Provides an opportunity time limited paid work experience after Discovery and targeted job development
- 1 year or less
- Discovery, job development, Intensive SEMP, and Internship/Work opportunity at a community business that agrees to hire the individual
- Wages paid by OPWDD at Minimum Wage until business hires

Supported Employment (SEMP) (Waiver Service)
Provides job coaching, job development and support on a job
- On-Going
- Community-based, competitive, integrated employment
- Paid by business at Minimum Wage or higher

Tools in the Toolbox

The “Es” of Successful Discovery

- Person-Centered Planning with the Person and their Support Team
- Implementing Discovery, Creating Community Experiences, Building Independence and Skill Development
- Job Coaching, Building Independence, Facilitating Relationships and Building Natural Supports in Community Employment
- Job Development, Job Matching, and Negotiating Training and Performance Agreements with Businesses

The Employment Process
Discovery is building the foundation of a good job match… and is a TEAM effort

In Discovery we
Notice and Wonder

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 "outdoorsy" 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?
Discovery Process

Discovery is a life-long process

Discovery is learning a persons’…

Skills
Interests
Abilities

Through:
File review
Interviews
Observations
Situational assessments
Skills
What can they do now?
“Hard Skills”
[page 2 in workbook]

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 |

“Soft” Skills
[page 2 in workbook]

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

### Communication

- **Active Listening**
  - Listening to understand
  - Maintain attention
- **Comprehension**
  - 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
  - Tone of voice appropriate to person and setting
  - Use of gratuities
  - Open-mindedness
  - Listening to understand
  - Listening without judgement
  - Paraphrase content
  - Tone of voice appropriate to person and setting

### Hard Skills

- **Time Management**
  - Tell time
  - Analog and digital
- **Identify tasks to be completed**
  - Prioritize tasks in order of importance
- **Have contingency plans**
  - Forward planning
  - Backward planning
- **Identify tasks to be completed**
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  - Backward planning

### Soft Skills

- **Time Management**
  - Hard Skills
  - Soft Skills
  - Value planning process
  - Ownership
  - Delegation

---

**Communication**

- **Active Listening**
  - Listening to understand
  - Maintain attention
  - Maintaining emotions
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### Soft Skills

- **Time Management**
  - Hard Skills
  - Soft Skills
  - Value planning process
  - Ownership
  - Delegation
1. Volunteer and/or paid work experiences
2. Social and communication skills
3. Medical/physical status/medication
4. Mobility/safety
5. Reading and writing skills
6. Learning style(s)
7. Potential barriers to long-term success
8. Previous job task skills
9. Interests and preferences
What else?
Discovery Creates an Organized Picture

What energizes them?  
Motivation is key

<table>
<thead>
<tr>
<th>Race</th>
<th>Behavior</th>
<th>Language</th>
<th>Actions</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Style</td>
<td>Physical Abilities</td>
<td>Age</td>
<td>Life experiences</td>
<td>Values</td>
</tr>
<tr>
<td>Thoughts/perspectives</td>
<td>Religion</td>
<td>Dreams</td>
<td>DISCOVERY</td>
<td></td>
</tr>
</tbody>
</table>
Perspective

Discovery requires multiple perspectives
Who knows them the best

Ideally they will learn about themselves | And GROW during this process
Video – Lab Decoy

**Anatomy of an Artichoke**

- **Outer leaves** - Tough, fibrous and prickly
- **Heart** - The meaty and succulent center
- **Thorn** - Sharp
- **Inner leaves** - Tender but still has some prickles
- **Choke** - Fine fuzzy filament
The Art of Discovery

- Initial interview questions
- Digging deeper assessments
- Feelings of exposure and vulnerability
- The hear – gifts, talents, supports, a Discovery plan

Critical Thinking Skills

Analyze Evaluate Create

Gather data Put the pieces together Formulate a plan

Discovery is learning a person’s…

- Skills
- Interests
- Abilities

Through:
- File review
- Interviews
- Observations
- Situational assessments
How might we use a person’s file?

- 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

I’m an employment specialist  Not a psychologist!

WARNING
ASSUMPTIONS AHEAD

Most Useful Elements

- Background
- History
- Summary
- Recommendations
Discovery is learning a person’s…

Skills
Interests
Abilities

Through:
File review
Interviews
Observations
Situational assessments

One on One Interviews

Person
Family and friends
Service providers

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
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

Interviews

Based on Bob, we’re going to talk to the following…

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

Hi, I’m Bob, I am 24 y.o

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

Begin with:

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

Open-Ended Questions

Begin with:

• What
• Why
• How

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?
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?

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.

How can you make it more comfortable?

Is this what your interview feels like for them?
Discovery is learning a person’s...

- Skills
- Interests
- Abilities

Through:
- File review
- Interviews
- Observations
- Situational assessments

Observations use the senses to gather information from the natural world.

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

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?
Video – Temple Grandin

Observations

How does the setting impact what you are observing?

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

Observations

• Skills
• Passions
• Dislikes
• Challenges/obstacles
• Possible support needs
• Work culture considerations
• Relevant skills training needed
• Anything to avoid?
Discovery is learning a person's...

- Skills
- Interests
- Abilities

Through:
- File review
- Interviews
- Observations
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Informal vs. Formal Assessment

<table>
<thead>
<tr>
<th>Informal Assessments</th>
<th>Formal Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-standardized</td>
<td>Standardized testing</td>
</tr>
<tr>
<td>No scores</td>
<td>Scores are normed</td>
</tr>
<tr>
<td>No comparing to others</td>
<td>Scores are compared</td>
</tr>
<tr>
<td>Observing and interviewing</td>
<td>Summative tests</td>
</tr>
<tr>
<td>Variety of environments</td>
<td>Could go beyond normal classroom environment like testing facilities</td>
</tr>
</tbody>
</table>
Pre-Assessment

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

Post-Assessment

01 Did you explain the task thoroughly?
02 Did you allow ample time to learn?
03 Did you see any increase in comfortability, speed?
04 Did you see an increase in comfortability, speed?
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”?

Sample Excerpt From Discovery Report

1. What are your strengths?

Asked Mary what she was really good at doing and she stated helping her friend take care of her new baby. She is also good at training her dog to do tricks. Mary states that she helps her mother in the kitchen and she is good at cutting vegetables and frosting cakes. Mary goes to yoga every week in the park and states she is getting better and enjoys going.

Sample Excerpt From Discovery Report

2. What did you like/not like about your volunteer experience(s)?

States that meals-on-wheels is boring, and she doesn’t like going in the winter because she has to walk through the snow and it’s cold outside. She states that she doesn’t get time to talk to the old people because staff are always rushing her. Mary states the farm was fun and the only part she didn’t like was that it was a long ride there.
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 money skills” 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.

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?

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.
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?

During Discovery:
- The site
- The assessment

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

Discovery Self-Check
Contact Information

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