



Discovery:
Assessment and Planning
INNOVATIONS IN EMPLOYMENT SUPPORTS

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.EEver21.org

Core Classes	Introduction to Employment	Other Offerings	Beyond Discovery
	Discovery: Assessment and Planning		Job Development
	Effective Job Coaching		Community Prevocational Services
	Basics of Business Engagement		Employment Training Program (ETP) 101
Quick Bites	Technology for Vocational Services		Management Skills for SEMP Leaders
	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



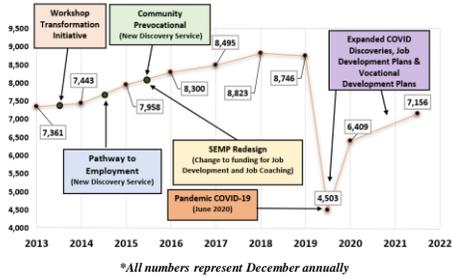
Work settings where workers with developmental disabilities **have opportunities to interact with,** and **work alongside,** co-workers who **do not have disabilities** are considered integrated.

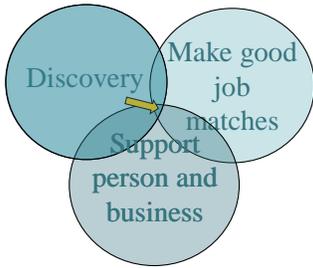
If **supervisors,** job coaches and other staff are the **only people without disabilities** that workers interact with, then the setting **does not meet** the definition of integrated.

What is Integrated Employment?

OPWDD Supported Employment

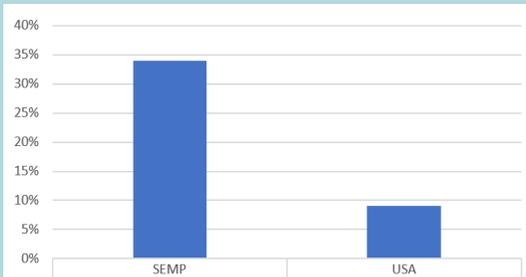
Number of Individuals in Competitive Employment
2013-2021



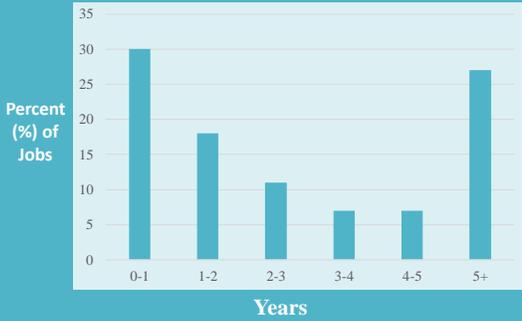


What are we trying to do?

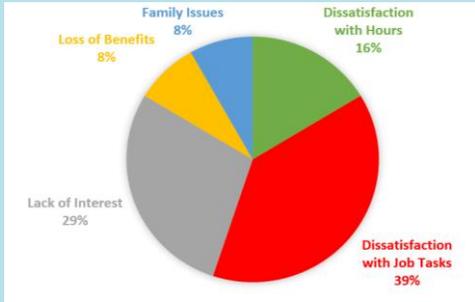
Individuals Who are Employed in Retail vs. USA (General Public Employed in Retail) in NYS OPWDD SEMP in 2019



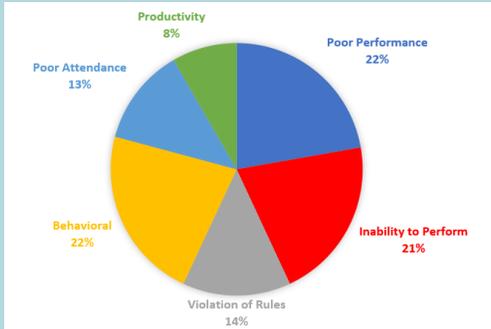
Length of Employment for Individuals who Terminated Jobs in SEMP in 2019

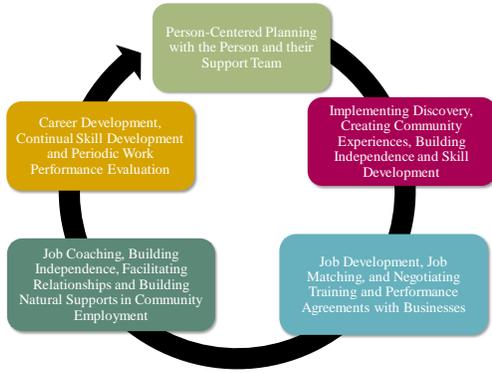


Reasons Individuals Quit Jobs: Individuals in SEMP in 2019



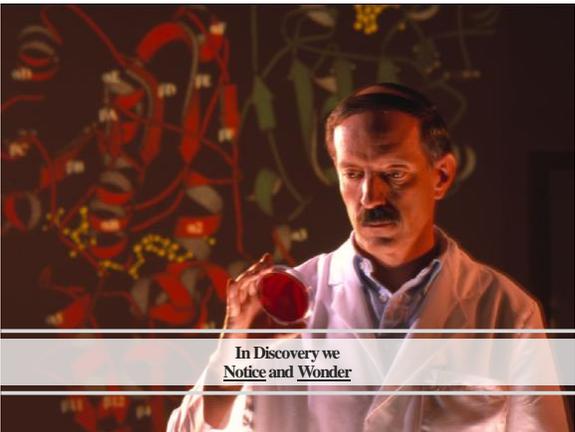
Reasons Individuals were Fired: Individuals in SEMP in 2019





The Employment Process





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?



Discovery Process

EMPLOYMENT TRAINING PROGRAM DISCOVERY REPORT

Client: _____ Date: _____

ETP Agency: _____ Date: _____

ETP Case Manager: _____

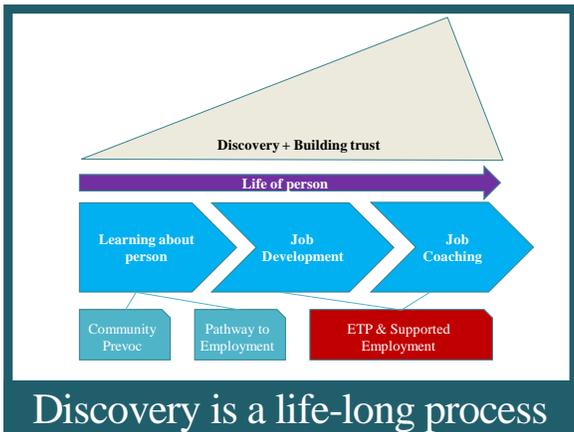
DISCOVERY is a process that involves gathering information about a person's interests, abilities, and knowledge to help them find a job that is a good fit for them. It is a key part of the employment process and is often used to help people with disabilities find work that is meaningful and rewarding.

The Discovery Process is a key part of the employment process and is often used to help people with disabilities find work that is meaningful and rewarding.

DISCOVERY	INTERESTS	ABILITIES	KNOWLEDGE
Areas of Interest	4	4	4
Strengths and Weaknesses	4	4	4
Other Interests/Abilities	4	4	4
Additional Areas for Development	4	4	4
Summary/Recommendations	4	4	4
Other Areas	4	4	4
Recommendations, Goals, and Support	4	4	4
Other Comments/Notes/Signs	4	4	4
Total	40	40	40

*Numbers increase to a maximum of 40 (agencies provide)

Revised 2/12/17 Page 1





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]



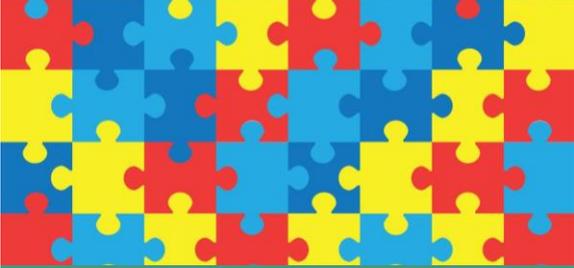
Hard skills are specific, teachable and measurable abilities that are able to be quantified.
Use a computer —i.e. keyboard, internet, email, Microsoft Office
Use different tools —Hammer, drills, saw, screwdriver
Cook —Operate hand mixer, stove, grater, knives, identify ingredients, set timer
Clean —Mop/sweep floor, use cleaning chemicals appropriately, wash windows, operate buffer

Hard Skills

What information are we seeking about the person?



- 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?

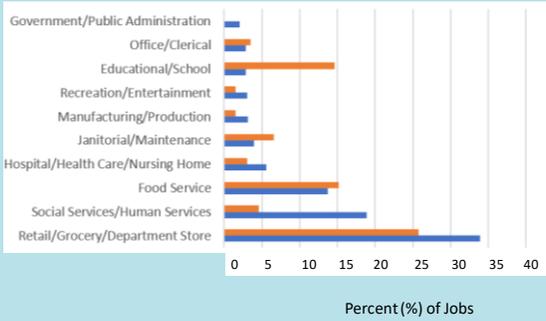


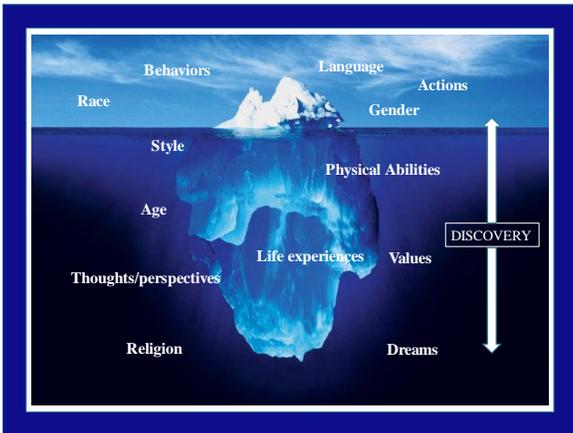
Discovery Creates an Organized Picture

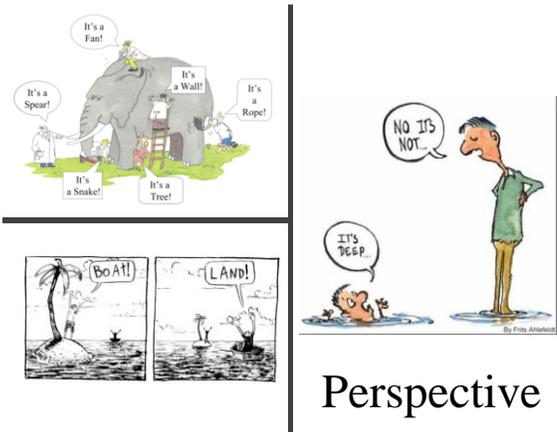


What energizes them? |
 Motivation is key

Individuals in SEMP(Blue) vs. ETP(Orange) in 2019:
Job Settings







Perspective

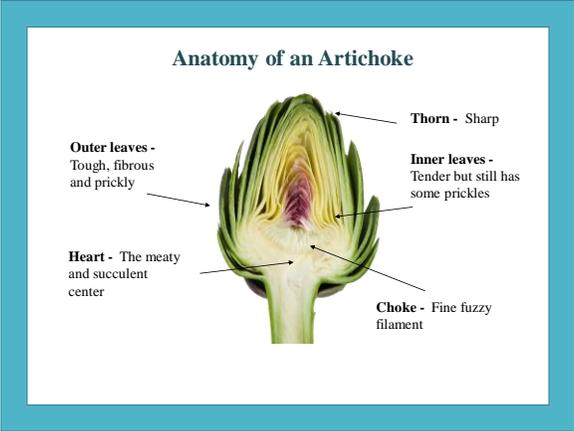


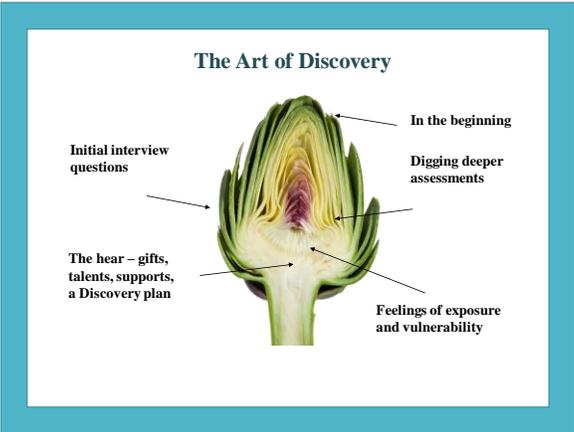


Video – Lab Decoy









Analyze Evaluate Create

Gather data Put the pieces together Formulate a plan

Critical Thinking Skills



Discovery is learning a persons'...

- Skills
 - Interests
 - Abilities
- Through:
- File review
 - Interviews
 - Observations
 - Situational assessments



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



File Review

I'm an employment specialist | Not a psychologist!



File Review

- Background
- History
- Summary
- Recommendations

Most Useful Elements



- Skills
- Interests
- Abilities

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

Discovery is learning a persons'...



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

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

Interviews

WHY DO YOU...
HOW DO YOU...
WHAT IS YOUR SIBLING?

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

Interviews

Closed-Ended Questions

Begin with:

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

Interviews

Open-Ended Questions

Begin with:

- What
- Why
- How

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?

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?



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.



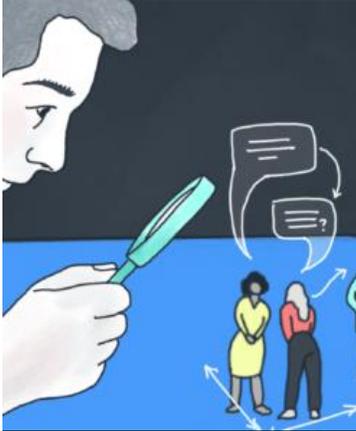
Is this what your interview feels like for them?

Observations use the senses to gather information from the natural world

- Skills
- Interests
- Abilities

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

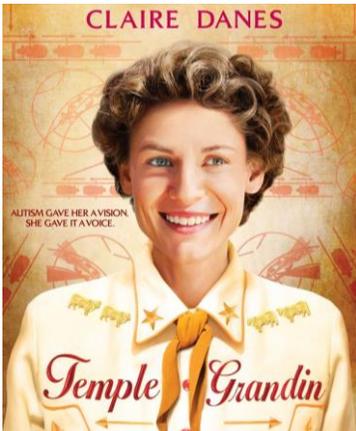
Discovery is learning a persons' ...



Observations

Observations

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



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?

Video – Temple Grandin

Observations





Observations

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

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?



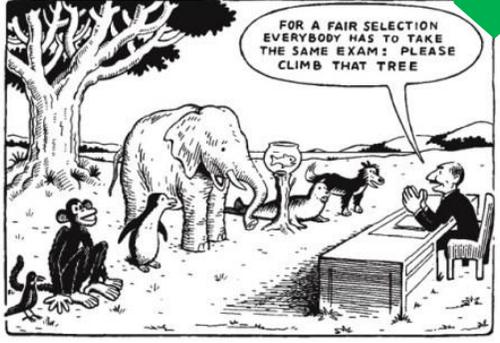
Discovery is learning a persons' ...

- Skills
- Interests
- Abilities

Through:

- File review
- Interviews
- Observations
- **Situational assessments**

Situational Assessment



Situational Assessment

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

Informal vs. Formal Assessment

Situational Assessment

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

Pre-Assessment

Situational 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



Situational Assessment

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

Situational Assessment Tool

Situational Assessment

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.

Horizontal lines for writing response

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 its 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.

Horizontal lines for writing response



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.

Horizontal lines for writing response



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

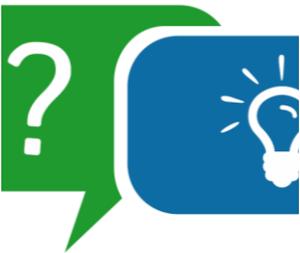
You are supporting Monica, who attends CBPV. Monica's volunteer position is cleaning kennels at the SPCA. She does not care for this job and her work quality and speed are below expectations.

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



Situational Assessment

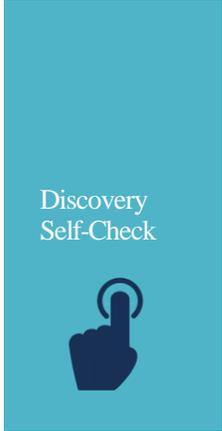
- What skill, knowledge and ability are you assessing for?
- Where would you do this assessment?
- What materials would you need to do this assessment?

During Discovery:

- The site
- The assessment

After Discovery:

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







Contact Information

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