Vocational Assessment

Looking through the Vocational Lens
Agenda

01 What is assessment?
Understand the types of evaluations used

02 Why do we do it?
Learn the benefits and outcomes of assessment

03 Where & how do we do it?
How does assessment apply to OPWDD services?

04 Practice!
Ready, Set, Go!

Eleversity
NEXT-LEVEL WORKFORCE EDUCATION
Assessment is never meant to exclude someone from opportunity. It is meant to identify strengths, supports, accommodations, and next steps. The process is anything but passive and perfunctory.

—Someone Famous
How does the teacher, Mr. Simmons, influence the results of the test?

How does self-efficacy play a role?

What is the take away on assessment results and the impact they have?
Break out room time!

Share with each other your experience with or knowledge on assessment.
What kind did you use?
What was the outcome?
01

WHAT IS ASSESSMENT

Understand the types & kinds we can incorporate into services
Assessment as a....

Could be a report or something tangible with results you can hold and see. Is completed by the person supported and Staff uses the results to inform services.

Vs.

An action Staff does and does often. We are constantly assessing work performance and dynamics. We assess files, relationships, culture, expectations, and more.
The many faces of assessment

How many do you recognize or use?

"An objective standard of measure of a sample behavior" - Anastasi and Urbina

"Systematic procedure for observing behavior and describing it with the aid of numerical scales or fixed categories" - Cronbach

Learning styles

- Community-based work assessment
- Work Values
- Diagnostic Vocational Evaluation
- IQ test
- Unpaid Work Experience under FLSA

Work Styles

- Holland Codes
- Strong Interest Inventory
- Community-based situational assessment
- Gardener’s Multiple Intelligences
- Personality – (Myers-Briggs)
- Situational Assessment

Community-based assessment
<table>
<thead>
<tr>
<th>Community-based Assessment</th>
<th><strong>Unpaid Work Experience under FLSA</strong></th>
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<tbody>
<tr>
<td>• Takes place in a community setting. Can be average daily activities, a natural observation.</td>
<td>• Under certain circumstances, individuals with disabilities are permitted to work for a short period at any type of business without pay for job exploration, assessment, and training purposes. This is permitted only within very specific parameters for 215 hours per site.</td>
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<thead>
<tr>
<th>Community-based Situational Assessment</th>
<th><strong>Personality Test</strong></th>
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<tr>
<td>• Takes place in the community but those being evaluated are put in a specific situation set up by Staff. Could be a work sample or other occurrence to observe responses.</td>
<td>• An introspective self-report questionnaire indicating differing psychological preferences in how people perceive the world and make decisions.</td>
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<tr>
<th>IQ Test</th>
<th><strong>Strong Interest Inventory</strong></th>
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<td>• An Intelligence Quotient, or IQ, is a measure of <strong>your reasoning and problem-solving abilities</strong> compared to other people of your age group</td>
<td>• Matches interests and preferences to occupations by categorizing people in 6 themes / domains: the <strong>Realistic (R)</strong>, <strong>Investigative (I)</strong>, <strong>Artistic (A)</strong>, <strong>Social (S)</strong>, <strong>Enterprising (E)</strong>, and <strong>Conventional (C)</strong> domains—collectively known as “RIASEC.”</td>
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<tr>
<th>Learning Style</th>
<th><strong>Work Values</strong></th>
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<tr>
<td>• Many different models and theories - describes how learners gather, sift through, interpret, organize, come to conclusions about, and “store” information for further use. Main 4 are Visual, Auditory, Reading/Writing, and Kinesthetic.</td>
<td>• Determines our beliefs about what’s most important in our work. Categories include Achievement, Independence, Recognition, Relationships, Support, Working Conditions</td>
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<tr>
<th>Multiple Intelligences</th>
<th><strong>Work Styles</strong></th>
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<tr>
<td>• Gardiner proposes the differentiation of human intelligence into specific modalities of intelligence, rather than defining intelligence as a single, general ability. <strong>Linguistic</strong>, <strong>Logical/Mathematical</strong>, <strong>Spatial</strong>, <strong>Bodily-Kinesthetic</strong>, <strong>Musical</strong>, <strong>Interpersonal</strong>, <strong>Intrapersonal</strong>, and <strong>Naturalist</strong>.</td>
<td>• Work styles are personal characteristics that can affect how well someone performs a job. Categories are <strong>Achievement Orientation</strong>, <strong>Adjustment</strong>, <strong>Conscientiousness</strong>, <strong>Independence</strong>, <strong>Interpersonal Orientation</strong>, <strong>Practical Intelligence</strong>, and <strong>Social Influence</strong>.</td>
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<thead>
<tr>
<th>Community-based Work Assessment <strong>ACCES-VR</strong></th>
<th>**Diagnostic Vocational Evaluation <strong>ACCES-VR</strong></th>
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<tr>
<td>• 15-30 hours at a work or community site catering to the identified interests and known employment factors of the individual. Purpose is to gather detailed, comprehensive, person-centered information about the person's skills, strengths, needs, capacities, capabilities as well as the conditions they need to be successful in the workforce.</td>
<td>• Evaluation in an agency setting or in a community locale associated with the provider agency. This service may include standardized work samples, self-administered paper and pencil tests, and/or actual hands on work with direct observation and may be done on a group basis.</td>
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<tr>
<td>Methods</td>
<td>Advantages</td>
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<td>------------------</td>
<td>----------------------------------------------------------------------------</td>
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<tr>
<td><strong>Standardized</strong></td>
<td>- Measures of collection are consistent</td>
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<td>- Data is categorized</td>
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<td>- Defines specific vocational skills and abilities and how they correspond to skill level of a person</td>
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<td>- Provides a starting point for support</td>
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<tr>
<td><strong>Non-Standardized</strong></td>
<td>- Many to choose from</td>
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<td>- Person-centered ease of administration</td>
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<td>- Low cost</td>
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<td>- Results provide as a guide</td>
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<td>- Can be administered by VR professional</td>
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<td>- Variety of environments</td>
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<td>- No comparison with others</td>
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<tr>
<td><strong>Community-based</strong></td>
<td>- Actual work setting</td>
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<td></td>
<td>- Focuses on work preferences, needs, interests of person</td>
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<td>- Integrated settings</td>
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<td>- Easier to implement workplace expectations, demands, etiquette</td>
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OUTSIDE-THE-BOX ASSESSMENT

Lumosity
Brain Games, progress is tracked

Clerical
Evaluates attention to detail

Games
Time management, task prioritization, following directions, reaction time, critical thinking, and so much more – and it's fun!

Role Playing
Practice work scenarios and process through solutions

Others?
Research! The power of Google!
### OTHER WAYS TO INCORPORATE ASSESSMENT

<table>
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<tr>
<th></th>
<th>Diagnostic</th>
<th>Formative</th>
<th>Interim</th>
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</table>
| 01 | Happen at the beginning  
Goal of understanding person’s current position to inform effective instruction  
Identify strengths and areas of improvement for the student  
Low-stakes assessments | Low-stakes assessment  
Goal of informing instruction  
Gain insight on learning status  
Helps identify knowledge retention and understanding  
Daily, weekly, or frequent checks  
Generally short and quick checks  
Comes in many forms: quiz, artwork, chart, game, presentation, etc. | Give insight on progress  
Given at different “intervals”  
Used for accountability of all parties  
Used to identify areas where adjusted instruction is needed |
|   | Benchmark  
Help drive future instruction  
Term used interchangeably with “interim assessment”  
Act as a “predictor” to a Summative assessment | Summative  
Evaluate learning/understanding at the end of a checkpoint  
Used for accountability of services,  
Usually higher stakes s  
Preparation and review is helpful for best performance |   |
|   | 05 |   |   |

- Can be used in CBPV
- Can be used in PTE
- Can be used in Job Club
- Where else?
<table>
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<tr>
<th>Work Styles</th>
<th>Achievement, Independence, Recognition, Relationships, Support, Working Conditions</th>
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<td>Measure of reasoning and problem-solving abilities compared to other people of your age group</td>
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<td>IQ Test</td>
<td>ACCES-VR’s 'Discovery' service</td>
</tr>
<tr>
<td>Multiple Intelligences</td>
<td>A natural observation in a community setting</td>
</tr>
<tr>
<td>Community-based Work Assessment</td>
<td>Evaluating response to specific staff-simulated situations in the community</td>
</tr>
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<td>Diagnostic Vocational Evaluation</td>
<td>Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E), and Conventional (C)</td>
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<td>Linguistic, Logical/Mathematical, Spatial, Bodily-Kinesthetic, Musical, Interpersonal, Intrapersonal, and Naturalist.</td>
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<tr>
<td>Community-based Situational Assessment</td>
<td>ACCES-VR service that involves paper and pencil tests and hands on work samples to make vocational determinations about diagnosis</td>
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Break out room time!

Use Websites provided to find your partners top Interest, and Work Value. Then, using O*NET to figure out which careers your partner is suited for based on their results! Complete the Learning Style Quiz on your partner and tell the class what you learned.
WHY DO WE DO ASSESSMENT

What are the benefits?
What are the possibilities after assessment?
THE WHY ON ASSESSMENT

**Starting point**
Results provide a current baseline to build upon

**Determine supports**
Findings demonstrate areas where accommodations are beneficial

**Guide**
Results provide insights that you may not have known which can then guide the process

**Track Success**
Test-retest method can show improvements over time
ASSESSMENT IN OPWDD

**Community-based Prevocational**
There is an annual assessment each December.
**Why?** To determine new areas of focus for improvement in CBPV or progressive next steps.

**Pathway to Employment**
There is a Discovery Report which reflects exploration & activity outcomes.
**Why?** To synthesize interest skills and abilities as well as employability factors for next steps in ACCES-VR or OPWDD.

**Employment Training Program**
There is a Discovery Report which reflects activity outcomes.
**Why?** To determine if the person is ready for employment/ a state internship at this time or if they would benefit from more preparation.
WHERE & HOW DO WE DO ASSESSMENT

Community-based Prevocational, Pathway to Employment, Employment Training Program, SEMP
ASSESSMENT IS CONSTANT & ONGOING

Observing behavior, choices, and judgement inform assessment results

Get creative to incorporate assessment tools into your programs and services

Important considerations:
- What information are you trying to uncover?
- What are the guidelines of the service?
- How does the assessment correlate to employment?
- How can you make the assessment person-centered (and fun)?
- Know your audience – internal / external influences and factors
Practice!

Deliberate in your groups and have fun!
Discuss the types of Assessments you'd implement for....

<table>
<thead>
<tr>
<th>Jessica</th>
<th>Randy</th>
<th>Sam</th>
<th>Jamie</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jessica is in CBPV</td>
<td>Randy is in Pathway to Employment</td>
<td>Sam is in ETP and has worked before</td>
<td>Jamie is SEMP Extended</td>
</tr>
<tr>
<td>She is interested in hair and makeup</td>
<td>Randy has an interest in food service</td>
<td>Sam is interested in office administrative work and doing IT Help Desk work, like their brother.</td>
<td>She works at a hotel assisting with checking guests in, preparing the rooms, and laundry.</td>
</tr>
<tr>
<td>Jessica must figure out the demands of this job, the qualifications, and the options</td>
<td>He participated in CBPV and was at a Food Service site for his annual assessment</td>
<td>Sam has an Associate's Degree and was in clubs in college</td>
<td>Jamie has shared an interest in exploring tasks in the hotel's restaurant but is unsure because she does not know much about what is done there.</td>
</tr>
<tr>
<td>There are concerns about her demeanor and safety in public spaces</td>
<td>Randy is unsure which type of food service job would be right for him</td>
<td>Sam is enrolled in a certificate program for information technology</td>
<td></td>
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</table>
Creating assessment based on Skill Area

The wheel will spin and land on a skill area with a scenario. Unmute and share some ideas!!

The more fun of an idea, the better!
FOLLOWING DIRECTIONS

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.

Generate some ideas on what you would do to create a situational assessment to answer your questions about Monica’s capacity to follow direction.
Laurel would like to work at within a Customer Service position that requires decision making and judgement skills. The position also calls for troubleshooting and critical thinking.

Generate some ideas on what you would do to create a situational assessment to answer your questions about Laurel’s capacity to problem solve.
ATTENTION TO DETAIL

Jonah wants to be a data entry specialist and the job requires attention to detail and minimal mistakes when entering information in Excel.

Generate some ideas on what you would do to create a situational assessment to answer your questions about Jonah’s capacity to pay attention to detail.
FINE MOTOR SKILLS

Alex is interested in an assembly position at a tech manufacturing plant. This position requires precision, finger dexterity, and fine motor skills.

Generate some ideas on what you would do to create a situational assessment to answer your questions about Alex’s capacity for fine motor skills.
Jules is interested in a hotel concierge position that involves multi-step directions and task prioritization. Generate some ideas on what you would do to create a situational assessment to answer your questions about Jules’ capacity for multi-step directions.
PACE/PRODUCTIVITY

Salvatore is interested in a position within a restaurant. This job can be fast-paced and calls for a sense of urgency when it gets busy.

Generate some ideas on what you would do to create a situational assessment to answer your questions about Salvatore’s capacity for pace/productivity.
THANKS!

Please sign out in the chat
Stick around with questions
Please complete your evaluations!

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