

# 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!





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





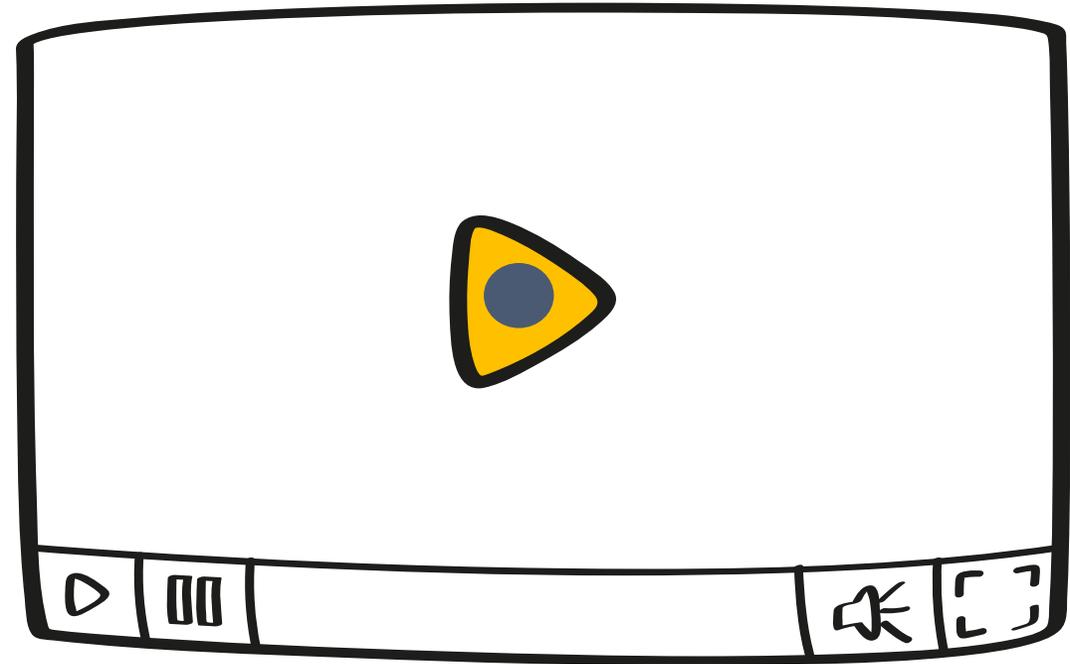
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How does the teacher, Mr. Simmons, influence the results of the test?

How does self-efficacy play a role?

What is the take away on assessment results and the impact they have?

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# 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

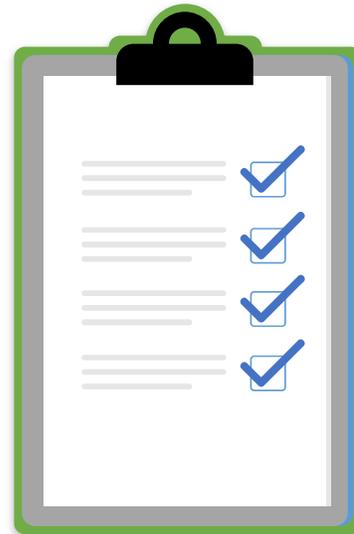
# WHAT IS ASSESSMENT

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.



**Noun**

Vs.



**Verb**

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

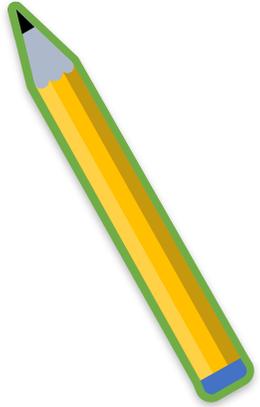
## Community-based assessment

Work Values

IQ test

Unpaid Work  
Experience  
under FLSA

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



Diagnostic  
Vocational  
Evaluation

Community-based  
work assessment

# The many faces of assessment

How many do you recognize or use?

Learning styles

Holland Codes  
Strong Interest  
Inventory

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

Gardener's Multiple  
Intelligences

Work Styles

Personality –  
(Myers-Briggs)

Community-based  
situational  
assessment

Situational  
Assessment



## Community-based Assessment

- Takes place in a community setting. Can be average daily activities, a natural observation.

## Community-based Situational Assessment

- 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.

## IQ Test

- An Intelligence Quotient, or IQ, is a measure of **your reasoning and problem-solving abilities** compared to other people of your age group

## Learning Style

- 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.

## Multiple Intelligences

- Gardner proposes the differentiation of human intelligence into specific modalities of intelligence, rather than defining intelligence as a single, general ability. **Linguistic, Logical/Mathematical, Spatial, Bodily-Kinesthetic, Musical, Interpersonal, Intrapersonal, and Naturalist.**

## Community-based Work Assessment \*\*ACCES-VR

- 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 and experiences as well as the conditions they need to be successful in the workforce.

## Diagnostic Vocational Evaluation \*\*ACCES-VR

- 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.

## Unpaid Work Experience under FLSA

- 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.

## Personality Test

- An introspective self-report questionnaire indicating differing psychological preferences in how people perceive the world and make decisions.

## Strong Interest Inventory

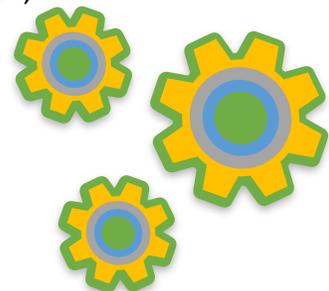
- Matches interests and preferences to occupations by categorizing people in 6 themes / domains: the **Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E), and Conventional (C)** domains—collectively known as “RIASEC.”

## Work Values

- Determines our beliefs about what's most important in our work. Categories include Achievement, Independence, Recognition, Relationships, Support, Working Conditions

## Work Styles

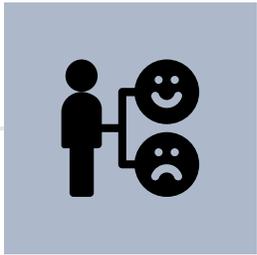
- Work styles are personal characteristics that can affect how well someone performs a job. Categories are Achievement Orientation, Adjustment, Conscientiousness, Independence, Interpersonal Orientation, Practical Intelligence, Social Influence



Methods	Advantages	Disadvantages	Examples
<b>Standardized</b>	<ul style="list-style-type: none"> <li>- Measures of collection are consistent</li> <li>- Data is categorized</li> <li>- Defines specific vocational skills and abilities and how they correspond to skill level of a person</li> <li>- Provides a starting point for support</li> </ul> 	<ul style="list-style-type: none"> <li>- Overgeneralization of results</li> <li>- External or internal factors can impact results</li> <li>- Highlights deficit &amp; norm referencing</li> <li>- Costly</li> <li>- Less person-centered</li> <li>- Lacks work environment</li> </ul>	MaCarron Dial (verbal-spatial-cognitive-sensory ability), Valpar Work Samples (dexterity-range of motion-problem solving), Singer New Concepts (work samples), Blankenship Functional Capacity Evaluation
<b><u>Non-Standardized</u></b>	<ul style="list-style-type: none"> <li>- Many to choose from</li> <li>- Person-centered ease of administration</li> <li>- Low cost</li> <li>- Results provide as a guide</li> <li>- Can be administered by VR professional</li> <li>- Variety of environments</li> <li>- No comparison with others</li> </ul>	<ul style="list-style-type: none"> <li>- Too many to choose from!</li> <li>- Adapting the administration to meet the person's needs</li> <li>- Overgeneralization of results</li> <li>- Lacks work environment simulation </li> </ul>	Brigance Employability Skills Inventory, DISCOVERY inventory of Work Relevant Abilities, Your Employment Selections (YES), <a href="#">Holland Scale</a> / <a href="#">Work Styles</a> / <a href="#">Work Values</a> , Career Exploration Inventory (CEI), Vocational Decision Making Inventory (VDMI), Learning Styles, Discrepancy Analysis
<b>Community-based</b>	<ul style="list-style-type: none"> <li>- Actual work setting</li> <li>- Focuses on work preferences, needs, interests of person</li> <li>- Integrated settings</li> <li>- Easier to implement workplace expectations, demands, etiquette</li> </ul>	<ul style="list-style-type: none"> <li>- Securing sites can be a challenge</li> <li>- Managers or co-workers 'othering' the person</li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">Situational Assessment</a></li> <li>- Job Sampling</li> <li>- Work Try Out</li> <li>- Working Interview</li> <li>- Discovery activities</li> </ul>



# OUTSIDE-THE-BOX ASSESSMENT



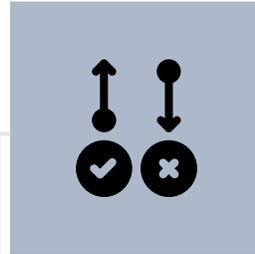
## Lumosity

Brain Games,  
progress is  
tracked



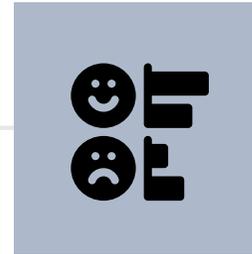
## Clerical

Evaluates  
attention to  
detail



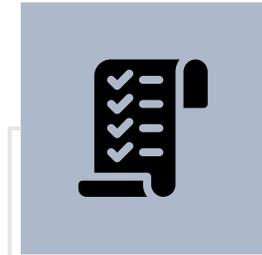
## Games

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



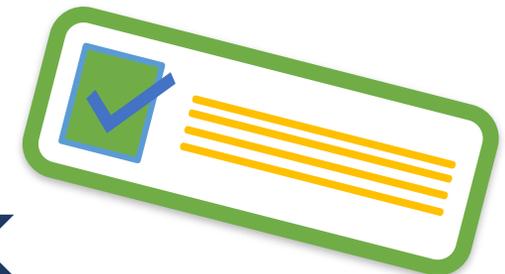
## Role Playing

Practice work  
scenarios and  
process  
through  
solutions



## Others?

Research! The  
power of  
Google!



# OTHER WAYS TO INCORPORATE ASSESSESSMENT



## 01 Diagnostic

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

## 02 Formative

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.

## 03 Interim

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

04

## Summative

Evaluate learning/understanding at the end of a checkpoint  
Used for accountability of services, Usually higher stakes  
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?**

Work Styles



Achievement, Independence, Recognition, Relationships, Support, Working Conditions

Work Values



Measure of reasoning and problem-solving abilities compared to other people of your age group

Personality Test



Achievement Orientation, Adjustment, Conscientiousness, Independence, Interpersonal Orientation, Practical Intelligence, Social Influence

Strong Interest Inventory



Introspective self-report questionnaire indicating differing psychological preferences in how people perceive the world and make decisions

Learning Style



Under certain guidelines work for a short period at any type of business without pay for job exploration, assessment, and training purposes

IQ Test



ACCES-VR's 'Discovery' service

Multiple Intelligences



A natural observation in a community setting

Community-based Work Assessment



Evaluating response to specific staff-simulated situations in the community

Diagnostic Vocational Evaluation



Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E), and Conventional (C)

Unpaid Work Experience under FLSA



Visual, Auditory, Reading/Writing, and Kinesthetic.

Community-based Assessment



Linguistic, Logical/Mathematical, Spatial, Bodily-Kinesthetic, Musical, Interpersonal, Intrapersonal, and Naturalist.

Community-based Situational Assessment

ACCES-VR service that involves paper and pencil tests and hands on work samples to make vocational determinations about diagnosis





# Break out<sup>X</sup> 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.

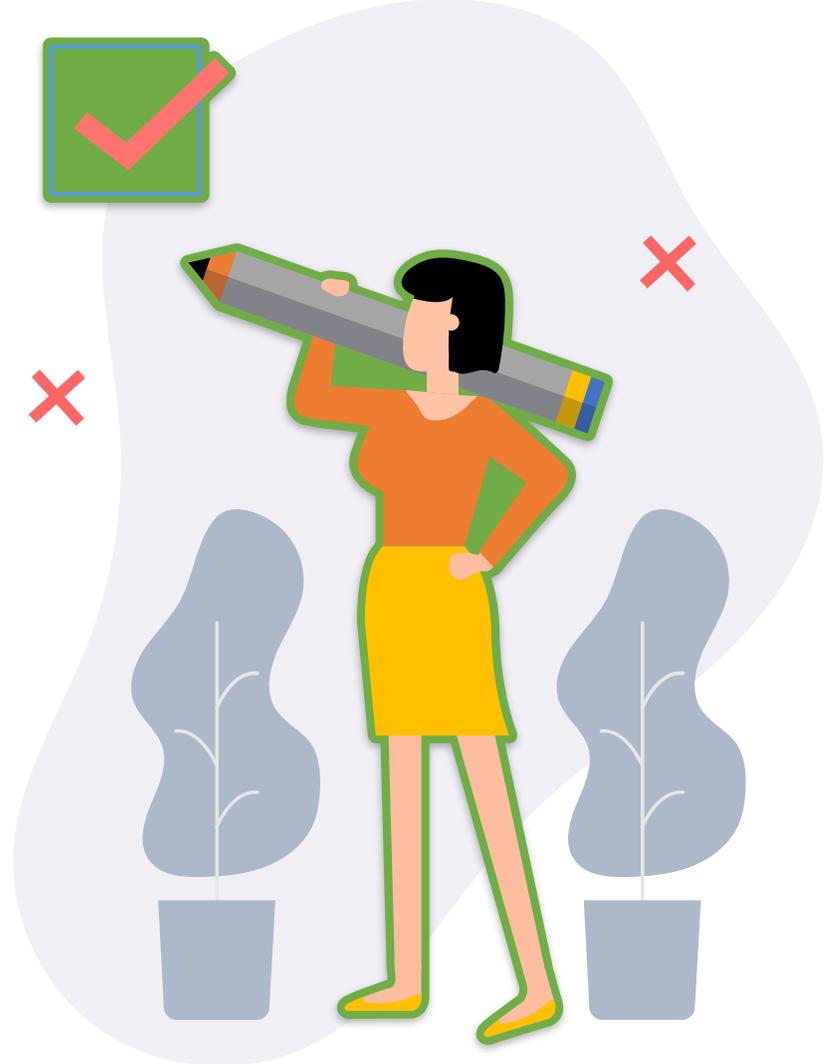




02

# 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

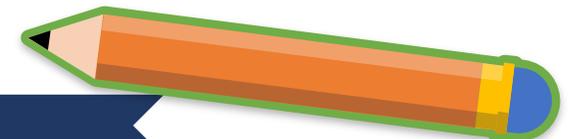


## Guide

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



03

WHERE & HOW DO  
WE DO  
ASSESSMENT

Community-based Prevocational, Pathway to Employment,  
Employment Training Program, SEMP



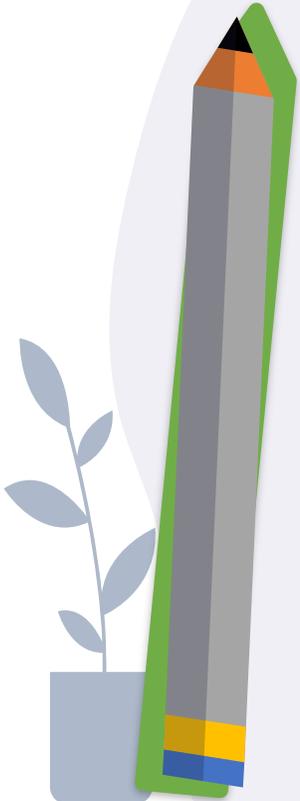
# ASSESSMENT IS CONSTANT & ONGOING

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







04

# Practice!

Deliberate in your groups and have fun!



# Discuss the types of Assessments you'd implement for....



Jessica

Randy

Sam

Jamie 

- Jessica is in CBPV
- She is interested in hair and makeup
- Jessica must figure out the demands of this job, the qualifications, and the options
- There are concerns about her demeanor and safety in public spaces

- Randy is in Pathway to Employment
- Randy has an interest in food service
- He participated in CBPV and was at a Food Service site for his annual assessment
- Randy is unsure which type of food service job would be right for him

- Sam is in ETP and has worked before
- Sam is interested in office administrative work and doing IT Help Desk work, like their brother.
- Sam has an Associate's Degree and was in clubs in college
- Sam is enrolled in a certificate program for information technology

- Jamie is SEMP Extended
- She works at a hotel assisting with checking guests in, preparing the rooms, and laundry.
- 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.



# 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.



# PROBLEM SOLVING

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.



# MULTI-STEP DIRECTIONS

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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