

Career Assessment: Skill to Complete Discovery Activities

Innovations in Employment Supports

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GLOSSARY OF TERMS FOUND IN THE OPWDD DISCOVERY REPORT

Ability	The physical or mental power to do or accomplish something. Abilities may be know-how and/or can do. Ability does not equate to interest. For example, Bob has the ability to operate a lawn mower but lacks the interest.
ACCES-VR	Adult Career and Continuing Education Services-Vocational Rehabilitation. The state agency assists individuals with disabilities to achieve and maintain employment and to support independent living. Offers services to all disabilities, including supported employment.
Accommodations [see also, Reasonable Accommodations]	<p>One of the major purposes of the Discovery process is to learn about someone’s accommodation needs. This would be adjustment to a job or work environment that makes it possible for an individual with a disability to perform the task at hand. Examples of an accommodation fall into 3 categories:</p> <ol style="list-style-type: none"> (1) <i>provision of service</i> — job coach services, benefits advisement, personal assistance (2) <i>job modification</i> — altering of the work environment to accommodate physical or mental limitations by making changes in equipment, in the methods of completing tasks, or in job duties. Examples could include use of assistive technology, lower/higher desk, visual cues, changes to how the task is performed. (3) <i>job restructuring</i> — when an employer modifies a job by removing one or more job responsibilities. Often referred to as <i>job carving</i> by employment specialist.
Adaptive behavior scale	<p>Adaptive behavior scales can provide information about children’s communication, socialization, and other everyday behavior relative to their age. Adaptive behavior scales are different from intelligence tests in that they measure what a child does in the real world versus what a child is capable of in a structured testing situation. The most widely used adaptive behavior scale is the Vineland Adaptive Behavior Scales.</p> <p><i>Depending on someone’s age and how long they have been out of school, this may or may not exist.</i></p>
Behavior Support Plan	<p>A "Behavior Support Plan" (BSP) is a plan that assists a member in building positive behaviors to replace or reduce a challenging/dangerous behavior. This plan may include teaching, improved communication, increasing relationships, and using clinical interventions.</p> <p><i>A BSP will be available in other services such as a residential program, day habilitation, and as part of the Life Plan.</i></p>

<p>Benefit Information</p>	<p>NYS has several public benefit programs, funded either by the federal government or by the State, including Cash Assistance, Supplemental Nutrition Assistance Program (SNAP), Section 8, HUD, Home Energy Assistance Program (HEAP), NYS Disability Insurance, and various medical coverage programs. Other benefits someone might receive are Medicaid, Social Security Income (SSI) and/or Social Security Disability Insurance (SSDI).</p> <p><i>It is important to know all benefits someone receives as wages can impact eligibility and/or the amount.</i></p>
<p>Benefits Advisement [Certified]</p>	<p>Certified Benefits Advisors are professionals who have been certified to provide benefits counseling to people who are receiving SSDI and/or SSI.</p> <p><i>Caution: Benefits Counseling should never be offered from someone who is not certified or who does not understand how wages impact benefits.</i></p>
<p>Care Coordination</p>	<p>Health Home Care Management services provided by Care Coordination Organizations (CCOs) provide coordination of health care, behavioral health and developmental disability services to New Yorkers who qualify for OPWDD services. There are six core Health Home Care Management functions: comprehensive care management, care coordination and health promotion, comprehensive transitional care from inpatient to other settings, including appropriate follow-up, individual and family support, referral to community and social services, and the use of Health Information Technology (HIT) to link services.</p>
<p>Care Manager</p>	<p>Provides Care Coordination services [see Care Coordination]</p>
<p>Career assessments</p>	<p>Tools that are designed to help individuals understand how a variety of personal attributes (i.e., interests, preferences, motivations, aptitudes, and skills), impact their potential success and satisfaction with different career options and work environments.</p>
<p>Career Development</p>	<p>Career Development or Career Development Planning refers to the process an individual may undergo to evolve their occupational status. It is the process of making decisions for long term learning, to align personal needs of physical or psychological fulfillment with career advancement opportunities.</p>
<p>C-DOS</p>	<p>Career Development and Occupational Studies (CDOS) Standards—</p> <p>The Learning Standards for Career Development and Occupational Studies (CDOS) include key ideas, performance indicators describing expectations for students, and sample tasks suggesting evidence of progress toward the standards.</p> <p><i>C-DOS is one avenue to exit high school. It is not a diploma.</i></p>

<p>Community Habilitation</p>	<p>Community Habilitation is a Medicaid-funded program operated under OPWDD to provide one-to-one training to people with intellectual/developmental disabilities to develop or enhance the skills needed to live more independently in their homes or in the community.</p> <p>Supports include adaptive skill development, assistance with activities of daily living (hands-on), community inclusion and relationship building, training and support for independence in travel, transportation, adult educational supports, development of social skills, leisure skills, self-advocacy and informed choice skills, and appropriate behavior development to help people access their community.</p>
<p>Community Prevocational Services</p>	<p>Prevocational Services is a Medicaid-funded program operated under OPWDD to prepare individuals with developmental disabilities for paid employment or meaningful community activities, including volunteering. This service occurs in an integrated, community setting.</p>
<p>Competitive employment</p>	<p>Competitive employment is work that is performed in typical businesses in the community, on either a full- or part-time basis in which individuals are compensated for their work. The compensation paid must be at or above the set minimum wage, but not less than the wages paid to individuals who are not disabled and performing work that is the same or similar.</p>
<p>Day Habilitation</p>	<p>Day Habilitation is a Medicaid-funded program operated under OPWDD. Day Habilitation services can assist people to acquire, retain or improve their self-help, socialization, and adaptive skills, including communication, travel and other areas in adult education. Activities and environments are designed to foster the development of skills and appropriate behavior, greater independence, community inclusion, relationship building, self-advocacy and informed choice. Additionally, people accessing day habilitation often contribute to their communities through volunteer work.</p>
<p>Demotivated</p>	<p>Situations, events, or tangibles, which cause someone to be less eager to engage in an activity or work.</p> <p><i>Example: Bob becomes lethargic and demotivated to work when the temperature is above 80°.</i></p>
<p>Discovery</p>	<p>Discovery is the process of learning about an individual through gathering information relevant to employment. The purpose is to analyze and synthesize this information into a recommendation for meeting the individual's career and vocational goals.</p>
<p>Empowerment</p>	<p>The process of becoming stronger and more confident, especially in controlling one's life and claiming one's rights. To be empowered in making decisions, one needs to have all the information required to be able to make an informed decision.</p>

<p>Engagement</p>	<p>Engaged individuals are focused and committed to the task at hand. Engagement does not necessarily mean how happy an employee is at completing the activity. Rather, an engaged individual is one that feels connected to the Discovery process.</p>
<p>Environmental needs</p>	<p>Understanding someone’s environmental stimuli/characteristics which will impact someone’s ability or desire to perform work. Such needs are lighting, temperature, layout, workstation setup, air quality, etc.</p>
<p>ETP Supervisor</p>	<p>OPWDD personnel that oversee services and process for the Employment Training Program.</p>
<p>Evaluation</p>	<p>Uses methods and measures to judge an individual’s learning, ability, performance, and understanding of the task at hand. Evaluation is feedback from information received through Discovery activities.</p>
<p>Experience</p>	<p>Experience, or experiential learning is the process of learning through experience and is more narrowly defined as "learning through reflection on doing". Having experiences is an important component of Discovery and supports making an informed decision.</p>
<p>Exploration</p>	<p>Career exploration improves ones’ knowledge of career options, encouraging them to develop and work toward goals.</p> <p><i>PWD, who have been attending day services, or did not engage in career exploration during the critical school years will require opportunities to bridge this learning gap to move beyond the day service orbit.</i></p>
<p>Exposure</p>	<p>It is important for young people to be aware of the career paths available to them from an early age. This can have a huge impact on the career choices they make, and even more crucially, early career exposure can be a determinant of future career success.</p> <p><i>Too often, PWD have not had this exposure, especially if they have been attending day services. To bridge this learning gap, exposure to career options is important to identifying skills, interests, and abilities.</i></p>
<p>Hand-over-hand support</p>	<p>When you use the hand-over-hand technique to help the learner do an activity, you place your hands over you’re the learner’s hands. The learner is the one who is touching the materials, and your hands guide them as they manipulate the materials to complete the activity.</p>
<p>Hard skills</p>	<p>Hard skills are specific abilities, or capabilities, that an individual can possess and demonstrate in a measured way. Possessing a hard skill shows mastery and an ability within the individual to perform a specific task or series of tasks to complete a job.</p> <p><i>Examples: Using a screwdriver, opening an email, saving a document, telling the time, tying shoelaces, etc.</i></p>

IEP	IEP stands for Individualized Education Program. · An IEP lays out the special education instruction, supports, and services a student needs to thrive in school.
Independent	<p>When someone completes a task independently, they are able to begin and complete the task of their own volition. The person would complete the task regardless of the presence of a coach.</p> <p><i>When assessing for independence, be careful not to prompt with subtle cues such as eye, head, or hand gestures.</i></p>
Interpersonal skills	Interpersonal skills, also known as social skills, are the behaviors and tactics a person uses to interact with others effectively. A social skill is any competence facilitating interaction and communication with others where social rules and relations are created, communicated, and changed in verbal and nonverbal ways. The process of learning these skills is called socialization. Lack of such skills can cause social awkwardness.
IPOP	Individual Plan of Protective Oversight — a documented and approved plan used for the sole purpose of enhancing individual safety. It clearly enlists the key activities that affect the health and welfare of an individual.
IQ	Intelligence Quota — IQ is a type of standard score that indicates how far above, or how far below, his/her peer group an individual stands in mental ability. The average IQ is 100.
Job shadowing	<p>Job shadowing is a type of on-the-job training that allows an interested employee to follow and closely observe another employee performing the role. This type of learning is usually used to onboard new employees into an organization or into a new role.</p> <p><i>During Discovery, job shadowing is used to expose a learner to different types of jobs they have expressed an interest in.</i></p>
Learning Style	<p>The term learning styles is widely used to describe how learners gather, sift through, interpret, organize, come to conclusions about, and “store” information for further use.</p> <p><i>During Discovery, it is important to understand the way someone learns as it will inform the most effective coaching strategies, as well as where someone will need more coaching.</i></p>
Levels of supervision [LOS]	Level of Supervision refers to the minimum level of need an individual has for the staff support that is required to assure health and safety in an identified activity and environment.

<p>Life Plan</p>	<p>The Life Plan is a document that outlines a person's: Goals and desired outcomes. Habilitation goals. Strengths and preferences.</p> <p>The Life Plan is completed and distributed by the Care Manager.</p>
<p>Modeling / Demonstration</p>	<p>Modeling is completed by the coach or another person at the job and demonstrates for the learner what the task looks like when it is being completed, as well as what it looks like when it is done correctly.</p>
<p>Motivators</p>	<p>A motivator is something that provides a reason or stimulus to do something. Intrinsic [internal] motivation can be feeling joy, pride, and confidence in doing something, or can extrinsic [external], such as a paycheck and all the things we can buy with money.</p>
<p>O*NET</p>	<p>The Occupational Information Network is a free online database that contains hundreds of job definitions to help students, job seekers, businesses, and workforce development professionals to understand today's world of work in the United States.</p> <p><i>In Discovery, O*NET is used to engage a learner in career exploration in the Career Research section of the Discovery process.</i></p>
<p>Obstacles</p>	<p>Obstacles in Discovery refers to something that is interfering with a learner's ability to do something. It could be lack understanding, physical disability, or transportation. The goal of Discovery is for the coach to identify ways to support or accommodate the obstacles.</p>
<p>OPWDD</p>	<p>The New York State Office for People with Developmental Disabilities is responsible for coordinating services for New Yorkers with developmental disabilities, including intellectual disabilities, cerebral palsy, Down syndrome, autism spectrum disorders, Prader-Willi syndrome, and other neurological impairments.</p>
<p>OPWDD ISS</p>	<p>Individual Supports and Services — The OPWDD Housing Subsidy Program supports individuals who choose to live independently in the community and who meet program eligibility.</p> <p><i>This program was previously called Individual Supports and Services (ISS).</i></p>
<p>Pathway to Employment</p>	<p>Pathway to Employment is a Medicaid-funded program operated under OPWDD. PTE is a year-long discovery program to learn about what types of employment or volunteer opportunities are best suited to the learner. Pathway to Employment helps someone identify their strong points, skills, interests, and job goals.</p> <p>Pathway to Employment is open to those who are leaving high school, receiving day habilitation or pre-vocational services, or are interested in getting and keeping a job.</p>

<p>Physical ability</p>	<p>The physical, functional ability to perform a task or action. Examples of physical ability are bending, stooping, reaching, and grasping.</p> <p><i>During Discovery it is important to identify a person’s physical abilities as it related to being able to perform certain aspects of a job or task.</i></p>
<p>Picture / media prompts</p>	<p>A picture/visual prompt is an object that has been visually altered or added to stand out so that the attention of a trainee will be drawn to it. Visual prompts, such as photographs and videos, can be used to number the steps of a task for an employee or to demonstrate what the end state should look like.</p> <p><i>Example: Using a photo of how a made bed should look or a video of how to make a bed.</i></p>
<p>Positive qualities</p>	<p>Positive qualities are those traits and characteristics that are desirable in a workplace.</p> <p><i>Examples of positive qualities: smiling, friendly, funny, eager, diligent, motivated.</i></p>
<p>Psychological Report</p>	<p>Psychological evaluation is a method to assess an individual's behavior, personality, cognitive abilities, and several other domains.</p> <p><i>The psychological report is typically found in the individual’s chart and is used to demonstrate eligibility for services and may not be contemporaneous.</i></p>
<p>Reasonable Accommodation in the Workplace</p>	<p>A reasonable accommodation is any change to the application or hiring process, to the job, to the way the job is done, or the work environment that allows a person with a disability who is qualified for the job to perform the essential functions of that job and enjoy equal employment opportunities. Accommodations are considered “reasonable” if they do not create an undue hardship or a direct threat. ADA Fact Sheet</p>
<p>Residential Habilitation</p>	<p>IRA [Individual Residential Alternative] Supervised Residential Habilitation services include activities that support the individual and are described in the Residential Habilitation Plan to be implemented. The Habilitation Plan includes activities or supports that are designed to help the person to pursue or to maintain the outcomes that have value to the individual.</p>
<p>SAC Credentialing</p>	<p>Skills & Achievement Commencement Credential. Students in New York State who are assessed using the New York State Alternate Assessment (NYSAA) may exit high school with the Skills & Achievement Commencement Credential.</p> <p>In this context, students with severe disabilities means students who have limited cognitive abilities combined with behavioral and/or physical</p>

	<p>limitations and who require highly specialized education, social, psychological, and medical services in order to maximize their full potential for self-fulfillment and meaningful participation in society.</p> <p><i>SAC Credential is not a diploma. Students exiting school with SACC may attend school until the age of 21.</i></p>
Safeguards	<p>Measures taken to protect someone or to prevent something undesirable. [see IPOP]</p>
Safety awareness	<p>Safety awareness is the habit of thinking about the chance that one can get hurt or property damaged before a task or activity is started.</p>
Section 8	<p>The Section 8 program allows private landlords to rent apartments and homes at fair market rates to qualified low-income tenants, with a rental subsidy administered by Home Forward.</p> <p><i>If someone receives Section 8 housing subsidy, it is important to include this in benefits advisement counseling.</i></p>
Self-Advocacy	<p>Self-advocacy is learning how speak up for yourself and making your decisions about your own life. This skill includes learning how to get information so that you can understand the things that are of interest to and finding out who will support you in your journey. You need to know your rights and responsibilities and be willing and able to problem solve.</p> <p><i>Critical components of self-advocacy include self determination and informed decision-making.</i></p>
Self-care skills	<p>One’s ability to take care of personal care needs such as bathing, grooming, hygiene care, eating, etc.</p>
Self-determination	<p>Self-determination is an idea that includes people choosing and setting their own goals, be-ing involved in making life decisions, self-advocating, and working to reach their goals. Although people often say it, self-determination is really not about control. It is about taking action in your life to get the things you want and need.</p> <p>Self-determination is when you set things up to get what you want. It is important to understand that self-determination usually contributes to positive results in areas like employment, educa-tion, community living, and an improved quality of life. (Wehmeyer et al., 2003).</p>
SEMP	<p>SEMP is a person-centered employment planning and support service that provides assistance for an individual to obtain, maintain, or advance in self-employment or in competitive, integrated employment in the general workforce, for which the individual is compensated at or above the minimum wage.</p>

<p>Sheltered Workshop</p>	<p>A sheltered workshop is a segregated work environment that provides opportunities for people who are developmentally, physically, or mentally impaired.</p> <p>According to the American Psychological Association (APA), a sheltered workshop differs from supported employment because it provides noncompetitive employment opportunities in a controlled working environment. Supported employment, on the other hand, is a work program that puts people with disabilities directly into a paid competitive working environment without much preparation and training.</p>
<p>Site-based prevocational services</p>	<p>Site Based Prevocational services must be provided in non-residential Site-Based OPWDD-certified facilities, except for the annual assessment. Annual</p> <p>Assessments must be conducted in the community at non-certified sites. Site-based Prevocational services are activities specified in the individual’s habilitation plan/staff action plan that provide learning and work experiences, including volunteering, where an individual can develop general, non-job task-specific strengths and skills that contribute to employability in paid employment in integrated community settings.</p> <p><i>Site-based occurs at an OPWDD certified setting vs Community-based prevocational activities, which occur in integrated businesses in the community.</i></p>
<p>Situational assessment</p>	<p>Situational Assessment is a valuable tool for assisting a person with a disability to make choices about the types of jobs and work environments that they would enjoy. Situational assessment (also known as job sampling, on-the-job assessment, or environmental assessment), is assessment using actual employment and community settings.</p>
<p>Skill</p>	<p>The ability to do something. [see Hard Skill; Soft Skill]</p>
<p>SNAP</p>	<p>Supplemental Nutrition Assistance Program — SNAP provides nutrition benefits to supplement the food budget of needy families so they can purchase healthy food.</p> <p><i>Wages can impact a family’s SNAP benefits and so it is important this is factored into certified benefits advisement.</i></p>
<p>Soft skills</p>	<p>Soft skills are behaviors, personality traits and work habits, such as collaboration, critical thinking, perseverance, and communication, that help people prosper at work.</p> <p><i>The beauty of soft skills is that they’re highly transferable!</i></p>

<p>SSDI</p>	<p>Social Security Disability Insurance — SSDI supports individuals who are disabled and have a qualifying work history, either through their own employment or a family member (spouse/parent).</p> <p><i>Wages can impact an individual’s SSDI benefits and so it is important this is factored into certified benefits advisement. An individual can receive both SSDI & SSI.</i></p>
<p>SSI</p>	<p>Supplemental Security Income — SSI provides minimum basic financial assistance to older adults and persons with disabilities (regardless of age) with very limited income and resources. Federal SSI benefits from the Social Security Administration are often supplemented by state programs.</p> <p><i>Wages can impact and individual’s SSI benefits and so it is important this is factored into certified benefits advisement. An individual can receive both SSDI & SSI.</i></p>
<p>Stimuli</p>	<p>Any person, gesture, event, or natural cue — internal or external — that elicits a response from a person.</p> <p><i>Example — When the bell rings, Bob knows the order is up and he needs to take the plates to the customers.</i></p>
<p>Support needs</p>	<p>When a person with a disability has difficulty with, or is unable to complete a task, a coach will assess for the type of support that will promote the highest level of independence. Supports can include coaching and teaching, job modification, job restructuring, extra time, natural supports, etc. The list of supports possible is endless.</p> <p><i>Example — Bob has difficulty balancing and carrying heavy items in his job. Bob will lift the items to a cart so that he able to transport merchandise through his department.</i></p>
<p>Transferrable skills</p>	<p>Transferable skills, also known as “portable skills,” are qualities that can be transferred from one job to another.</p> <p><i>Example — Bob’s desire to be helpful, desirable interpersonal skills, and good communication skills will be beneficial several work settings, including customer service, the help professions, and other settings where people work on teams.</i></p>
<p>Valued outcomes</p>	<p>A valued outcome is something the individual would like to do.</p> <p>The Life Plan will assign valued outcomes/goals to the provider with the following labels:</p> <p>(G) = Goal; (S) = Support; (T) = Task</p>

<p>Verbal prompts</p>	<p>There are 2 types of verbal prompts, direct and indirect.</p> <ol style="list-style-type: none"> 1. A direct verbal prompt is telling the learner exactly what you want them to do. 2. An indirect verbal prompt cues the trainee to perform a desired task but does not make an explicit statement of what to do. Another way to describe an indirect verbal prompt would be to ask an open-ended question. <p><i>Examples: Direct VP — “Bob, fill the sink with water”</i> <i>Indirect VP — “Bob, what do you before washing the pots?”</i></p>
<p>Visual cues</p>	<p>[see Picture / media prompts]</p>
<p>Vocational classes</p>	<p>In services, vocational classes teach an individual about career development and the expectations of work.</p> <p>In school, vocational classes teach a student a skill or trade.</p>
<p>Written prompts</p>	<p>Written prompts cue a learner what to do and/or how to do it.</p> <p><i>Examples could include a task list, written instructions, or a text.</i></p>

Introducing Me:	(06/28/22 9:31:44 AM) My name is Christopher and I am a thoughtful, quiet, and inquisitive young man. I prefer to go by the nickname Chris. I have lived in Ithaca my whole life. I enjoy playing video games and I also am interested in getting into software development. I enjoy getting out into the community and exploring with my friends and finding new places to swim and be outdoors. My family and I are avid hikers and we have memberships to the state and national parks so we can continue to enjoy exploring new places together. I also enjoy going to the gym twice a week. I spend holidays with my family at home or visiting our extended family. I do not have a religious preference. I am registered to vote and will vote when I see fit! I speak and understand English very well and I am very good at getting my point across. I have no other cultural considerations you need to be aware of.
My Home:	(06/28/22 9:31:44 AM) I live with my parents John and Lynne. We have two dogs, Jack and Bailey. The house is two stories and my bedroom is on the ground floor. In my room I have pictures of friends and family, and some paintings on my wall. I like my home very much and am comfortable here, but I am interested in living independently. I used to take community classes, but stopped during COVID. I would like to earn money to resume those classes. I would also like to focus on getting my driver's license! At this time my parents provide for all my transportation needs. My Care Manager and I are working together to look into other housing options for me as I would like to move out on my own at some point soon. I am able to evacuate in an emergency and call for help without a back up plan. My house has working smoke and carbon monoxide detectors.
Let me tell you about my day:	(10/04/22 7:22:08 AM) At this time I rely on my parents to get around as I do not drive and I have not learned to access public transportation by my home. I enjoyed taking classes before COVID and would like to resume classes in the future. I would like to work on travel training with Comm Hab. instead of with my family. I currently have Comm Hab. to help me navigate the community and supporting me to rejoin a gym. At this time I have also chosen to apply for the Employment Training Program offered through MyARC to help build on my work skills, and I am very excited about this!
My Health & My Medications:	(06/28/22 9:31:44 AM) Overall I am healthy. I have a diagnoses of autism and epilepsy. My CCO DDP2 was completed 05/13/2022 and my CAS was completed 2/21/2021 and both were used to inform this plan as applicable. My parents help provide support in making medical decisions. My parents help me make appointments and take me to them as I cannot drive independently yet and also to advocate for me when needed. I am allergic to shellfish. While I have an epipen, we are unsure of the reaction as I tested positive on the allergy test but I have never actually eaten any shellfish. I am also allergic to Keflex (cephalexin), which causes me to have severe gastrointestinal symptoms. My mom puts my medication in a pill box and I take my medication when I am prompted or they are handed to me. These are to control my seizures and help with my social anxiety. I began having seizures in 2018, but I am over a year seizure free with my current combination of medication, we are hoping this continues. I have a watch with an app that detects seizures when I am sleeping. If I have seizure, my parents should be notified immediately and if I am still in the seizure after 3 minutes 911 needs to be called. When I am upset, I will talk to you about it when I am ready but I have not had behavioral outbursts in a couple years. At this time I am not lacking any health care providers.
My Relationships:	(06/28/22 9:31:44 AM) I am close with my family; my parents and older siblings David, and Celia. I also have good relationships with my aunts and uncles, despite the distance. For holidays I spend time with family. I also enjoy spending time with my friends and would be interested in looking into classes we could take together in things like programming. I am also working with my dad in his shop to learn work skills. I also enjoy working out and boxing classes and was able to restart them. While my parents pay bills for me, I am able to carry money and use it how I see fit and I would like to learn about paying my bills. I am my own guardian and am working on understanding bills but do not have a rep payee. I also am my own primary advocate but my mom and dad also are there to support me as much as I need. I know I have a choice in my providers and that should I want to make a change I can talk to my CCM. I am currently happy with my relationships and don't feel like I want any others right now, besides maybe a staff to help me once I am moved out on my own.

My Happiness:	(06/28/22 9:31:44 AM) I like to hike, swim, draw, read comic books, and play video games. I am an avid hiker and enjoy exploring trails with my family. Working out has become a great joy for me. I am hoping to work on my work skills and independence as someday I would like to live on my own. For the future, I would like to look into college classes and working options. I am shy and though community classes in my areas of interest have been brought up, I tend to like to spend my time with people I know well. I do not like large crowds and am most comfortable with people I know.
My School:	(06/28/22 9:31:44 AM) I recently finished homeschooling and graduated this year! I do sometimes miss the socialization with friends so I am hoping to work with a community hab staff once I am living out on my own. I am interested in continuing my education and am looking into TC3, but would like to take a break from school first before jumping right back in.

SECTION II

OUTCOMES AND SUPPORT STRATEGIES

This section includes measurable/observable personal outcomes that are developed by the person and his/her circle of support using person centered planning. Provider goals and corresponding staff activities have been developed to meet each Goal/Valued Outcome. Please refer to provider plans for specific goals and staff activities/actions. Evidence of achievement will be reflected in monthly notes from assigned providers.

CQL POMs Goal/Valued Outcome	My Goal/Valued Outcome	Provider Assigned Goal	Provider / Location	Service Type	Frequency	Quantity	TimeFrame	Special Considerations
People have the best possible health	Feel differently	(S) Assist person to participate in hobby clubs or classes of interest	ADVOCACY CENTER COM HAB 0233-0233-LOCATION MAY VARY	Community Habilitation - Regular	Ongoing	Ongoing	Ongoing	Other: As of 02/01/2022 when Chris switches
People have the best possible health	Feel differently	(S) Assist person to participate in hobby clubs or classes of interest	ADVOCACY CENTER COM HAB (BRM)-0233-LOCATION MAY VARY	Community Habilitation - Regular	Ongoing	Ongoing	Ongoing	Other: Through 1/31/2022
People have the best possible health	Feel differently	(G) Teach social skills	ADVOCACY CENTER COM HAB 0233-0233-LOCATION MAY VARY	Community Habilitation - Regular	Ongoing	Ongoing	Ongoing	Other: As of 02/01/2022 when Chris switches
People have the best possible health	Feel differently	(G) Teach social skills	ADVOCACY CENTER COM HAB (BRM)-0233-LOCATION MAY VARY	Community Habilitation - Regular	Ongoing	Ongoing	Ongoing	Other: Through 1/31/2022

Career Assessment: Skills to Complete Discovery Activities

OBSERVATION BREAKOUT Consider the items below and the video you have just viewed, what observations did you make that you believe are notable to Discovery?	
Skills	
Passions / Interests	
Dislikes	
Challenges / Frustrations	
Possible support needs	
Work culture considerations	
Supervision needs	
Level of comfort	
Response to environment	
Motivating / demotivating factors	
Overcoming obstacles	
Describe positive qualities that are transferable to employment:	
Describe challenges observed that could hinder employment:	
What do you notice & wonder?	



EMPLOYMENT TRAINING PROGRAM DISCOVERY REPORT

Name: Avery Jackson

TABS ID #: 35791

6. CAREER RESEARCH

PURPOSE: To compare the individual’s skills and abilities with the duties and requirements of specific job titles. This will help determine if these job titles are a realistic match for the individual.

INSTRUCTIONS: Refer to the Identified Career Options on page 34. Use ONETonline.org to research each career. Fill in one chart in the Career Research Worksheet for each career. Combine the Discovery Report Findings and Career Research to provide a recommendation that will support the individual with meeting their career and vocational goals.

Career Research should be completed with the individual.

Thorough Career Research takes **1 Hour per Career**; recommended total research time is **4-6 Hours**.

HOW TO USE O*NET ONLINE:

- Open your internet browser and enter “onetonline.org” into the address bar.
- Enter the career in the “Occupation Quick Search:” field in the upper right corner of the O*NET Online Home Page and hit Enter or click on the arrow.
- Select and click on the most appropriate O*NET Career from the search results.
- Expand all categories on the Summary tab of the O*NET Career page by clicking on the “+” under each category heading. There are 13 categories that can be expanded. If a category is showing all possible results, the “+” will be light grey and unclickable.
- (Optional) Print out the page with all categories expanded for reference.

HOW TO USE O*NET ONLINE INFORMATION TO FILL IN CHARTS:

- Enter one Identified Career Option in each chart and select if it is an expressed preference of the individual or was derived from the Discovery Report Findings
- Enter one job title from the “Sample of reported job titles:” area of the O*NET Career page.
- Enter the O*NET Code. Example: “15-1199.11” for Video Game Designers.
- Select 4-6 of the most important functions or requirements of the O*NET Career and enter them under the “Job Duties / Requirements” column.
- Fill in the information under the “How does the job duty match the individual’s skills and abilities?” corresponding to each function in the “Job Duties / Requirements” column.



EMPLOYMENT TRAINING PROGRAM DISCOVERY REPORT

Name: Avery Jackson

TABS ID #: 35791

CAREER RESEARCH WORKSHEET

O*NET Career: Office Clerk, General <input checked="" type="checkbox"/> Preference <input type="checkbox"/> Findings	
Job Title: Admin Clerk, Clerical Assistant	O*NET Code: 43-9061.00
Job Duties / Requirements	How does the job duty / responsibility match the individual's skills and abilities?
Operate office machines, such as photocopiers and scanners, facsimile machines, voice mail systems, and personal computers. Working with Computers — Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information.	Avery has experience using copiers, scanners and computers with occasional coaching supports.
Maintain and update filing, inventory, mailing, and database systems, either manually or using a computer. Tech: Microsoft Windows - Excel and Outlook,	Avery did alpha and numeric filing at the office and utilized excel for data entry
Communicate with customers, employees, and other individuals to answer questions, disseminate, or explain information, take orders, and address complaints. Speaking — Talking to others to convey information effectively. Face-to-Face Discussions — 74% responded "Every day."	Avery would need support with this task, Avery likes to be helpful but would need assistance with providing the correct information depending on the situation.
Open, sort, and route incoming mail, answer correspondence, and prepare outgoing mail	Avery assisted with this in her office assessment although she did not answer correspondence.
Type, format, proofread, and edit correspondence and other documents, from notes or dictating machines, using computers or typewriters.	Avery has assisted with typing documents in her assessment.
Compile, copy, sort, and file records of office activities, business transactions, and other activities.	Avery did well at this task in her assessment.

O*NET Career: Retail Salespersons <input checked="" type="checkbox"/> Preference <input checked="" type="checkbox"/> Findings	
Job Title: Sales Associate, Salesclerk	O*NET Code: 41-2031.00
Job Duties / Requirements	How does the job duty / responsibility match the individual's skills and abilities?
Greet customers and ascertain what each customer wants or needs.	Avery greeted customers and assisted in answering questions they had. She greatly enjoys helping others
Prepare merchandise for purchase or rental.	Processed new merchandise and put out on sales floor at Marshall's
Ticket, arrange, and display merchandise to promote sales	Opened merchandise boxes, hung clothes and tagged. Also scanned for make downs
Answer questions regarding the store and its merchandise.	When Avery is unsure about how to answer a question she at times does not take initiative to find out which could be a barrier for this task.
Prepare merchandise for purchase or rental.	Avery did well with processing and arranging merchandise.
Compute sales prices, total purchases, and receive and process cash or credit payment.	Not a match for Avery's skills and abilities



EMPLOYMENT TRAINING PROGRAM DISCOVERY REPORT

Name: Avery Jackson

TABS ID #: 35791

O*NET Career: Customer Service <input type="checkbox"/> Preference <input checked="" type="checkbox"/> Findings	
Job Title: Customer Service Representatives	O*NET Code: 43-4051.00
Job Duties / Requirements	How does the job duty / responsibility match the individual's skills and abilities?
Confer with customers by telephone or in person to provide information about products or services, take or enter orders, cancel accounts, or obtain details of complaints.	Avery likes to help people but if there is a variety of situations that can arise she may not have the skills to troubleshoot them all
Check to ensure that appropriate changes were made to resolve customers' problems.	Avery has great processing skills and understanding for systems
Keep records of customer interactions or transactions, recording details of inquiries, complaints, or comments, as well as actions taken.	Avery did well with data entry in her assessment and is detail-oriented
Resolve customers' service or billing complaints by performing activities such as exchanging merchandise, refunding money, or adjusting bills.	Avery has not demonstrated these skills
Complete contract forms, prepare change of address records, or issue service discontinuance orders, using computers.	Avery has to improve her comfort and familiarity with computers and their applications
Refer unresolved customer grievances to designated departments for further investigation.	Avery at times will lack initiative to further complete a task and would need coaching on follow through of passing off a task to someone else

O*NET Career: <input type="checkbox"/> Preference <input type="checkbox"/> Findings	
Job Title:	O*NET Code:
Job Duties / Requirements	How does the job duty / responsibility match the individual's skills and abilities?