

Vocational Assessment

Innovations in Employment Supports



1

Introduction to Vocational Assessment

Section 1



2

How has Assessment Impacted your Life?

- When have you been denied or given an opportunity because of an assessment?
- Do you believe the assessment was fair and the decision-maker qualified?



3

In a Nutshell, Vocational Assessment is...

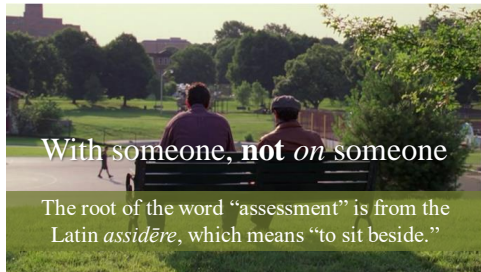
...a process used to evaluate an individual's interests, aptitudes, skill, and abilities to determine their career preferences and potential. It involves various methods and tools to assess a person's strengths, weaknesses, and vocational interests to guide their career decision-making.



Eleversity



4



Eleversity



5

What are the vocational implications of someone's functional limitations?

We want to identify support needs!

Eleversity



6

What information are we seeking about the person?

- Volunteer and/or paid work experiences
- Social and communication skills
- Medical/physical status/medication
- Mobility/safety
- Reading and writing skills
- Learning style(s)
- Potential barriers to long-term success
- Previous job task skills
- Interests and preferences
- What else?

Eleversity



7

What do we need to know to support someone to gain entrance to the OPWDD continuum of vocational options?



Eleversity



8

Questions Drive Assessment

Section 2

Eleversity



9

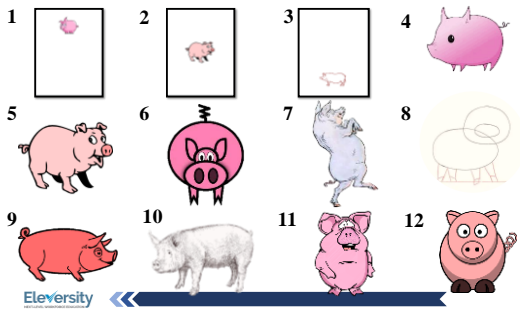
Let's Assess Your Personality!

- You will need a pen or pencil, and a piece of paper to draw on.
- You will have 2 minutes to draw a pig — make it as detailed as you like.



Eleversity <<

10



11



12



Eleversity

13

Things That
Make You Go



Eleversity

14



15

I noticed this; I wonder that...

When you look at possibilities instead of problems, the future is filled with endless possibilities.

~Zig Zigler

Eleversity

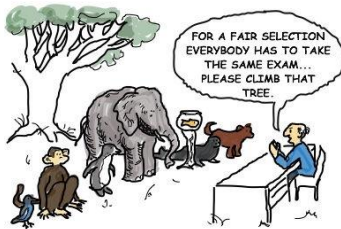
16

Types of Assessments

Section 3

Eleversity

17



Eleversity

18



- ✓ Standardized Assessment
- ✓ Informal Assessment
- ✓ Paper and pencil
- ✓ Online Assessments
- ✓ Community-based / Situational Assessment
- ✓ Informal Work Samples

Eleversity

19

Standardized Assessment

- Requires all test takers to answer the same questions, in the same way
- Scored in a “standard” or consistent manner – scores compared and normed
- Validated
- Certification to administer



Eleversity

20

Informal Assessment



- Not data driven
- Can be adapted for the individual
- Discovery activities
- Interviews
- Observation in a variety of settings
- Anecdotal records
- Checklists / Surveys
- Situational assessment

Eleversity

21



Paper and Pencil — Examples

Supplement Resource:

- Behavior Assessment Tool
- Career Cluster
- Career Interest Survey
- Interest Questionnaire
- Learning Style Assessment
- Work Values Inventory
- Work Preferences
- Pictorial Interest Inventory

Eleversity



22

Online Assessments — Examples

- [JobZone NYS](#)
- Onet Online – [Interest Inventory](#)
- [Multiple Intelligence / Learning Style Assessment](#)
- [Work Preference Inventory](#)
- [Explore Work](#)



Eleversity



23



Informal Work Sampling

- Identify skills and abilities you want to assess
- Devise a mock activity that utilizes similar skills and abilities
- Looking for specific information
- Utilize tools and equipment at your disposal
- Allows you to adjust and try out accommodations and modifications

Eleversity



24

Exercise — Informal Work Sampling 1

Sandy wants to work as a mechanic assistance for an auto mechanic. The position will require the employee to use a variety of hand tools.

Design an informal work sampling to assess for this skill.



Eleversity <<

25

Exercise — Informal Work Sampling 2

Alicia wants to work at a local beading store. This position would require fine motor skills as well as being able to distinguish small differences in jewelry notions.

Design an informal work sampling to assess for this skill.



Eleversity <<

26

Situational Assessments

General Skills

Time Management & Interpersonal Skills

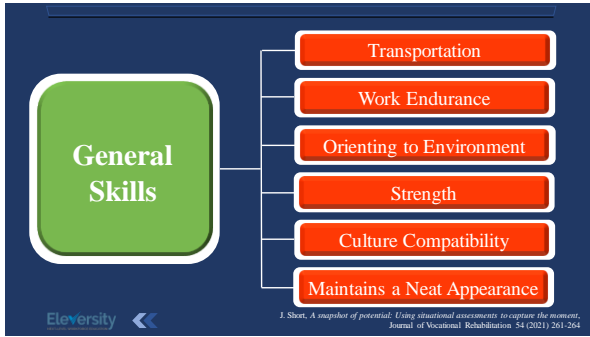
Initiative / Motivation & Problem Solving

Stress Management & Organization / Productivity

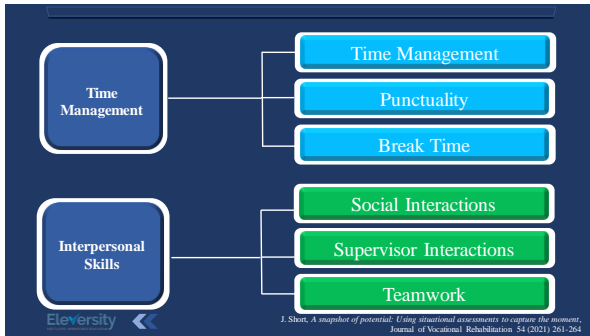
Eleversity <<

J. Short. A snapshot of potential: Using situational assessments to capture the moment. Journal of Vocational Rehabilitation 54 (2021) 261-264

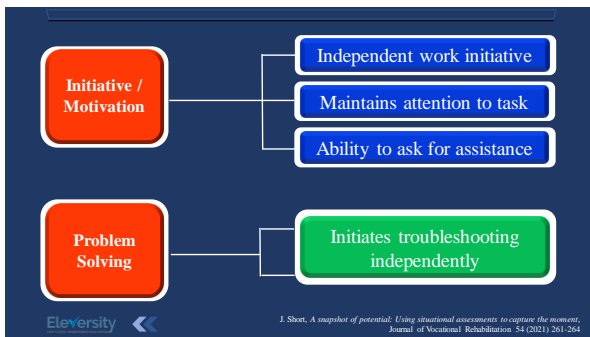
27



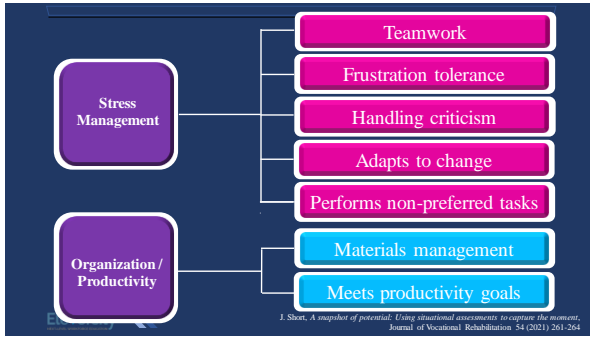
28



29



30



31

Work Sample vs. Situational Assessment

| Skill and ability | Assessment Type | |
|--|-----------------|----|
| • Working in a laundry room | WS | SA |
| • Folding sheets in a laundry | WS | SA |
| • Running dish machine | WS | SA |
| • Racking dishes | WS | SA |
| • Answering phones as a switchboard operator | WS | SA |
| • Transferring calls for a switchboard | WS | SA |

Eleversity

32

Application - Practice

Section 4

Eleversity

33

Breakout Rooms

| | |
|----------------------|---|
| Group 1 | Group 2 |
| Individual Strengths | Functional Use of Academics [money] |
| Group 3 | Group 4 |
| Orientation/Mobility | Functional Use of Academics [reading/writing] |

Eleversity <<

34

Group 1 | Individual Strengths

You are supporting someone who is interested in foodservice. Considering the items listed in *Individual Strengths*, what strategies and tools will you use to assess for these strengths?

| | |
|--------------------------------|---|
| 2. Individual Strengths | <ol style="list-style-type: none"> 1. Assuming responsibility 2. Social interactions 3. Fine motor coordination (i.e., pinch, grasp, manipulation of small objects) 4. Gross motor coordination 5. Physical strength and endurance 6. Attention to task 7. Attention to details 8. Responding favorably to correction/criticism |
|--------------------------------|---|



35

Group 2 | Functional Use of Academics

You are supporting someone who is interested in cashiering. Considering the items listed in Functional Use of Academics, Part C—Money Skills, how will you design a work sample to assess for strengths needed in this work?

| | |
|---------------------------------------|---|
| 4. Functional Use of Academics | <p>C. Money Skills</p> <ol style="list-style-type: none"> 1. To what extent does the person demonstrate an accurate understanding of what money can be used to buy? 2. To what extent does the person identify and utilize money to make purchases for him/herself and/or others? 3. Describe any adaptations that the person uses with regard to money handling and /or purchasing. |
|---------------------------------------|---|



36

Group 3 | Orientation/Mobility

You are supporting someone who uses a walker and is interested in working in Super Walmart. You have questions about their ability to navigate the large environment. Considering the items listed in *Orientation/Mobility*, how will you design an informal assessment for capacity?

| | |
|---------------------------------|---|
| 12. Orientation/Mobility | <p>A. Indoors & Outdoors</p> <ol style="list-style-type: none"> 1. Describe the person's overall sense of direction 2. Describe the person's mobility 3. For the persons who use a wheelchair, describe how independent they are in moving/maneuvering in wide open spaces (e.g., down sidewalks) and in crossing streets. |
|---------------------------------|---|



37

Group 4 | Functional Use of Academics

You are supporting someone who is interested in working in a clerical capacity. You have questions regarding their reading and writing skills that would be an essential function of the position. What strategies and tools will you use to assess for these strengths?

| | | |
|---|--|--|
| 4. Functional Use of Academics | A. To what extent does the person use reading skills to: | |
| | 1. Gather information | 3. Complete tasks |
| | 2. Engage in leisure activities | 4. Describe any adaptations the person uses to circumvent reading limitations. |
| <i>*Refers to use of both written words and numerals</i> | | |
| D. Writing skills | | |
| 1. What is the extent of the person's writing skills? Does the person print and/or write in cursive? | | |
| 2. How does the person use writing skills on a daily basis? (Can the person complete her/his own job applications independently? What type of support would they need?) | | |
| 3. Describe any adaptations the person uses with regard to writing skills. | | |



38
