

Career Assessment: Foundations of Discovery

Series 1

Innovations in Employment Supports

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Acronyms referenced in *Career Assessment—Foundations of Discovery*

CBPV	Community-based Prevocational
ETP	Employment Training Program
Pathways	Pathway to Employment
SEMP	Supported Employment
CB	Community-based
CBWA	Community-based Work Assessment
SA	Situational assessment
JDP	Job Development Plan
VDP	Vocational Development Plan
SSI	Supplemental Security Income
KSA	Knowledge, skill, ability

From Discovery to Career Planning

Perspectives

Through interviews you learn what others know, have experienced, and envision for the person.

Career research

Using what has been learned in Discovery to confirm and support the identified career areas.

Next steps

Implement the course of action identified in Career Planning.



Discovery begins

Begin to learn about person. Where have they been and what have they done?

Community experiences

The person has opportunities to tryout new work activities and discover what they like.

Career planning

If the person is ready to pursue work, develop the JDP. If not, determine what skills need to be developed through VDP.

Hard Skills	Soft Skills
<p>Hard skills are specific, teachable and measurable abilities that are able to be quantified.</p>	<p>Soft Skills are a set of personality traits, social style, personal habits and demeanor that influence people to varying degrees.</p>
<p>Examples</p>	<p>Examples</p>
<p>Use a computer & smart phone Key board, navigate internet, open/save an email, use different programs in Microsoft Office, make a call, open an app, read/send a text, unlock a device with passcode</p>	<p>Communication Active listening, asking questions, giving feedback, using clear language, aware of body language, tone of voice</p>
<p>Use different tools Hammer, drills, saw, screw driver</p>	<p>Work ethic Staying on task, arriving on time, helping others, taking initiative, following directions</p>
<p>Kitchen skills Operate hand mixer, stove, grater, knives, identify ingredients, set timer, measure wet/dry ingredients, open jars, operate can opener</p>	<p>Time Management Prioritize tasks, sense of time (minutes, hours, weeks, etc.), organization, contingency plans</p>
<p>Clean Mop/sweep floor, use cleaning chemicals appropriately, wash windows, operate buffer</p>	<p>Adaptability Accept change, be resourceful, use coping skills, be positive, social emotional regulations</p>

Soft Skills in the Workplace—What Employers are Looking For

1. COMMUNICATION SKILLS

Communication is a key skill for employees as it ensures effective teamwork, creates a more positive environment and helps to solve issues. In some jobs, communication plays a huge role, such as in human resources, management and sales. Examples of communication skills include:

- Listening
- Written
- Empathy
- Giving constructive feedback
- Self-confidence
- Respect
- Nonverbal communication, such as tone of voice, gestures, body language and facial expressions

2. ADAPTABILITY SKILLS

Being flexible is an important soft skill. Employers typically want to see their team being open-minded and embracing change. This is especially important in a busy work environment where things change quickly. Examples of adaptability skills include:

- Self-organization
- Self-motivation
- Self-management
- Curiosity
- Positivity
- Calmness in stressful situations
- Quick decision-making
- Open-mindedness

3. TEAM PLAYER SKILLS

Employers want to see their employees excel at teamwork to create a better operating work environment. There are jobs where teamwork is vital to success, such as brand management, marketing, catering and architecture. Examples of team player skills include:

- Delegation
- Negotiation
- Mediation
- Listening
- Coordination
- Conflict management
- Cooperation
- Collaboration

4. DETAIL-ORIENTED SKILLS

Being accurate and a perfectionist in your work is also key for employers. While these skills are always important, some roles may benefit from these skills more, such as roles in finance, medicine and architecture. Examples of detail-oriented skills include:

- Analysis
- Questioning
- Introspection
- Memory
- Self-organization
- Perception

5. PROBLEM-SOLVING SKILLS

Finding effective solutions for work-related problems is a huge asset, as employers want to see you solving issues and keeping the organization moving forward. Some roles require problem-solving skills more than others, such as those related to law, medicine and engineering. Examples of problem-solving skills include:

- Perception
- Persistence
- Decision-making
- Analysis
- Lateral thinking
- Initiative
- Negotiation
- Brainstorming

6. WORK ETHIC SKILLS

Possessing a great work ethic is another soft skill that is valued by employers. Roles that thrive on a good work ethic include entrepreneurs and teachers. Examples of work ethic skills include:

- Discipline
- Integrity
- Dependability
- Commitment
- Professionalism
- Initiative
- Time-management
- Self-motivation

7. CREATIVITY SKILLS

Creativity comes in different forms, but the end result in a professional environment is usually an innovative solution for the organization. Roles that require a great deal of creativity include writers, designers and stylists. Examples of creativity skills include:

- Inspiration
- Innovative ideas
- Reframing ideas
- Imagination
- Divergent thinking
- Questioning
- Insightfulness
- Mind mapping

8. TIME-MANAGEMENT SKILLS

This soft skill might show employers your ability to be productive in the time you have. Some roles thrive on this skill, such as writing jobs and legal jobs because they usually involve several deadlines. Examples of time-management skills include:

- Prioritization
- Planning
- Organization
- Setting goals
- Stress management
- Delegation
- Decision making
- Focus
- Self-starting
- Coping

9. INTERPERSONAL SKILLS

Interpersonal skills are the skills you use to interact with the people around you, including your colleagues and employers. These skills are important in all roles, but especially in jobs where you work closely with other people constantly, such as in sales or customer service. Examples of interpersonal skills include:

- Empathy
- Diplomacy
- Sensitivity
- Public speaking
- Tolerance
- Mentoring
- Sense of humor
- Networking
- Patience

10. LEADERSHIP SKILLS

Leadership skills give you the ability to guide others well to reach the goals of the organization. Some roles where this skill is of greater importance are those in management, business and teaching. Examples of leadership skills include:

- Humility
- Empathy
- Versatility
- Trust
- Discipline
- Active listening
- Authenticity

<https://www.indeed.com/career-advice/career-development/soft-skills-in-the-workplace>

Transferable Skills Assessment Checklist

Key for level of Independence (with the use of assistive technology and accommodations as appropriate)

1. Not Applicable	Individual has not had an opportunity or been observed to attempt or complete skill
2. Extensive Support	Individual requires ongoing assistance (verbal, physical, visual prompts) and close supervision to complete skill
3. Moderate Support	Individual requires frequent assistance (verbal, physical, visual prompts) and periodic supervision to complete task
4. Minimal Support	Individual requires occasional assistance (verbal, physical, visual prompts) and intermittent supervision to complete task
5. Independent	Individual completes task without assistance/supervision

Career Development: Knowledgeable about the world of work, career options, personal skills, aptitudes, and abilities relating to future career decisions.

Level of	Skills/Ability
	Exhibits and/or expresses specific interests
	Demonstrates abilities related to specific interests
	Identifies skills needed for employment success
	Identifies accommodations and supports needed for employment success

Comments:

Integrated Learning: Application of academic knowledge and skills to work experiences

Level of	Skills/Ability
	Uses basic academic skills in community/work-based learning experiences (e.g. applies math skills to purchase items, alphabetizing skills to sort or file)
	Demonstrates newly acquired skills in a variety of settings

Comments:

Basic Skills: Ability to read, write, listen, speak and perform mathematical functions	
Level of	Skills/Ability
	Reading: Identifies and understands texts and symbols (e.g., stop, exit, and restroom signs)
	Reading: Identifies vocabulary associated with various jobs (e.g., matches tools to words)
	Writing: Creates pictures, symbols and objects and writes words and sentences to communicate information
	Listening: Follows one step directions to complete a given task
	Listening: Follows two or more step directions to complete a given task
	Speaking: Uses language to interact with other (e.g., expresses needs, demonstrates understanding, and interacts socially with others). May include augmentative communication, as appropriate
	Math: Demonstrates basic math skills, including counting with one-to-one correspondence, matching similar objects, and understanding concepts of quantity (e.g., more, less, etc.)
	Functional Math: Applies basic math skills to daily living (e.g., tells time, manages money needed for work setting)
Comments:	

Thinking Skills: Ability to use ideas and information to make decisions and solve problems	
Level of	Skills/Ability
	Recognizes that there is a problem and requests assistance
	Solves routine problems in daily life (e.g., indicates choice from menu of items, dresses for the weather)
	Solves lesser common problems, such as contacting emergency services (e.g., dial 911)
	Demonstrates understanding of cause and effect (e.g., hot stove will cause burn, consequences of inappropriate workplace actions)
	Uses similar skills across a variety of settings (e.g., identifies building exits in different settings)
Comments:	

Managing Information: Ability to access and use information	
Level of	Skills/Ability
	Uses information to make simple decisions (e.g., responds to safety alarms, follows traffic safety rules)
	Access information from a variety of sources (e.g., internet, advertisements, orders from menu)
Comments:	

Managing Resources: Ability to apply financial and human resources and manage time and materials to successfully carry out a planned activity	
Level of	Skills/Ability
	Selects the appropriate resources to complete a task
	Initiates tasks
	Remains on task
	Completes tasks within existing time limits
	Manages work experience task (e.g., gathers materials, knows when to replace broken or soiled items, restocks depleted items)
Comments:	

Systems : Ability to understand how a system operates and identify where to obtain information and resources within that system	
Level of	Skills/Ability
	Navigates the community (e.g., walking, public transportation)
	Demonstrates understanding of who to ask for help
	Uses appropriate health and safety practices
	Follows daily schedule and routines
	Adapts to new situations
	Understands and follows rules
Comments:	

Personal Qualities: Ability to self-manage, plan, organize, and take independent action	
Level of	Skills/Ability
	Communicates preferences and needs
	Self-regulates during transitions (e.g., waits appropriately, engages in appropriate self-soothing activity in stressful situations)
	Transition appropriately between activities
	Manages health (e.g., makes personal and health needs known)
	Performs personal care skills
	Uses unstructured time appropriately
Comments:	

Interpersonal Skills: Ability to work independently or as a part of a team and relate to different people across settings	
Level of	Skills/Ability
	Asks for help when faced with difficult situations and individuals
	Self-advocates (e.g., seeks out and uses supports and accommodations)
	Accepts direction from authority figures
	Works independently
	Works as part of a team
	Respects the space and property of others
	Demonstrates acceptable behavior across settings
	Interacts acceptably with peers and others
	Participates in leisure/recreation activities
Comments:	

Technology: Ability to use different types of technology and resources to satisfy personal and societal needs and wants	
Level of	Skills/Ability
	Identifies the correct tool/technology necessary to complete a given task
	Uses basic tools safely and appropriately (e.g., microwave, eating utensils, cell phones, assistive technology)
Comments:	

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>