

The Job Development Plan

Innovations in Employment Supports

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Important Information You May Need

OPWDD is available to answer questions and assist you.

Submit your questions to the email below that best fits your questions:

Vocational Services:

employment.vocational.services@opwdd.ny.gov

Self-Direction:

self.direction.redesign@opwdd.ny.gov

Day and Community Services:

day.community.services@opwdd.ny.gov

Contact Eleversity:

Phone: (585) 340-2051 **Email:** info@eleversity.org

Access class materials:

<https://eleversity.org/resources/opwdd-innovations-resources/>

EMPLOYMENT TRAINING PROGRAM Job Development Plan

Name: Jon Smith *TABS ID #:* 123456

1. List the 2 career areas and possible positions that will be the focus of Job Development:
 - a. Career Area 1: _____
 - i. Positions: _____
 - b. Career Area 2: _____
 - i. Positions: _____

2. List the hard skills **demonstrated** in previous employment or volunteer activities by the individual that support success in each career area: (examples: clerical, money handling, mechanical, and/or cleaning skills)
 - a. Career Area 1: _____

 - b. Career Area 2: _____

3. List the soft skills **demonstrated** in previous employment or volunteer activities by the individual that support success in each career area: (examples: ability to focus, attention to detail, work pace, social skills)
 - a. Career Area 1: _____

 - b. Career Area 2: _____

4. List any other factors that explain why these career areas are a good match for the individual: (examples: previous experience, strong interest, personal traits, transferrable skills)
 - a. Career Area 1: _____

 - b. Career Area 2: _____

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Name: Jon Smith **TABS ID #:** 123456

5. List and describe the factors that create an ideal workplace culture for the individual: (examples: team structure, set routine, clear expectations, flexible supervisor)

6. List and describe the factors that create an ideal workplace environment for the individual: (examples: lighting, noise level, crowded, inside/outside)

7. Fill in the individual’s weekly availability:

Day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
From							
Until							
List any times, days, or dates that the individual is NOT available to work and why:							

8. Transportation information:

- a. Available Mode(s):

- b. Travel radius / area:

- c. Travel restrictions:

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9. List potential employers that meet the criteria for success listed in 1-8 that the SEMP Agency or individual has an established relationship with:

Business	Career Area (1 or 2)	Location

10. List potential employers that meet the criteria for success listed in 1-8 that the SEMP Agency can contact to develop new relationships:

Business	Career Area (1 or 2)	Location

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11. List and describe vocational gaps in the following areas that could create barriers to success in the chosen careers or with the potential employers:

a. Hard Skills: _____

b. Soft Skills: _____

c. Workplace Culture: _____

d. Workplace Environment: _____

e. Schedule / Availability: _____

f. Transportation: _____

12. List any other potential barriers to successful employment:

13. List all supports that will address the gaps and barriers described in 11 & 12 and how each support plans to address them both on and off the job:

List specific Job Coach Supports: _____

Other Supports: _____

14. List any employment conditions or environments that are non-negotiable to the individual:



EMPLOYMENT TRAINING PROGRAM DISCOVERY REPORT

Name: Jon Smith TABS ID #: 123456

SEMP Agency: Provider Agency DDRO: Region

Date Discovery Started: 6/26/23 Date Report Completed: 3/15/24

PURPOSE: To gather information relevant to employment and analyze and synthesize this information into a recommendation for meeting the individual’s career and vocational goals. Discovery through **Exposure, Exploration Experience, Evaluation, Education, and Empowerment** will also prepare the individual for competitive employment.

The Discovery Report and recommendation must be completed and then **reviewed and approved by your supported employment services management**. After the Discovery Report has been reviewed and approved by your Supported Employment Manager, please forward it to the ETP Supervisor.

If job development is authorized by the ETP Supervisor, a Job Developer can use this information to develop a job that matches the individual’s skills and abilities. If other services are recommended, the support team can use this information to coordinate services that will help the individual achieve their employment goals.

DISCOVERY ACTIVITY	MINIMUM EXPECTED HOURS	RECOMMENDED HOURS	ACTUAL HOURS PROVIDED
Review of Records	4	4-6	<u>4</u>
Interviews of the Individual, Support Staff, Family, and Friends	4	6-8	<u>7</u>
2 Observations of the Individual	4	6-8	<u>5.25</u>
Individualized Assessment Site Development	2	2-6	<u>2.5</u>
2 Community-Based Experiences / Situational Assessments (min 12 hours each)	24	24-40	<u>34.25</u>
Discovery Report Findings	1	1-2	<u>2.25</u>
Career Research	2	4-6	<u>4.75</u>
Recommendation, Review, and Approval	1	1-2	<u>1.5</u>
Other (Communication, Travel Time, Documentation, Planning Meetings)	13	15-25	<u>38</u>
TOTAL	55	65-90*	<u>99.5</u>

**Additional hours may be authorized by an ETP Supervisor if justified.*



Name: Jon Smith

TABS ID #: 123456

1. REVIEW OF RECORDS

PURPOSE: To obtain, review, and summarize documented information from the services the individual is currently receiving or has previously received. Records contain valuable information about an individual's background, progress, skills, abilities, preferences, experiences, and support needs. Researching this information will help determine the individual's ability to obtain and/or maintain employment.

INSTRUCTIONS: Check off each item reviewed in the list at the top of the Review of Records Worksheet and complete each section as records are reviewed. **Documents marked with * are required. Documents marked with ** are required if the individual is currently enrolled in the service or was enrolled in the last 3 years.** Note all information that is relevant to obtaining or maintaining employment. Additional comments may be included separately if needed. Label additional comments with specific page numbers and questions.

A thorough review of records requires **4-6 Hours**; some of these hours may be used in obtaining them.



Name: Jon Smith

TABS ID #: 123456

REVIEW OF RECORDS WORKSHEET

Documents marked with * are required. Documents marked with ** are required if the individual is currently enrolled in the service or was enrolled in the last 3 years.

RECORDS OBTAINED AND REVIEWED:

- | | |
|--|---|
| <input checked="" type="checkbox"/> *Life Plan Dated: <u>5/22/23</u> | <input checked="" type="checkbox"/> *Psychological Report Dated: <u>3/13/14</u> |
| <input type="checkbox"/> Adaptive Behavior Scale | <input type="checkbox"/> IPOP (if applicable) |
| <input type="checkbox"/> **School Records / IEP | <input type="checkbox"/> **Day Habilitation |
| <input checked="" type="checkbox"/> **Prevocational | <input checked="" type="checkbox"/> **Community / Residential Habilitation |
| <input type="checkbox"/> **OPWDD Supported Employment (SEMP) | <input checked="" type="checkbox"/> **ACCES-VR |

LIFE PLAN / PSYCHOLOGICAL / ADAPTIVE BEHAVIOR / IPOP RECORDS:

Diagnosis: ASD, Gen'l Anxiety Disorder, Pervasive DD, Borderline Intellectual Functioning Full Scale IQ: 92

Reading Level: Basic reading Mathematical Skills: Basic mathematics

Noted behaviors that could impact employment: Attach Behavior Support Plan if applicable

As noted in his Behavior Support Plan, Jon exhibits signs and symptoms of Anxiety and Depression. It is noted that Jon is working on refraining from telling inappropriate jokes and fabricating stories. Jon is also working on not leaving the house unsafely. Other behaviors noted in his Behavior Support Plan are threatening staff and/or family, and unsafe community interactions.

Physical, Medical, and Mental Health needs:

Jon is on a low-sodium diet for his hypertension. Jon has profound mixed hearing loss in his right ear. Jon is allergic to tree pollen, rabbits, and has seasonal allergies. He can take medication independently with staff oversight.

Other factors that could impact employment:

N/A



EMPLOYMENT TRAINING PROGRAM DISCOVERY REPORT

Name: Jon Smith

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Reviewed the individual's Life Plan Safeguards and IPOP for time alone in the community.

If time alone in the community is limited, describe conditions where the individual can be independent:

Jon can be independent in the community for up to 4 hours.

Describe any plans to increase the individual's independence in the community:

From the Life Plan, list valued outcomes related to employment:

1. I want integrated work.
2. _____
3. _____
4. _____
5. _____
6. _____

Select current service type(s) listed in the Life Plan:

- | | |
|---|--|
| <input type="checkbox"/> Day Habilitation | <input type="checkbox"/> Community Based Prevocational |
| <input type="checkbox"/> Sheltered Workshop | <input checked="" type="checkbox"/> Community / Residential Habilitation |
| <input type="checkbox"/> Site Based Prevocational | <input checked="" type="checkbox"/> Supported Employment (SEMP) |
| <input type="checkbox"/> Other (specify): _____ | |



EMPLOYMENT TRAINING PROGRAM DISCOVERY REPORT

Name: Jon Smith

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SCHOOL RECORDS / IEP: (if individual left school less than 3 years ago)

Exit Date: _____ School: _____

Disability Classification: _____

Related Services: _____

Diploma / Credential: _____

1:1 Support / Aide

Yes No

Extended School Year

Yes No

Academic Performance:

Student strengths / preferences / interests:

Social Development:

Management Needs / Support Needs in the Community:

Transition Activities (attach Exit Summary if available):

Briefly summarize the individual's SCHOOL RELATED work experiences:

<u>Location/ Business</u>	<u>Tasks performed</u>	<u>Liked or Disliked</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



EMPLOYMENT TRAINING PROGRAM DISCOVERY REPORT

Name: Jon Smith

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DAY HABILITATION RECORDS:

Never Participated **Previously Participated** **Currently Participating**

List 3 Day Habilitation Staff Action Plan Goals:

1. _____
2. _____
3. _____

List Service Specific Safeguards:

PREVOCATIONAL RECORDS:

If the individual is receiving or has received Prevocational Services, select all that apply:

Never Participated **Previously Participated** **Currently Participating**

Sheltered Workshop

Dates: _____ Provider: _____

Reason for leaving: _____

Site Based

Dates: 1/1/15 - 3/1/23 Provider: ABC AGENCY

Est. # of Days/Week: 5 Location(s): Party and Tent Rental

Paid Unpaid

Reason for leaving: Seeking employment outside of warehouse setting

Community Based

Dates: _____ Provider: _____

Est. # of Days/Week: _____ Location(s): _____

Paid Unpaid

Reason for leaving: _____



EMPLOYMENT TRAINING PROGRAM DISCOVERY REPORT

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List 3 Site-Based and/or Community Based Prevocational Staff Action Plan Goals:

1. _____
2. _____
3. _____

List Staff Activities in support of the Plan:

List Service Specific Safeguards:

COMMUNITY / RESIDENTIAL HABILITATION RECORDS:

- Never Participated
 Previously Participated
 Currently Participating

List 3 Community and/or Residential Habilitation Staff Action Plan Goals:

1. I want to live in a house which is clean and in good repair.
2. Provide for personal care.
3. I would like for staff to assist me with improving my communication and socialization skills.

OPWDD SUPPORTED EMPLOYMENT (SEMP) RECORDS

- Never Participated
 Previously Participated
 Currently Participating

Previous ETP Discovery Year: _____ Outcome: _____

Previous Pathway to Employment Discovery Year: _____ Outcome: _____

Previous Job Development Outcome: _____

Working and being paid minimum wage or more current previous



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ACCES-VR SUPPORTED EMPLOYMENT RECORDS

Never Participated Previously Participated

Provider: Provider Agency

Dates active with ACCES-VR: 5/16/22 - 5/19/22

Reason for ACCES-VR Closure: Completed a Community Based Workplace Assessment

List services funded by ACCES-VR and their outcomes. Note any assessments, work experiences, job development with type of job, placements with location / dates, travel training, and reasons for closure:

Jon completed a Community Based Workplace Assessment at BJ's Wholesale Club from 5/16/22 to 5/19/22. At the assessment, Jon completed tasks such as wiping down glass, dusting, sweeping, putting away re-shops, straightening up items, and customer service. The assessment showed that Jon benefited from the most support with maintaining his focus and reinforcement need. Jon had strengths and low support needs for his appearance, communication, initiative, adapting to change, asking for assistance, and attendance.

Has the individual completed any diagnostic vocational evaluations or other vocational assessments?

Yes No If Yes, attach a copy of the report(s).

BENEFIT INFORMATION

List the benefits that the individual currently receives (SSI, SSDI, SNAP, Section 8, OPWDD ISS):

- 1. SSD
2. SNAP
3.
4.
5.

Has the individual sought benefit advisement?

Yes No No Benefits



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If the individual has not sought benefit advisement, are they planning to?

Yes No

Location / Agency: ??? Date: _____

Does the individual understand that earning money might impact their benefits?

Yes No No Benefits

Does the individual understand how and when to report their wages?

Yes No No Benefits

Who is responsible for supporting the individual with reporting their wages?

Name: SEMP Agency is Rep. Payee and will assist reporting wages Relationship: Residential

VOLUNTEER / PAID EMPLOYMENT HISTORY (FROM ALL RECORDS):

(Include information from experiences noted on pages 6-8)

Briefly summarize the individual's **VOLUNTEER** experiences:
(attach additional sheets as needed, also attach résumé if available)

<u>Business Name</u>	<u>Dates</u>	<u>Tasks</u>	<u>Reason for Leaving</u>
Open Door Mission	2013-2014	Made food for the homeless, prepped veggies and fruit for salads	High school program ended upon graduating
Lollypop Farm	2013-2014	Cleaned out dog cages, walked the dogs, brushed dogs	High School program ended upon graduating
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Briefly summarize the individual's **PAID EMPLOYMENT** history:
(attach additional sheets as needed, also attach résumé if available)

<u>Business Name</u>	<u>Dates</u>	<u>Tasks</u>	<u>Reason for Leaving</u>
Hank Parker Party and Tent Rental	2015-2019	Washed chairs, helped load/unload trucks, unloaded and took trash to dumpster	Laid off due to COVID 19, not enough work.
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



EMPLOYMENT TRAINING PROGRAM DISCOVERY REPORT

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What career development activities did the individual complete such as career assessments, job readiness classes, job shadowing, vocational classes, etc.? What were the results of those activities?

Jon completed a Community Based Workplace Assessment at BJ's Wholesale Club from 5/16/22 to 5/19/22. At the assessment, Jon completed tasks such as wiping down glass, dusting, sweeping, putting away re-shops, straightening up items, and customer service. The assessment showed that Jon benefited from the most support with maintaining his focus and reinforcement need. Jon had strengths and low support needs for his appearance, communication, initiative, adapting to change, asking for assistance, and attendance. Jon has also attended OPWDD Job Readiness Trainings. He is engaged and attentive both virtually and in person. Jon participates by responding to questions although he needs support in order to wait his turn and give others opportunity to respond.

Reviewer's additional comments after reviewing all records:

ESP could not obtain physical records from Jon's time at his assessment with ABC Agency. Dates worked, days per week worked, and reason for leaving was based on information gathered through interviews.

Completed by: Karen Walker (print)

Date: 1/30/24



Name: Jon Smith

TABS ID #: 123456

2. INTERVIEWS OF THE INDIVIDUAL, SUPPORT STAFF, FAMILY AND FRIENDS

PURPOSE: To obtain various perspectives on the individual's background, progress, skills, abilities, preferences, experiences, and support needs through discussion of these subjects with the individual and their stakeholders. Each perspective will provide information relevant to the individual's ability to obtain and/or maintain employment.

INSTRUCTIONS: Interview the individual, Care Manager, family and/or friends that know them well, and at least one support staff from each service they currently receive. It is recommended to also interview support staff from services they previously received. Complete an Interview Worksheet* for each interview. Interview Worksheets are provided in a separate document to be used as a guide. **Questions may be rephrased, omitted, or added as needed to obtain detailed information.** Compare the information gathered through all the interviews and summarize it in the Interview Summary Worksheet. Additional comments may be included separately if needed. Label additional comments with specific page numbers and questions.

**Completed Interview Worksheets may be requested by the ETP Supervisor.*

Each thorough interview requires **1-2 Hours**; recommended total interview time is **6-8 Hours**.



Name: Jon Smith

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INTERVIEW SUMMARY WORKSHEET

Table with 4 columns: INTERVIEWEE'S NAME, RELATIONSHIP, SERVICE PROVIDER - TYPE, DATE OF INTERVIEW. Rows include ETP Participant (required), John McClane, Dorothy Gale, Ellen Ripley, Norman (Norm) Bates.

Answer Based on the information obtained during the interviews:

List Potential Career Options mentioned by the interviewees:

- Gamestop - Norm, Helping Hands at Wegmans - Mom, Furniture Mover Dorothy, Stocker - Jon, Work with Animals - Mom, Set up/clean up events - Jon

What connections or relationships do the interviewees have with businesses in these career areas?

Jon's mom, Ellen, works with X COMPANY through her job. This could be used as more of a job development tool than a job opportunity, however. Ellen also used the M MOVING COMPANY for her moving service and enjoyed working with them.

What are the environmental needs of the individual, as expressed by the interviewees?

Jon does not want to work in a warehouse setting, however, interviewees have all said that it may still be a good fit for him. Jon doesn't do well in large crowds, so his environment should be on the smaller side.

Describe any schedule or transportation constraints mentioned by the interviewees:

Jon is not able to use Uber or Lyft. Jon can utilize public bus independently, or staff can transport him. Jon's mother does not want him to navigate public bus routes.



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Describe types and / or levels of supervision discussed by the interviewees:

Although Jon is relatively independent in the community, he responds well from support with making sure his interactions with the public are appropriate. Jon is able to be alone in the community for up to 4 hours. If Jon is getting upset or overwhelmed, it is best to let him step away and cool down.

List 5 factors discussed during the interviews that could impact the individual’s ability to obtain and maintain employment: (family concerns, loss of benefits, hygiene, behavior, transportation, independence, etc.)

- 1. Jon makes inappropriate jokes with people in the community.
2. Jon is only able to handle a limited amount of cash.
3. Jon sometimes embellishes or makes up stories to impress others.
4. Jon requires a lot of positive reinforcement and approval from others.
5. Jon has trouble being given more than 1-2 step directions.

Describe the individual’s independent activities in the community:

Jon walks around his neighborhood and to the corner store to buy food. When Jon is out, he often talks to his neighbors or walks to his friends' houses.

List 3 new things that you learned about the individual through interviews:

- 1. Jon loves animals and even assisted with procedures during his volunteer time at Lollipop Farm.
2. Jon would enjoy a job that involves manual labor.
3. Jon doesn't like change but apparently has dealt with it well in the past.

Interviewer’s additional comments:

Everyone interviewed in Jon's support circle say that he tends want to please others. While this can be a positive attribute, he may need some support with advocating for his own needs in the workplace and not sacrificing his comfort for other people's.

Jon lived with his family for 21 years. He moved through 3 group homes in 3 years, and has been in his current residence for 6 years. Jon has his own apartment, but has 5 other housemates in the residence. He lives in a residential neighborhood within a short walk to convenience stores. The nearest main road is within 2 miles and is highly commercialized. Jon is familiar with many neighbors, and employees at convenience stores he frequents. Jon has immediate and extended family in the area, but it doesn't seem as though he visits with them often. He has a tenuous relationship with his mother, who is also his legal guardian. Jon wants to help others as much as he can, often offering to support with chores and tasks around the house and for his neighbors.

Completed by: Karen Walker (print)

Date: 9/1/23



Name: Jon Smith

TABS ID #: 123456

3. OBSERVATION OF THE INDIVIDUAL

PURPOSE: To obtain information about the individual’s interests, motivators, interpersonal/soft skills, independence, behavior, physical ability, self-care skills, safety awareness, and support needs through direct observation. Observation will reveal information about how an individual reacts to various social and physical environments. This information can be related to how they might react to similar environments and the expectations found in employment.

INSTRUCTIONS: Directly observe the individual in a setting where they can demonstrate their full range of skills and abilities on preferred activities. **Observations cannot take place at the same locations as Situational Assessments.** Complete an “Observation of the Individual Worksheet” for each Observation. Additional Observations and Worksheets may be completed if they are pertinent to the individual’s employment needs. Additional comments may be included separately if needed. Label additional comments with specific page numbers and questions.

Each thorough observation requires **2-4 Hours**; recommended total observation time is **6-8 Hours**.



Name: Jon Smith

TABS ID #: 123456

OBSERVATION OF THE INDIVIDUAL WORKSHEET

Refer to Instructions. Use one Worksheet for each Observation - 2 are required

Location of Observation: Wegmans

Describe the environment and circumstances of the Observation. Note such things as space, time of day, program, staffing, stimuli, etc.:

ESP joined Jon for a grocery shopping trip at Wegmans. It was mid-day on a Friday. Jon was accompanied and supported by his house manager, Janet White. ESP then observed Jon at home putting his groceries away.

of Hours Observed: 1.75

Activities observed:

1. Choosing items from the shelves based on a list
2. Navigating aisles in the grocery store
3. Checking out and paying at the register
4. Loading groceries into the car
5. Putting away groceries at home

How comfortable was the individual with the activities and the environment and why?

Jon appeared to be very comfortable with grocery shopping and the environment in the store. This store is Jon's typical grocery store and he goes at least once per week to buy groceries.

How did the individual react to the activities and environment?

Jon did not have a strong reaction to the activities and environment, since it is typical for him. Jon seemed to be very familiar with the setting and activity.

Describe the individual's safety skills / environmental awareness:

Jon crossed the parking lot safely by looking both ways and being attentive to moving cars. In the store, Jon was able to navigate around other shoppers politely and looked both ways before crossing aisles.



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Describe the individual’s level of engagement and interest in the activities:

Jon was fully engaged in grocery shopping and putting his groceries away at home. Jon stayed focused throughout the task of getting groceries and was able to collect all of his items relatively quickly. Jon made small talk with the cashier about video games and seemed to enjoy this conversation.

What motivated or demotivated the individual and why?

Jon's interactions with other people in the grocery store seemed to motivate him. Jon appeared happy and enthusiastic when talking to employees at the store about where to find items and checking out at the end. Jon seemed demotivated when he realized he was in the way of another shopper. Jon moved out of the way quickly and apologized, then looked to Janet for reassurance/comfort. Jon seemed to move on from this encounter quickly.

Describe how the individual overcame any obstacles / challenges during the Observation:

Jon could not find the coffee and asked Janet where it was. Jon followed the direction of Janet. Jon could not find a bag of rice and asked a grocery store employee for assistance, then followed the employee’s instructions in locating the correct aisle.

Who supported the individual with the activities?

Janet, residential staff, and Wegmans' employees supported Jon.

What type(s) of support were provided? *Select all that apply*

- Verbal Prompts
- Written Prompts
- Picture / Media Prompts
- Visual Cues
- Modeling / Demonstration
- Hand-over-hand Support
- Other (specify): _____

What was the individual’s response to each type of support?

Jon was receptive to Janet pointing to a sign as well as her verbal instructions for where to find the items he was looking for.

If the individual was unable to complete any of the activities, what prevented them from doing so?

Jon was able to complete all of the activities.



EMPLOYMENT TRAINING PROGRAM DISCOVERY REPORT

Name: Jon Smith

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Personal hygiene:

No Concerns Needs Improvement (describe): _____

Interaction with staff:

N/A Cooperative Friendly Anxious Shy Outgoing

Interaction with peers:

N/A Cooperative Friendly Anxious Shy Outgoing

Interaction with members of the community:

N/A Cooperative Friendly Anxious Shy Outgoing

Describe the positive qualities observed that are transferrable to employment:

Jon was friendly and polite with employees at the grocery store as well as other customers. Jon seemed to enjoy the interactions. Jon was able to follow a list on his phone to get the correct items. Jon was able to pay independently using a card. Jon was also able to lift the groceries independently when loading/unloading the car. These qualities could be transferred to customer service related jobs, stocking or order picking, and using technology in a job.

Describe the challenges observed that could hinder employment:

When Jon was speaking to the cashier, he told a joke that the cashier did not seem to understand. In a job, this could lead to confusion or miscommunication amongst coworkers.

List 3 new things you learned about the individual through this observation:

1. Jon is able to shop independently and doesn't always have support with him.
2. Jon is able to create a shopping list, shop, and cook simple meals for himself.
3. Jon enjoys talking to people in the community even if he is not familiar with them.

Observer's additional comments:

Jon was independent throughout the shopping process, with the exception of a few small questions for his house manager, Janet. Jon was able to ask store staff questions with ease, which is a sign that he will transfer this skill to a job site.

Completed by: Karen Walker (print)

Date: 8/25/23



Name: Jon Smith

TABS ID #: 123456

OBSERVATION OF THE INDIVIDUAL WORKSHEET

Refer to Instructions. Use one Worksheet for each Observation - 2 are required

Location of Observation: Museum & Science Center

Describe the environment and circumstances of the Observation. Note such things as space, time of day, program, staffing, stimuli, etc.:

ESP joined Jon for a visit to the Museum of Play on a Friday at 11am. Jon was accompanied by his Community Habilitation staff Ian. Jon had not attended a museum in over 7 years.

of Hours Observed: 2.5

Activities observed:

1. Jon went through security at the museum and used a pass to enter
2. Jon interacted with video game exhibits
3. Jon interacted other hands-on exhibits
4. Jon ordered lunch
5. Jon navigated the museum

How comfortable was the individual with the activities and the environment and why?

Jon appeared to be comfortable and enjoying himself. Jon was accompanied by his CH, whom he has a good relationship with. He also enjoys hands-on activities and video games, so he enjoyed these aspects of the museum.

How did the individual react to the activities and environment?

Jon was excited by video games that he recognized and was interested in the history of toys. Jon did not seem to be impacted by the noise level or number of children at the museum. When Jon first arrived, he was told by museum staff that his pass was for a different museum. Jon adjusted to this change without hesitation and was willing to visit a different museum if necessary.

Describe the individual's safety skills / environmental awareness:

Jon was able to safely navigate the museum and people within the museum. Jon used stairs and ramps safely.



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Describe the individual’s level of engagement and interest in the activities:

Jon was appropriately engaged and interested in the exhibits and games at the museum. Jon played games and read plaques alongside his Comm. Hab. staff, Ian.

What motivated or demotivated the individual and why?

Jon seemed to be motivated by exhibits that were more hands-on and interactive. Jon seemed demotivated by going to exhibits that had lots of people or kids around them, because he wanted to let the kids play. Jon did not approach exhibits that had lots of people around them.

Describe how the individual overcame any obstacles / challenges during the Observation:

Upon first arriving, it was clear that the pass Jon had brought was for the wrong museum. Jon looked to his comm-hab staff for assistance with calling his house manager, and was calm and collected throughout the process of buying a ticket instead of using a pass.

Who supported the individual with the activities?

Ian, Jon's Community Habilitation staff

What type(s) of support were provided? *Select all that apply*

- Verbal Prompts
- Written Prompts
- Picture / Media Prompts
- Visual Cues
- Modeling / Demonstration
- Hand-over-hand Support
- Other (specify): _____

What was the individual’s response to each type of support?

Jon was receptive to a variety of support, but seemed to be specifically receptive to modeling and demonstration.

If the individual was unable to complete any of the activities, what prevented them from doing so?

Jon was able to complete all of the activities.



EMPLOYMENT TRAINING PROGRAM DISCOVERY REPORT

Name: Jon Smith

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Personal hygiene:

No Concerns Needs Improvement (describe): _____

Interaction with staff:

N/A Cooperative Friendly Anxious Shy Outgoing

Interaction with peers:

N/A Cooperative Friendly Anxious Shy Outgoing

Interaction with members of the community:

N/A Cooperative Friendly Anxious Shy Outgoing

Describe the positive qualities observed that are transferrable to employment:

When shown how to play a game, Jon was able to recreate the motions easily. Jon did very well with the hands-on exhibits and seemed to have good hand-eye coordination. Jon was friendly and polite to the museum staff and was also polite to other guests at the museum.

Describe the challenges observed that could hinder employment:

When reading through signs about exhibits, Jon did not appear to be able to comprehend the meaning on his own, until staff explained what the exhibit was about. Jon may have trouble with reading comprehension on a job site if the language is too complex.

List 3 new things you learned about the individual through this observation:

1. Jon likes playing old/vintage video games as well as more modern games.
2. Jon is adaptable when a minor change occurs while in the community.
3. Jon's behavior is reserved and polite when in the community.

Observer's additional comments:

Jon being most interested in the hands-on exhibits indicates that he may be most successful with hands-on job tasks.

Completed by: Karen Walker (print)

Date: 9/15/23



Name: Jon Smith

TABS ID #: 123456

4. COMMUNITY-BASED EXPERIENCES / SITUATIONAL ASSESSMENTS

PURPOSE: To collect information about an individual’s practical work performance by simulating a work environment at a location in the community that exposes them to realistic expectations in career areas they may enjoy. Supporting, observing, and assessing an individual participating in work activities in the community will allow individualized and objective evaluation of their interests, skills, and abilities. This will identify an individual’s motivators, learning style, and areas of support needs. Overall work performance depends on proficiency in multiple areas including, but not limited to; physical ability/stamina, academic ability, interpersonal/social skills, communication skills, problem solving, stress management, safety skills, and response to supervision, instruction, and support. The information collected can be directly related to the support the individual will benefit from to succeed in employment.

INSTRUCTIONS: Directly support, observe, and assess the individual participating in work activity in the community in at least two different locations, participating in at least two different types of work activity. This work activity should coincide with the career areas the individual is interested in. **Experiences/Situational Assessments cannot take place at the same locations as Observations.** Complete a “Community-Based Experiences/Situational Assessment Worksheet” for each Situational Assessment. Additional comments may be included separately if needed. Label additional comments with specific page and question numbers.

Additional Situational Assessment(s) may be requested by the ETP Supervisor.

Each thorough assessment requires **12-20 Hours**; recommended total assessment time is **24-40 Hours**.



Name: Jon Smith

TABS ID #: 123456

COMMUNITY-BASED EXPERIENCES / SITUATIONAL ASSESSMENT WORKSHEET

Refer to Instructions. Use one Worksheet for each Assessment - 2 are required

Name / Address of Location: Scott's Screen Printing, 1234 Monroe Avenue, Brighton

Type of Business: (Examples: Retail, Food Service) Warehouse/Production

of Days: 3 # of Weeks: 1 # of Hours/Day: 5 Total # of Hours 15

Weekly Community-Based Experience/ Situational Assessment Schedule:

11am-4pm, Tuesday 10/3, Wednesday 10/4 and Friday 10/6

TASKS ASSIGNED TO THE INDIVIDUAL / TYPE OF WORK COMPLETED	Liked or Disliked Task (L or D)	Accuracy of Completed Work (1-5) (5=most accurate)	Work Pace (1-5) (5=fastest)	Type(s) of Support (verbal, written, visual, modeling, hand over hand, other)	Level of Support (independent, occasional, intermittent, continuous)
¹ Removing tape from screen printing frames	D	4	4	Verbal, Modeling	Occasional
² Scraping ink off of screen-printing frames	L	4	4	Verbal, Modeling	Intermittent
³ Wiping down screen printing frames with a cloth	D	3	2	Verbal. Modeling	Intermittent
⁴ Catching clothing as it comes out of the heater machine	L	5	4	Verbal, Modeling	Occasional
⁵ Sorting clothing into piles based on style and size	L	4	4	Verbal, Modeling	Occasional
⁶ Vacuuming dust and debris off the warehouse floor	L	4	5	Verbal	Intermittent



EMPLOYMENT TRAINING PROGRAM DISCOVERY REPORT

Name: Jon Smith

TABS ID #: 123456

Select all vocational skill areas in which the individual was provided with any support:

- Hygiene / Grooming / Dress
- Productivity / Work pace
- Learning tasks
- Accuracy of completed work
- Professional interactions
- Following instructions
- Physical strength / agility / mobility
- Social interaction
- Managing stress / mental health
- Professional workplace behavior
- Following multiple steps
- Time management
- Taking initiative
- Adapting to distraction / Attention to task
- Adapting to changes in routine
- Physical / Mental stamina
- Troubleshooting problems / asking for help
- Communication (expressive / receptive)
- Responding to feedback / Accepting support
- Other: _____

List the areas where the individual needed the most support and describe the support that was provided:

1. Jon had trouble with stamina and motivation to get through all five hours each day. ESP provided encouragement and the opportunities for breaks.
2. Jon stopped working to talk to ESP on multiple occasions. Jon benefitted from being redirected.
3. At times, Jon worked too quickly without paying attention to quality. ESP pointed out when something was not done correctly or he needed to slow down.
4. If not assigned a task, Jon benefitted from support with finding something to do.
5. Jon took multiple cigarette breaks throughout each shift and benefitted from reminders to take only a few minutes, then get right back to work.

Did the individual dress and groom to meet the expectations of the assessment site?

- Yes No

If No, what were the areas for improvement?

Did the individual keep conversation topics appropriate for a work environment?

- Yes No

Provide examples of the individual's conversation topics:

Jon discussed his personal medical issues with ESP that were not appropriate for a work environment. Jon also talked to ESP about family issues that were not appropriate for a work environment.



Name: Jon Smith

TABS ID #: 123456

Did the individual arrive on time and ready to work at the start of each shift?

Yes No

If No, why?

Did the individual respond professionally to changes in routine or assigned tasks?

Yes No

Describe how the individual responded to changes in routine or assigned tasks:

Jon welcomed changes in tasks. Jon was enthusiastic about trying new tasks and changing his routine.

Did the individual understand and respond professionally to requests from the site supervisor?

Yes No N/A

Requests from co-workers and/or customers?

Yes No N/A

Requests from vocational support staff?

Yes No N/A

Describe how the individual responded to requests from others:

When asked to do something by the manager or a coworker, Jon was eager to help.

Did the individual interact professionally with the supervisor, co-workers, customers, and staff?

Yes No

Describe the individual's interactions with others:

Jon interacted professionally with coworkers and the supervisor making small talk about appropriate conversations. However, Jon benefited from redirection back to his assigned task. Jon overshared with ESP about personal issues.

Were any accommodations used to support the individual's communication with others?

Yes No

If Yes, describe the accommodations that were used and the support that was provided:



EMPLOYMENT TRAINING PROGRAM DISCOVERY REPORT

Name: Jon Smith

TABS ID #: 123456

Describe accommodations or support provided due to physical limitations that enabled the individual to carry out the tasks they were assigned:

Jon did not require any accommodations or support due to physical limitations.

If the individual demonstrated any money, reading, writing, math, or computer skills, list and describe how they demonstrated them:

Jon was required to count shirts after they were done being printed and dried. Jon was able to count accurately with minimal support from ESP. Jon also had to count the screen print frames, and was able to count them accurately. However, Jon benefited from support when it came to adding or subtracting numbers in his head.

Describe environmental factors that impacted the individual’s vocational performance:

The warehouse was warm due to a lack of air conditioning on a hot day. As a result of this, Jon worked slower and appeared fatigued. The warehouse was mainly concrete floors. Jon expressed that standing on the concrete for long periods of time was giving him back and foot pain.

What other skills, supports, or preparation might the individual need to be successful in the assessed career field?

Jon could improve his physical stamina if he is going to work in an environment that requires him to stand for long periods. Jon will also need to limit his smoking breaks, depending on the work environment. In order to be more successful in this field, Jon will need a better understanding of the expectations of his job tasks. At times, Jon questioned whether ESP knew the expectations correctly and asked the manager instead.

List 3 new things you learned about the individual through this assessment:

1. Jon does not like to work in the heat.
2. Jon loves animals. Jon was very engaged with the owner's dog that was in the shop.
3. Jon does not like to do cleaning tasks for long periods of time.

Assessor’s additional comments:

Jon seemed to do well with working in a smaller warehouse setting with under 5 staff members present. This way, he was able to get to know the few staff that were there each day rather than having to meet a large group of people.

Completed by: Karen Walker (print)

Date: 11/21/23



Name: Jon Smith

TABS ID #: 123456

COMMUNITY-BASED EXPERIENCES / SITUATIONAL ASSESSMENT WORKSHEET

Refer to Instructions. Use one Worksheet for each Assessment - 2 are required

Name / Address of Location: Clover Wood Nursing Home, 1500 Clover St, Rochester, NY

Type of Business: (Examples: Retail, Food Service) Retirement Community/Food Service

of Days: 3 # of Weeks: 2 # of Hours/Day: 2-4 Total # of Hours 18.25

Weekly Community-Based Experience/ Situational Assessment Schedule:

Tuesday 1/23/2024 8am-12pm, Thursday 1/25/2024 8am-11:30am, Friday 1/25/2024 8am-10:45am

Table with 5 columns: TASKS ASSIGNED TO THE INDIVIDUAL / TYPE OF WORK COMPLETED, Liked or Disliked Task (L or D), Accuracy of Completed Work (1-5) (5=most accurate), Work Pace (1-5) (5=fastest), Type(s) of Support (verbal, written, visual, modeling, hand over hand, other), Level of Support (independent, occasional, intermittent, continuous). Rows include tasks like Bussing tables, Re-setting tables, Dishwashing, etc.



EMPLOYMENT TRAINING PROGRAM DISCOVERY REPORT

Name: Jon Smith

TABS ID #: 123456

Select all vocational skill areas in which the individual was provided with any support:

- Hygiene / Grooming / Dress
- Productivity / Work pace
- Learning tasks
- Accuracy of completed work
- Professional interactions
- Following instructions
- Physical strength / agility / mobility
- Social interaction
- Managing stress / mental health
- Professional workplace behavior
- Following multiple steps
- Time management
- Taking initiative
- Adapting to distraction / Attention to task
- Adapting to changes in routine
- Physical / Mental stamina
- Troubleshooting problems / asking for help
- Communication (expressive / receptive)
- Responding to feedback / Accepting support
- Other: _____

List the areas where the individual needed the most support and describe the support that was provided:

1. Staying on task- Jon frequently got distracted by ESP presence and other staff members, and benefited from redirection to the task.
2. Following Multi-step directions- While doing dishes and bussing tables, Jon benefited from reminders about what comes next.
3. Mental Stamina- Jon is a smoker and asked about breaks frequently. ESP reminded him of when he would be able to take one break
4. Professional Interactions- Jon brought up inappropriate topics of conversation and was reminded not to discuss such topics.
5. Managing Stress- Jon got overwhelmed when given multiple steps to complete, ESP reminded him to take it one step at a time.

Did the individual dress and groom to meet the expectations of the assessment site?

Yes No

If No, what were the areas for improvement?

Did the individual keep conversation topics appropriate for a work environment?

Yes No

Provide examples of the individual's conversation topics:

At times Jon talked about his trauma from harassment at his old job. Jon also mentioned times when he was intoxicated or violent. Jon was receptive to feedback back about this topic not being appropriate and refraining from discussing them.



Name: Jon Smith

TABS ID #: 123456

Did the individual arrive on time and ready to work at the start of each shift?

Yes No

If No, why?

Did the individual respond professionally to changes in routine or assigned tasks?

Yes No

Describe how the individual responded to changes in routine or assigned tasks:

Jon tried new tasks each day, and worked with multiple different staff members. Jon did not complain about any of these changes and was open to learning new things.

Did the individual understand and respond professionally to requests from the site supervisor?

Yes No N/A

Requests from co-workers and/or customers?

Yes No N/A

Requests from vocational support staff?

Yes No N/A

Describe how the individual responded to requests from others:

Jon responded to requests from others willingly. However, Jon preferred to receive feedback and request from site supervisor rather than ESP.

Did the individual interact professionally with the supervisor, co-workers, customers, and staff?

Yes No

Describe the individual's interactions with others:

Jon was friendly and introduced himself to each staff member. At times, Jon became distracted by socializing with staff members and needed to be reminded to focus on his work. Jon interacted well with residents at the community. He introduced himself and took the time to interact with the them.

Were any accommodations used to support the individual's communication with others?

Yes No

If Yes, describe the accommodations that were used and the support that was provided:



EMPLOYMENT TRAINING PROGRAM DISCOVERY REPORT

Name: Jon Smith

TABS ID #: 123456

Describe accommodations or support provided due to physical limitations that enabled the individual to carry out the tasks they were assigned:

N/A

If the individual demonstrated any money, reading, writing, math, or computer skills, list and describe how they demonstrated them:

Jon demonstrated reading skills when he was required to put away delivery orders in the stock room. Jon was required to read the labels on boxes and containers and match them with those on the shelves. Jon displayed basic reading skills for simple words and phrases during this task by being able to read the labels out loud.

Describe environmental factors that impacted the individual’s vocational performance:

The environment in the dining room and kitchen had people, both staff and residents, coming in and out frequently. Jon was distracted by new faces at first but was able to focus after introducing himself to everyone. Also, Cloverwood is somewhat large and Jon had trouble with navigating areas outside of the kitchen and dining room.

What other skills, supports, or preparation might the individual need to be successful in the assessed career field?

Jon needs to work on appropriate workplace conversation to be successful in this career field, as he may be working closely with coworkers or residents. Jon would also benefit from working on quitting smoking, or smoking less frequently so that he does not need to take breaks during a 3-4 hour shift if it is not offered by the employer.

List 3 new things you learned about the individual through this assessment:

1. Jon requires significant support when it comes to following multiple-step instructions.
2. Jon may get frustrated if he is physically struggling to complete a task.
3. Jon interacts well with elderly people and they seem to enjoy his presence.

Assessor’s additional comments:

Although Jon had trouble with tasks that included multiple steps, it seems that after practicing the task for a while he was able to complete it with less support. Over time, it appears that Jon could complete multiple step tasks successfully, but he would need significant support in the learning process.

Completed by: Karen Walker (print)

Date: 1/30/23



Name: Jon Smith

TABS ID #: 123456

5. DISCOVERY REPORT FINDINGS

PURPOSE: To summarize the findings relevant to employment that were gathered during Discovery. This will consolidate information about the individual's strengths and support needs in a variety of vocational areas. Environmental preferences, transportation, work availability, supervision needs, and career options will also be identified in this section.

INSTRUCTIONS: Analyze the information gathered during Discovery and synthesize it into a summary that relates the findings back to vocational situations. Fill in all parts of the Discovery Report Findings Worksheet and refer to this information while completing the Career Research section.

A thorough summary of ETP Discovery Report Findings takes **1-2 Hours**.



Name: Jon Smith

TABS ID #: 123456

DISCOVERY REPORT FINDINGS WORKSHEET

Comment on strengths and support needs in each area below:

Physical / Medical / Mental Health / Stress Management:

Strengths: Jon advocates for himself when it comes to his hearing loss. Jon is able to recognize and communicate when he is feeling overwhelmed or needs a break. Jon is physically strong and able to complete manual labor tasks.

Support Needs: Jon smokes cigarettes and requires at least one break per 3-4 hours to smoke. Jon does not always communicate when he is starting to get frustrated with a task. Jon fatigues when working in environments that are too warm.

Communication and Social Interactions / Relationships:

Strengths: Jon is friendly and outgoing with others. Jon understands basic manners and etiquette for introducing himself to new people. Jon is able to communicate his needs. Jon has no problem with asking questions.

Support Needs: Jon often brings up topics or tells jokes that may not be appropriate for a work setting. Jon sometimes discloses too much personal information to people whom he has just met.

Focus / Attention to task:

Strengths: Jon pays attention to detail when completing a task, if he is fully engaged. Jon can focus on a task when it can be completed quickly.

Support Needs: Jon has trouble focusing on a task for more than a few minutes without stopping to talk to people nearby and needs frequent redirection. Jon likes to listen to music when completing tasks but it also appears to be a distraction for him.

Productivity / Work Pace:

Strengths: Jon can work at an appropriate pace when given a time frame. Jon understands that he will need to work faster if he has less time to complete a task.

Support Needs: Jon works at a somewhat slow pace, but this is typically due to being distracted. Jon responded well from support with time management and reminders about how long he has to complete a task.



Name: Jon Smith

TABS ID #: 123456

Safety / Environmental Awareness:

Strengths: Jon appeared to be aware of his environment in all situations. Since Jon is tall, and is aware that he may need to watch his head in certain environments with low hanging fixtures.

Support Needs: Jon benefited from reminders about which machines were hot and should not be touched. Jon also benefited from reminders about lifting heavy items in a safe manner.

Personal Grooming /Hygiene:

Strengths: Jon demonstrates appropriate hygiene levels and wears clean and appropriate clothing in all professional situations.

Support Needs: Jon removes his retainer at inappropriate times and responds well from discussions about keeping it in the case, or washing his hands after handling it.

Initiative / Motivation to Work:

Strengths: Jon is willing to do whatever is asked of him in a work setting. Jon presents as motivated to work and to become more independent.

Support Needs: Jon needs support with taking initiative if he is not given a specific task to complete or has down time.

Other (specify): Adapting to change

Strengths: Jon did well with adapting to changes in tasks, scheduling changes, and working with a variety of different people.

Support Needs: Jon needs reassurance when he first tries a new task that he will not be able to complete it perfectly immediately, and that it may take some practice.



EMPLOYMENT TRAINING PROGRAM DISCOVERY REPORT

Name: Jon Smith

TABS ID #: 123456

Environmental Preferences:

- Outdoor Work Physical Work Sedentary Work
- Social Work Culture Limited Distractions Quiet Environment
- Consistent Tasks Variety of Tasks Routine Work Schedule
- Limited Tasks Independent Work Team Oriented Work
- Limited customer interaction Co-workers able to redirect Flexible Supervisor
- Other (specify): _____

What types of job duties and environments should be **avoided**?

Duties: Cleaning tasks that will be extensive or take more than one-hour, multi-step tasks

Environments: Hot/humid or not temperature controlled

Transportation and Work Availability:

Select the transportation resources available to the individual:

- Drives own vehicle Public transportation Walks / Rides bike
- Taxi / Ambulatory transportation contractor Family / Residential staff transportation
- Other (specify): Jon is able to use public bus for transportation.

Describe any training or support the individual will need to become independent with transportation:

Jon will need support with scheduling rides through public bus.

How many hours does the individual want to work each week? 10-12

Fill in the weekly calendar below with the individual's specific days and times available to work:

Days	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Times	10am-4pm		10am-4pm		10am-4pm	9am-6pm	



EMPLOYMENT TRAINING PROGRAM DISCOVERY REPORT

Name: Jon Smith

TABS ID #: 123456

Supervision Needs:

- 1:1
- Same area as supervisor
- Independent for up to **4** hours

Comment on the individual's attendance, punctuality, and cooperation:

Jon is punctual and has displayed good attendance in all interaction. Jon was flexible with schedule changes as long as he was notified and had access to transportation.

Identified Career Options:

Select up to 4 O*Net Careers - 2 based on the Discovery Report Findings and 2 based on the individual's expressed career preferences.

- | | |
|--|--|
| <input type="checkbox"/> Cashiers | <input type="checkbox"/> Janitors and Maintenance |
| <input type="checkbox"/> Cleaners of Vehicles and Equipment | <input type="checkbox"/> Maids and Housekeeping Cleaners |
| <input type="checkbox"/> Combined Food Preparation / Fast Food | <input type="checkbox"/> Mail Clerks and Mail Machine Operators |
| <input type="checkbox"/> Customer Service Representation | <input type="checkbox"/> Non-Farm Animal Caretakers |
| <input type="checkbox"/> Data Entry Keyboards | <input type="checkbox"/> Office Clerks |
| <input checked="" type="checkbox"/> Dining Room and Cafeteria Cleaners | <input type="checkbox"/> Retail Sales Associate |
| <input checked="" type="checkbox"/> Dishwashers | <input type="checkbox"/> Shipping and Receiving Clerk |
| <input type="checkbox"/> Food Preparation Worker | <input checked="" type="checkbox"/> Stock Associate |
| <input type="checkbox"/> Food Service Non-Restaurant | <input type="checkbox"/> Teacher's / Classroom Assistant |
| <input type="checkbox"/> Helpers for Production Workers | <input type="checkbox"/> Ushers, Lobby Attendants, and Ticket Takers |
| <input checked="" type="checkbox"/> Other (specify): <u>Laborers and Freight</u> | |

Additional Comments:

Jon specifically mentioned wanting to do cart retrieval at Wegmans. These interests have been marked under the "Laborers and Freight" career. Jon has also mentioned an interest in "manual labor" which has been included under the "Stock Associate" career.

Completed by: Karen Walker (print)

Date: 1/30/24



Name: Jon Smith

TABS ID #: 123456

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.



Name: Jon Smith

TABS ID #: 123456

CAREER RESEARCH WORKSHEET

Table with 2 columns: Job Title / Requirements and Findings. Row 1: Dining Room and Cafeteria Cleaners, O*NET Code: 35-9011.00. Row 2: Busser, O*NET Code: 35-9011.00. Row 3: Run cash registers. Row 4: Serve ice water, coffee, rolls, or butter to patrons. Row 5: Scrape and stack dirty dishes and carry dishes and other tableware to kitchens for cleaning. Row 6: Wipe tables or seats with dampened cloths or replace dirty tablecloths. Row 7: Set tables with clean linens, condiments, or other supplies. Row 8: Some of these occupations may require a high school diploma or GED certificate.

Table with 2 columns: Job Title / Requirements and Findings. Row 1: Dishwasher, O*NET Code: 35-9021.00. Row 2: Dishwasher, O*NET Code: 35-9021.00. Row 3: Wash dishes, glassware, flatware, pots, or pans, using dishwashers or by hand. Row 4: Place clean dishes, utensils, or cooking equipment in storage areas. Row 5: Sort and remove trash, placing it in designated pickup areas. Row 6: Sweep or scrub floors. Row 7: Maintain kitchen work areas, equipment, or utensils in clean and orderly condition. Row 8: Some of these occupations may require a high school diploma or GED certificate.



EMPLOYMENT TRAINING PROGRAM DISCOVERY REPORT

Name: Jon Smith

TABS ID #: 123456

O*NET Career: Laborers and Freight Stock / Material Movers <input checked="" type="checkbox"/> Preference <input type="checkbox"/> Findings	
Job Title: Laborer, Material Handler, Lot Attendant	O*NET Code: 53-7062
Job Duties / Requirements	How does the job duty / responsibility match the individual's skills and abilities?
Move freight, stock, or other materials to and from storage or production areas, loading docks, delivery vehicles, ships, or containers, by hand or using trucks, tractors, or other equipment.	Jon showed that he was able to move materials in a small setting at his assessment, but reports that he also moved chairs and tables around when working at his assessment with ABC Agency.
Attach slings, hooks, or other devices to lift cargo and guide loads.	Jon appears to have the manual dexterity to attach devices, as shown in hand washing dishes.
Install protective devices, such as bracing, padding, or strapping, to prevent shifting or damage to items being transported.	Jon was cautious when moving stock at the Cloverwood and understands the importance of ensuring items are secure before moving them.
Read work orders or receive oral instructions to determine work assignments or material or equipment needs.	Although Jon does not have experience with this, he has basic reading skills and is able to follow written instructions as shown in his assessments.
These occupations usually require a high school diploma	Jon has a high school diploma.
Some previous work-related skill, knowledge, or experience is usually needed.	Jon's experience during his assessment with ABC Agency may count as relevant experience if he is looking for a lot attendant position.

O*NET Career: Stockers and Order Fillers <input checked="" type="checkbox"/> Preference <input type="checkbox"/> Findings	
Job Title: Stocker	O*NET Code: 53-7065.00
Job Duties / Requirements	How does the job duty / responsibility match the individual's skills and abilities?
Complete order receipts.	Jon does not have experience with this, but could potentially have the reading and writing skills to learn.
Answer customers' questions about merchandise and advise customers on merchandise selection.	Jon has good customer service skills and would be able to learn to advise on merchandise.
Issue or distribute materials, products, parts, and supplies to customers or coworkers, based on information from incoming requisitions.	Jon would be able to follow straightforward instructions about where materials are to be distributed.
Keep records of out-going orders.	Jon does not have experience with this but would be able to learn procedures with support.
Stock shelves, racks, cases, bins, and tables with new or transferred merchandise.	Jon does have experience with these tasks, but as shown in his assessment at the Cloverwood and has the physical skills to complete them
High School diploma, and some related experience	Jon has a diploma and some related experience.



Name: Jon Smith

TABS ID #: 123456

7. RECOMMENDATION

PURPOSE: To provide a recommendation of the next steps the individual may need to make vocational progress. The recommendation must consider key information discovered and recorded about the individual in all sections of the Discovery Report. The ETP Supervisor requires a complete justification for approval.

INSTRUCTIONS: Choose one of the two options below and complete the corresponding section if applicable. The ETP Supervisor will review the ETP Discovery Report, provide feedback, and notify the SEMP Agency if additional situational assessments or other revisions to the report are needed.

The individual is NOT recommended for Job Development for competitive employment in the community.

If the ETP Supervisor agrees with the recommendation that the individual is not ready for Job Development, they may request a Vocational Development Plan and a Circle of Support meeting to help develop the next steps for the individual.

OR

The individual is recommended for Job Development for competitive employment in the community.

I am recommending the following 2 careers as determined by Career Research and approved by the individual. If Identified Career Options do not match the individual's preferences, I have discussed this with the individual. Date of Meeting: _____

1. Dishwasher

2. Stocker

If the ETP Supervisor agrees with the recommendation of Job Development, they will request a Job Development Plan prior to approval.

Do not begin ETP Job Development without the written approval of an ETP Supervisor.



Name: Jon Smith

TABS ID #: 123456

REVIEW AND APPROVAL

ETP Discovery Report Completed by:

Name: Karen Walker Title: Employment Specialist

Email: Karen.Walker@workalliance.org Phone: 123-456-7890

Signature: Karen Walker Date: _____

The following section is to be completed by the SEMP / Employment Services Manager

By signing below, I certify that I have reviewed this ETP Discovery Report for content, quality, and accuracy and agree with the recommendations made within.

Name: Elaine Wilson Title: SEMP Program Manager

Email: Elaine.Wilson@provider.org Phone: 123-456-7890

Signature: _____ Date: 3/15/24

The following section is to be completed by the ETP Supervisor

Date ETP Discovery Report received: _____

Date Job Development Plan received: _____

Approved for Job Development:

Yes No

Date SEMP Agency notified in writing: _____

Signature: _____ Date: _____

Additional Comments: