Creating the Job Development Plan: Job Matching With Purpose

Part 1

Innovations in Employment Supports
info@eleversity.org
(585) 340-2051

Eleversity
NEXT-LEVEL WORKFORCE EDUCATION

Important Information You May Need

OPWDD is available to answer questions and assist you.

Submit your questions to the email below that best suits 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/

Job Seeker Information Sheet

Job Seeker:	Dakota Jones
Address:	1392 Monroe Avenue, Apt. 234, Rochester, NY 14618
Phone #:	585-555-4321
Family:	Mom – Lydia
Care Manager:	Annie Wilkes @ CCSI
Staff Name:	Regan McNeil
Staff Provider Agency:	ARC of NY
Staff Title:	Vocational Services Manager
Program/Services:	SEMP
Staff Name:	Laurie Strode
Staff Provider Agency:	ARC of NY
Staff Title:	House Manager
Program/Services:	Residential
Provider Agency:	ARC of NY
Staff Name:	Damien Karras & Timothy Burton
Staff Title:	Employment Support Professionals
Program/Service:	SEMP & ETP
Staff Name:	Michael Meyers
Program/Service:	Community Hab.

EMPLOYMENT TRAINING PROGRAM
Job Development Plan

Name: Dakota Jones ***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, transferable skills)
   a. Career Area 1: _____
   b. Career Area 2: _____

Job Development Plan

Name: Dakota Jones ***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:

Job Development Plan

Name: Dakota Jones ***TABS ID #:*** 123456

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

Name: Dakota *TABS ID #:* 123456

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:

Name: Dakota Jones *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:

- ☑ *Life Plan Dated: 5/22/25
- ☐ Adaptive Behavior Scale
- ☐ **School Records / IEP
- ☑ **Prevocational
- ☐ **OPWDD Supported Employment (SEMP)
- ☑ *Psychological Report Dated: 3/13/2020
- ☐ IPOP (if applicable)
- ☐ **Day Habilitation
- ☑ **Community / Residential Habilitation
- ☑ **ACCES-VR

LIFE PLAN / PSYCHOLOGICAL / ADAPTIVE BEHAVIOR / IPOP RECORDS:

Diagnosis: ASD, Gen'l Anxiety Disorder, Pervasive DD, Borderline Intellectual Functioning

Full Scale IQ: 68

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, Dakota exhibits signs and symptoms of Anxiety and Depression. It is noted that Dakota is working on refraining from telling inappropriate jokes and fabricating stories. Dakota 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:

Dakota is on a low-sodium diet for his hypertension. Dakota has profound mixed hearing loss in his right ear. Dakota 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

DISCOVERY REPORT

Name: Dakota Jones *TABS ID #:* 123456

☑ 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:

Dakota 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:

2. I want to get a job so I can meet new people.
3. _____
4. _____
5. _____
6. _____

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

- ☐ Day Habilitation
- ☐ Sheltered Workshop
- ☐ Site Based Prevocational
- ☐ Other (specify):_____
- ☐ Community Based Prevocational
- ☑ Community / Residential Habilitation
- ☑ Supported Employment (SEMP)

Name: Dakota Jones *TABS ID #:* 123456

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

Exit Date: 6.18.2020 School: Jefferson High School

Disability Classification: ID/DD, ASD, Hard of Hearing

Related Services: IEP, Para support, counseling

Diploma / Credential: CDOS

1:1 Support / Aide ☐ Yes ☒ No Extended School Year ☐ Yes ☒ No

Academic Performance:

Dakota did well with basic academics, but does benefit from more complex, abstract math problems and reasoning. Dakota worked with a para on occasion who supported Dakota when he stated he was overwhelmed and to manage tasks to dimmish feeling overwhelmed. Dakota has good basic reading and

Student strengths / preferences / interests:

Dakota does well engage with fellow students and enjoys joking with people that get to know him. Dakota has good written and verbal skills and does well listening and processing during conversations. Dakota likes doing physical activities where he can move around and seems to benefit from smaller groups and environments.

Social Development:

Dakota enjoys connecting with his fellow students, especially a couple of close friends he has known for a while. Dakota does not like it when he feels people are talking or joking about him or he reads their facial expressions incorrectly.

Management Needs / Support Needs in the Community:

Dakota benefited from the para providing soft, direct, or indirect verbal prompts when he appears to be overwhelmed when given several things to do at one time. The para also worked on calming strategies, so Dakota can focus.

Transition Activities (attach Exit Summary if available):

Dakota will seek out OPWDD Employment Services to explore foundational employment skills and do some additional career exploration to determine a good job match for his skills and interests.

Briefly summarize the individual's SCHOOL RELATED work experiences:

Location/ Business	Tasks performed	Liked or Disliked

DISCOVERY REPORT

Name: Dakota Jones *TABS ID #:* 123456

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: Wants to work with others but not in a very large warehouse bldg.

☐ **Community Based**

Dates: _____ Provider: ___

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

☐ Paid ☐ Unpaid

Reason for leaving: _____

DISCOVERY REPORT

Name: Dakota Jones *TABS ID #:* 123456

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. I would like to help with using public transportation.
3. I would like 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

Name: Dakota Jones *TABS ID #:* 123456

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:

Dakota completed a Community Based Workplace Assessment at BJ's Wholesale Club from 5/16/22 to 5/19/22. At the assessment, Dakota completed tasks such as wiping down glass, dusting, sweeping, putting away re-shops, straightening up items, and customer service. The assessment showed that Dakota benefited from the most support with maintaining his focus and reinforcement need. Dakota 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

Name: Dakota Jones *TABS ID #:* 123456

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)

Business Name	Dates	Tasks	Reason for Leaving
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)

Business Name	Dates	Tasks	Reason for Leaving
Hank Parker Party and Tent Rental	2015-2023	Washed chairs, helped load/unload trucks, unloaded and took trash to dumpster	Dakota did not care for environment and went to another volunteer site.

Name: Dakota Jones *TABS ID #:* 123456

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?

Dakota completed a Community Based Workplace Assessment at BJ's Wholesale Club from 5/16/22 to 5/19/22. At the assessment, Dakota completed tasks such as wiping down glass, dusting, sweeping, putting away re-shops, straightening up items, and customer service. The assessment showed that Dakota benefited from the most support with maintaining his focus and reinforcement need. Dakota had strengths and low support needs for his appearance, communication, initiative, adapting to change, asking for assistance, and attendance. Dakota has also attended OPWDD Job Readiness Trainings. He is engaged and attentive both virtually and in person. Dakota participates by responding to questions although he needs support 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 Dakota'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: Timothy Burton (print) Date: 1/30/24

Name: Dakota Jones *TABS ID #:* 123456

INTERVIEW SUMMARY WORKSHEET

INTERVIEWEE'S NAME	RELATIONSHIP	SERVICE PROVIDER - TYPE	DATE OF INTERVIEW
ETP Participant (required)	Self	N/A	7/12/23
Annie Wilkes	Care Manager	Care Coordination	9/1/23
Laurie Strode	House Manager	Residential Support	7/28/23
Lydia Dietz	Mom	Family	8/11/23
Michael Meyers	Comm. Hab	Community Support	7/24/23

Answer Based on the information obtained during the interviews:

List Potential Career Options mentioned by the interviewees:

GameStop	Stocker
Helping Hands at Wegmans	Work with Animals
Furniture Mover	Set up/clean up events

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

Dakota's mom, Susan, works with X COMPANY through her job. This could be used as more of a job development tool than a job opportunity, however. Susan 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?

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

Describe any schedule or transportation constraints mentioned by the interviewees:

Dakota has never used Uber or Lyft. Dakota can utilize RTS Access independently, or staff can transport. Dakota's mother does not want him to navigate RTS bus routes.

DISCOVERY REPORT

Name: Dakota Jones *TABS ID #:* 123456

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

Although Dakota is relatively independent in the community, he responds well from support with making sure his interactions with the public are appropriate. Dakota can be alone in the community for up to 4 hours. If Dakota 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. Dakota makes inappropriate jokes with people in the community.
2. Dakota is only able to handle a limited about of cash.
3. Dakota sometimes embellishes or makes up stories to impress others.
4. Dakota requires a lot of positive reinforcement and approval from others.
5. Dakota has trouble being given more than 1-2 step directions.

Describe the individual's independent activities in the community:

Dakota walks around his neighborhood and to the corner store to buy food. When Dakota 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. Dakota loves animals and even assisted with procedures during his volunteer time at Lollipop Farm.
2. Dakota would enjoy a job that involves manual labor.
3. Dakota does not like change but apparently has dealt with it well in the past.

Interviewer's additional comments:

Everyone interviewed in Dakota's support circle says that he tends to 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. Dakota 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. Dakota 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. Dakota is familiar with many neighbors, and employees at convenience stores he frequents. Dakota has immediate and extended family in the area, but it does not appear that he visits them often. He has a tenuous relationship with his mother, who is also his legal guardian. Dakota wants to help others as much as he can, often offering support with chores and tasks around the house and for his neighbors.

Completed by: Timothy Burton (print) Date: 9/1/23

Name: Dakota Jones *TABS ID #:* 123456

GROUP 1

2. 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: Dakota Jones *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 Dakota for a grocery shopping trip at Wegmans. It was midday on a Friday. Dakota was accompanied and supported by his house manager, Janet White. ESP then observed Dakota 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?

Dakota appeared to be very comfortable with grocery shopping and the environment in the store. This store is Dakota'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?

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

Describe the individual's safety skills / environmental awareness:

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

Name: Dakota Jones *TABS ID #:* 123456

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

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

What motivated or demotivated the individual and why?

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

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

Dakota could not find the coffee and asked Janet where it was. Dakota followed the direction of Janet. Dakota 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 Dakota.

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?

Dakota 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?

Dakota was able to complete all the activities.

DISCOVERY REPORT

Name: Dakota Jones *TABS ID #:* 123456

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 transferable to employment:

Dakota was friendly and polite with employees at the grocery store as well as other customers. Dakota seemed to enjoy the interactions. Dakota was able to follow a list on his phone to get the correct items. Dakota was able to pay independently using a card. Dakota 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 Dakota 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. Dakota can shop independently and does not always have support with him.
2. Dakota can create a shopping list, shop, and cook simple meals for himself.
3. Dakota enjoys talking to people in the community even if he is not familiar with them.

Observer's additional comments:

Dakota was independent throughout the shopping process, except for a few small questions for his house manager, Janet. Dakota 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: Timothy Burton (print) Date: 8/25/23

Name: Dakota Jones *TABS ID #:* 123456

GROUP 2

OBSERVATION OF THE INDIVIDUAL WORKSHEET

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

Location of Observation: Strong Children's Museum

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

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

# of Hours Observed: 2.5

Activities observed:

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

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

Dakota appeared to be comfortable and enjoying himself. Dakota 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?

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

Describe the individual's safety skills / environmental awareness:

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

DISCOVERY REPORT

Name: Dakota Jones ***TABS ID #:*** 123456

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

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

What motivated or demotivated the individual and why?

Dakota seemed to be motivated by exhibits that were more hands-on and interactive. Dakota seemed demotivated by going to exhibits that had lots of people or kids around them, because he wanted to let the kids play. Dakota 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 Dakota had brought was for the wrong museum. Dakota looked to his com- 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, Dakota'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?

Dakota 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?

Dakota was able to complete all the activities.

DISCOVERY REPORT

Name: Dakota Jones *TABS ID #:* 123456

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 transferable to employment:

When shown how to play a game, Dakota was able to recreate the motions easily. Dakota did very well with the hands-on exhibits and seemed to have good hand-eye coordination. Dakota 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 signs about exhibits, Dakota did not appear to be able to comprehend the meaning on his own, until staff explained what the exhibit was about. Dakota 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. Dakota likes playing old/vintage video games as well as more modern games.
2. Dakota is adaptable when a minor change occurs while in the community.
3. Dakota's behavior is reserved and polite when in the community.

Observer's additional comments:

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

Completed by: Timothy Burton (print) Date: 9/15/23

Name: Dakota Jones *TABS ID #:* 123456

GROUP 3

3. 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: Dakota Jones *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 from 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. Sort completed merchandise, pack in boxes, create and attach labels with customer name and job #.	L	5	4	Verbal, Modeling	Occasional
5. Sorting clothing into piles based on style and size.	L	4	4	Verbal, Modeling	Occasional
6. Assist with maintaining inventory and cleanliness of warehouse.	L	4	5	Verbal	Intermittent

DISCOVERY REPORT

Name: Dakota Jones *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. Dakota had trouble with stamina and motivation to get through all five hours each day. ESP provided encouragement and the opportunities for breaks.
2. Dakota stopped working to talk to ESP on multiple occasions. Dakota benefitted from being redirected.
3. At times, Dakota 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, Dakota benefited from support with finding something to do.
5. Dakota took multiple cigarette breaks throughout each shift and benefited 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:

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

DISCOVERY REPORT

Name: Dakota Jones *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:

Dakota welcomed changes in tasks. Dakota 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, Dakota 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:

Dakota interacted professionally with coworkers and the supervisor making small talk about appropriate conversations. However, Dakota benefited from redirection back to his assigned task. Dakota 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:

DISCOVERY REPORT

Name: Dakota Jones *TABS ID #:* 123456

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

Dakota 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:

Dakota was required to count shirts after they were done being printed and dried. Dakota was able to count accurately with minimal support from ESP. Dakota also had to count the screen print frames and was able to count them accurately. However, Dakota 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?

Dakota could improve his physical stamina if he is going to work in an environment that requires him to stand for extended periods. Dakota will also need to limit his smoking breaks, depending on the work environment. To be more successful in this field, Dakota will need a better understanding of the expectations of his job tasks. At times, Dakota 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. Dakota does not like to work in the heat.
2. Dakota loves animals. Dakota was very engaged with the owner's dog that was in the shop.
3. Dakota does not like to do cleaning tasks for extended periods of time.

Assessor's additional comments:

Dakota 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: Timothy Burton (print) Date: 11/21/23

Name: Dakota Jones *TABS ID #:* 123456

GROUP 4

COMMUNITY-BASED EXPERIENCES / SITUATIONAL ASSESSMENT WORKSHEET

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

Name / Address of Location: Cloverwood 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

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. Bussing tables	L	3	2	Verbal/ Modeling	Continuous
2. Re-setting tables	L	5	3	Verbal/ Modeling	Intermittent
3. Dishwashing w/3-bay sink	L	5	4	Verbal	Occasional
4. Dishwashing w/ machine	L	4	3	Verbal/ Modeling	Intermittent
5. Wiping/sanitizing/deep-cleaning surfaces	L	5	4	Verbal	Occasional
6. Putting stock from delivery in storeroom	D	4	3	Verbal/ Modeling	Continuous

EMPLOYMENT TRAINING PROGRAM
DISCOVERY REPORT

Name: Dakota Jones *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- Dakota 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, Dakota benefited from reminders about what comes next.
3. Mental Stamina- Dakota is a smoker and asked about breaks frequently. ESP reminded him of when he would be able to take one break
4. Professional Interactions- Dakota had non-work-related topics of conversation and benefitted from verbal prompts to remind him to not be too casual with conversations while at work.
5. Managing Stress- Dakota 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 Dakota talked about his dislike for some coworkers at his old job. Dakota was receptive to feedback back about this topic not being appropriate and refraining from discussing them.

Name: Dakota Jones *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:

Dakota tried new tasks each day and worked with multiple different staff members. Dakota 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:

Dakota responded to requests from others willingly. However, Dakota 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:

Dakota was friendly and introduced himself to each staff member. At times, Dakota became distracted by socializing with staff members and needed to be reminded to focus on his work. Dakota 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:

DISCOVERY REPORT

Name: Dakota Jones *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:

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

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. Dakota was distracted by unfamiliar faces at first but was able to focus after introducing himself to everyone. Also, Cloverwood is somewhat large, and Dakota 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?

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

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

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

Assessor's additional comments:

Although Dakota 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 Dakota could complete multiple step tasks successfully, but he would need significant support in the learning process.

Completed by: Timothy Burton (print) Date: 1/30/23

Name: Dakota Jones *TABS ID #:* 123456

4. 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**.

For Training Purposes Only

Name: Dakota Jones *TABS ID #:* 123456

For Training Purposes Only

DISCOVERY REPORT FINDINGS WORKSHEET

Comment on strengths and support needs in each area below:

Physical / Medical / Mental Health / Stress Management:

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

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

Communication and Social Interactions / Relationships:

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

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

Focus / Attention to task:

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

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

Productivity / Work Pace:

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

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

Name: Dakota Jones *TABS ID #:* 123456

Safety / Environmental Awareness:

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

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

Personal Grooming /Hygiene:

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

Support Needs: Dakota removes his retainer at inappropriate times and responds well from verbal prompts about keeping it in the case and washing his hands after handling it.

Initiative / Motivation to Work:

Strengths: Dakota is willing to do whatever the boss asks in a work setting. Dakota presents as motivated to work and to become more independent.

Support Needs: Dakota 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: Dakota did well with adapting to changes in tasks, scheduling changes, and working with a variety of different people.

Support Needs: Dakota needs reassurance when he first tries a new task that he cannot complete correctly or that he needs more time so he can practice.

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): _____

DISCOVERY REPORT

Name: Dakota Jones *TABS ID #:* 123456

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): Dakota can use public buses for transportation.

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

Dakota will need support with scheduling rides through RTS Access.

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	

NEW YORK STATE OF OPPORTUNITY. | Office for People With Developmental Disabilities

EMPLOYMENT TRAINING PROGRAM
DISCOVERY REPORT

Name: Dakota Jones *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:

Dakota is punctual and has displayed good attendance in all interaction. Dakota was flexible with schedule changes if 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.

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

Additional Comments:

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

Completed by: Timothy Burton (print) Date: 1/30/24

Name: Dakota Jones *TABS ID #:* 123456

5. 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.

For Training Purposes Only

Name: Dakota Jones *TABS ID #:* 123456

CAREER RESEARCH WORKSHEET

O*NET Career: Dining Room and Cafeteria Cleaners	☐ Preference ☑ Findings
Job Title: Busser	O*NET Code: 35-9011.00
Job Duties / Requirements	How does the job duty / responsibility match the individual's skills and abilities?
Run cash registers.	Dakota does not have cash register experience or skills but has shown basic math skills and would be open to learning more.
Serve ice water, coffee, rolls, or butter to patrons.	Dakota would be able to complete this task. He reports having decent hand-eye coordination and balance. Dakota does not have experience with carrying trays but is willing to learn.
Scrape and stack dirty dishes and carry dishes and other tableware to kitchens for cleaning.	Dakota showed in his assessment at the Cloverwood that he was able to carry dishes from the dining room to the kitchen.
Wipe tables or seats with dampened cloths or replace dirty tablecloths.	Dakota showed in his assessment at the Cloverwood that he was able to wipe down tables and chairs with sanitizer.
Set tables with clean linens, condiments, or other supplies.	Dakota showed in his assessment at the Cloverwood that he was able to reset tables with clean place mats, silverware, napkins, and condiments.
Some of these occupations may require a high school diploma or GED certificate.	Dakota has a high school diploma.

O*NET Career: Dishwasher	☐ Preference ☑ Findings
Job Title: Dishwasher	O*NET Code: 35-9021.00
Job Duties / Requirements	How does the job duty / responsibility match the individual's skills and abilities?
Wash dishes, glassware, flatware, pots, or pans, using dishwashers or by hand.	Dakota showed through two assessments that he is skilled in washing a variety of types of dishes by hand.
Place clean dishes, utensils, or cooking equipment in storage areas.	Dakota showed in both assessments that he was able to put dishes away when told where they go.
Sort and remove trash and place it in designated pickup areas.	Dakota took out the trash at his assessment at Cloverwood Nursing Home and has also done so at his with ABC Agency.
Sweep or scrub floors.	Dakota swept the floors at his assessment at the Cloverwood and has also done so at his assessment with ABC Agency.
Maintain kitchen work areas, equipment, or utensils in clean and orderly condition.	Dakota was asked during his assessment at the Cloverwood to deep clean the sinks and shelves, and he was able to do so with minimal support.
Some of these occupations may require a high school diploma or GED certificate.	Dakota has a high school diploma.

DISCOVERY REPORT

Name: Dakota Jones *TABS ID #:* 123456

O*NET Career: Laborers and Freight Stock / Material Movers	☑ Preference ☐ 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.	Dakota 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.	Dakota 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.	Dakota was cautious when moving stock at the Cloverwood and understood 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 Dakota 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	Dakota has a high school diploma.
Some previous work-related skill, knowledge, or experience is usually needed.	Dakota'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	☑ Preference ☐ 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.	Dakota 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.	Dakota 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.	Dakota would be able to follow straightforward instructions about where materials are to be distributed.
Keep records of outgoing orders.	Dakota 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.	Dakota 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	Dakota has a diploma and some related experience.

Name: Dakota Jones *TABS ID #:* 123456

For Training Purposes Only

6. 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.

NEW YORK STATE OF OPPORTUNITY. Office for People With Developmental Disabilities

EMPLOYMENT TRAINING PROGRAM

DISCOVERY REPORT

Name: Dakota Jones *TABS ID #:* 123456

REVIEW AND APPROVAL

ETP Discovery Report Completed by:

Name: Timothy Burton Title: Employment Specialist

Email: Tim.Burton@workalliance.org Phone: 123-456-7890

Signature: Timothy Burton 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: Regan McNeil Title: SEMP Program Manager

Email: Regan.McNeil@workalliance.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: