

Tool

Discovery and Assessment Process Log

Employer Specialist: _____ Job Seeker: _____

What are ways to collect information about someone who needs a job? What information about someone do you need to collect? What I learned. Potential Themes/Job ideas to Explore. Where?

Check off the different ways in which you chose to gain information about a jobseeker, and then log the information about the job seeker under each type of discovery and assessment activity.

One-on-one interview with the jobseeker. **Date:**

This process works best with people who are verbal, enjoy talking about themselves, and can clearly express thoughts. This can include an informational interview between an employer and the job seeker. This process can also be used with someone who is nonverbal if picture cues or effective communication devices are available. Having a key stakeholder who understands the subtleties of his or her nonverbal cues and reactions may be helpful to have participate.

Observe in a group or classroom. **Date:**

This process is helpful to see how someone interacts with other people and authority figures, how she or he follows directions, focuses on tasks, deals with frustration and confusion, and contributes to the class or group as a whole. In terms of employment, this gives you insight into learning styles, social behavior, and information gathering which will tell you what types of work environments might be most suitable, how he or she could learn a new task on the job, and how he or she might interact with a supervisor. *Methods: Observations and open questions I used to spur conversation.*

File review.

Date:

This method of gaining information allows you to see a person's history, understand medical needs, review behavior plans, see general testing scores, etc. This information alone is good background, but not all that useful in selling someone to an employer! *What the file said. Skills vs. deficits – what information may be useful? Unbiased?*

Observe on a job or doing job tasks.

Date:

If a person has some sort of job experience – whether in-school, within an agency, or community volunteer work – it is important to observe how he or she functions, i.e. how tasks were learned and are completed, what happens during down-time, speed, accuracy, etc. It is also very important to observe how he or she fits into the environment to see if that work culture matches personality. *Methods: Observations and open questions I used to spur conversation. What I observed: Skills? Support needs?*

Interview professionals (aides, case managers, etc.) **Date:**

Those people who spend much time with a person have helpful information about consistency of behaviors, triggers of positive and negative behaviors, personality traits and quirks, and a general history. If you are just meeting a jobseeker or have not known him or her for very long, the behaviors may be different for you; it is important to know what occurs over time.

Interview family and friends.

Date:

For the same reason you interview professionals, family and friends have even that much more information. Keep in mind during interviews of key stakeholders that you are recording PERSPECTIVES of facts and to always balance this information with your own actual observations and experiences.

Observe at home and neighborhood visit.

Date:

People act differently in different environments. Get an idea of behavior trends at home, and it gives you insight into family dynamics that will be helpful later as you are working through job interviews and work schedules. *Home Visit: Hobbies, chores, values? Support needs? Neighborhood Tour: Observations? Opportunities? Friends to talk with? Methods: Observations and open questions I used to spur conversation.*

Standardized tests.

Date:

This type of assessment can gain useful information, especially about career interests. Keep in mind that not everyone is actually successful with standardized test taking, and make sure you are aware of all the supports that need to be provided for someone – such as having questions and answers read or even rephrased for someone, using pictures instead of words, and separating the test out into sections over time.

Observe in the community.

Date:

Again, people act differently in different environments – we all do! We act differently on a Saturday night out with friends than we do at work on Monday morning. Because the jobseeker will be finding a job out in the community, it is important to observe behaviors and skills that occur outside of school /agency and home. Where to take the job seeker can be determined by through community mapping and brainstorming during the Employment Planning Meeting. It is amazing what you will see people do out in the world that they wouldn't even attempt – whether it is because they don't need to or are not encouraged to – in the protected world of school, special education, and adult service agencies.) *Methods: Observations and open questions I used to spur conversation. What I observed: Skills? Interests? Support needs?*

Community Based Assessment.

Date:

Through community mapping and brainstorming during the Employment Planning Meeting, the opportunity to identify specific employers that matches the job seeker's interests and career goals can be logged on the Job Development Plan. It is important to log the specific tasks and job responsibilities that the job seeker does for specific employers. Also keep track of the job seeker's ability to interact with coworkers and others. Is the work environment a good match for this person's personality traits and preferences? *Methods: Observations and task analysis. What I observed: Abilities, Skills? Interests? Support needs?*

Work simulations.

Date:

Although it is often difficult for people with Intellectual Disabilities to transfer skills they learn in one environment to another, it is still helpful to get a basic skill baseline, even if in a simulated setting. If you are at least aware of what someone is capable of in one environment, you have a better chance of creating a different way for him or her to do a similar task on a real job. *Interests/Skills/Themes we looked at: What we did.*

Observations: (skill levels? Level of Interest? Support needs?)

Other.

Date:

You may find other creative and interesting ways to gather information about a jobseeker not listed here already. Please describe what you've tried and how it worked here. *Observations: (skill levels? Level of Interest? Support needs?)*

Conclusions:

- Attach a finalized Positive Personal Profile.
- What big ah-ha's or Golden Nuggets did you find?

Next Steps

- Schedule "Planning Meeting" (Venn Brainstorming) to complete a Job Development Plan.
- What employers might value the job seeker's skills and abilities (Features of the Job Seeker? What might be the right pathway for this job seeker? Where might he/she Sparkle?