

Situational Tool for Exploring Possibilities

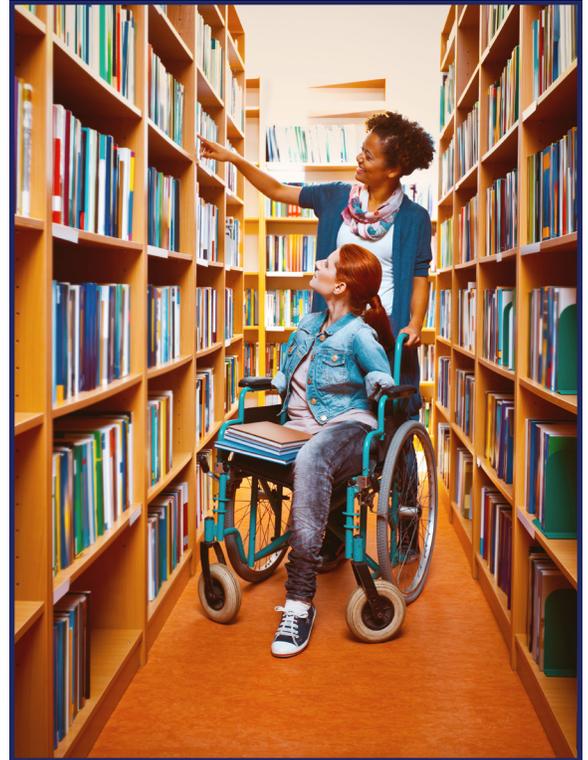
Job Seeker: _____

Employment Specialist: _____

Completed on: _____

The Situational Tool for Exploring Possibilities (STEP) is part of a person centered, individual-focused planning process to support job seekers in an effective job search. The purpose of a situational assessment is to discover a job seeker's skills, preferences and support needs when that person requires additional work experiences to help determine his/her career goal. Use of this situational assessment tool will provide the job seeker's support team with important information to guide job development, facilitate a successful job match, and increase the likelihood of job satisfaction over time.

As a complement to this tool, The Boggs Center offers a supplemental training around the optimal planning, setup, and use of situational assessments to support job seekers in discovering their employment outcomes.



Understanding preferences of the job seeker during a situational assessment starts with asking the question: How does the job seeker communicate (verbally, behaviorally, symbolically, etc.) that he/she either likes or dislikes, what he/she is doing? This information can and should be obtained in the beginning of the person centered discovery process through discussion with the job seeker, family members, friends, and support personnel who know the person well.

Write all methods of communication in the boxes below.

How the job seeker indicates:

Likes	
Dislikes	



When identifying situational assessment sites, begin with environments that align closely with the job seeker’s stated preferences (type of tasks, environment, pace, etc.). Sites considered, however, should not be limited to only those meeting the *expressed* interests of the job seeker. Part of the strength of this process is its potential to expand horizons for the job seeker, and to introduce him/her to previously unknown career paths. To maximize information gained, identify environments that will build on interests, abilities, and attributes reported by the job seeker, a third-party, or one you have personally observed.

Assessment Site Information			
Organization Name			
Contact On-site	Name	Phone	Email
Location(s)			
Dress Code			
Organization Description <i>Culture, General Environment, Industry</i>			

The situational assessment should have a structured plan that is developed with the assessment site so there is an understanding of when the person being assessed will be at the location and what tasks the person will be doing while at the workplace. The length of the situational assessment period is dependent on the needs of the person being assessed. In some work environments a few hours will be enough to obtain sufficient information about the job (the physicality of its tasks, the stamina required, the degree of task routine) and its potential compatibility with the job seeker. Other environments will require several days of assessment before the assessor and/or the job seeker feels sufficiently familiar with the variety and complexity of tasks to analyze job and seeker compatibility. **A person’s preference is always made clear by analyzing performance and behavior.**

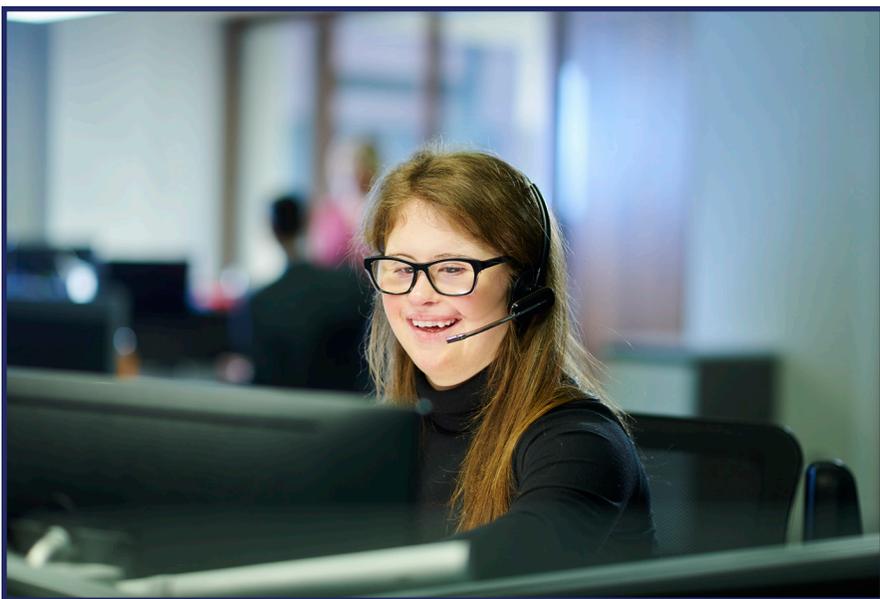
The time span to assess a single position varies. Some positions are more complex than others or present greater variation in tasks. Best practice suggests “the right amount of time” is that which allows for the gathering of **sufficient information** for the team to make a decision about whether or not to move forward with job development in **this particular type of work.**

Assessment Plan					
Dates					
Hours					

Knowing how a job seeker communicates like and dislike will allow the assessor to determine how the job seeker is reacting to the work presented during the situational assessment. In the grid below, indicate the **job title** and **specific tasks** your job seeker is performing at this site. After observing his/her performance, for each task indicate if s/he showed:

- **Task Engagement (TE)** - Defined as manipulating materials in a manner necessary to complete the job task independently and/or with prompting from a job coach. Check the box if there was engagement on the part of the job seeker, leave it blank if no engagement with the task was observed.
- **Liked the task (L)** - Check this box if the job seeker communicates (in whatever fashion) that s/he likes the task, (based on the grid above).
- **Disliked the task (DL)** - Check this box if the job seeker communicates (in whatever fashion) that s/he dislikes the task, (based on the grid above).

Job Seeker Task Preference				
Job Title				
Task Assessed	TE	L	DL	Comments
1.				
2.				
3.				
4.				
5.				



SKILLS ASSESSMENT

At the end of the site visits for the particular job, use the following pages to evaluate the person in each skill area based on your observations. Explain the person’s ability or difficulty in each area and give specific examples whenever possible.

Please write “N/A” if the particular skill area was not assessed during the process.

General Skills

Skill Area	Comments
Transportation <i>How did the person get to this particular assessment location?</i>	
Work Endurance <i>Is the person's work pace/performance consistent throughout the assessment time?</i>	
Orienting to Environment <i>How did the person navigate the particular assessment site?</i>	
Strength <i>Did the person have the strength necessary for the work done during the assessment?</i>	
Culture Compatibility <i>How did the person manage the general "character and personality" of the specific workplace?</i>	
Maintains a Neat Appearance <i>Did the person have appropriate uniform/dress and hygiene in the beginning of the assessment and throughout the entire time at the site?</i>	

Time Management

Skill Area	Comments
Time Management <i>Was the person able to prioritize the work given?</i>	
Punctuality <i>Did the person arrive early or on time to the scheduled assessment?</i>	

Time Management (continued)

Skill Area	Comments
Break Time <i>Did the person use their break time appropriately and take the allotted time?</i>	

Interpersonal Skills

Skill Area	Comments
Social Interactions <i>How did the person communicate with co-workers and customers?</i>	
Supervisor Interactions <i>Did the person access the supervisor appropriately for assistance, feedback, etc.?</i>	
Teamwork <i>How well did the person cooperate with others on work tasks?</i>	

Stress Management

Skill Area	Comments
Frustration Tolerance <i>How did the person handle on overwhelming or frustrating situations?</i>	
Handling Criticism <i>How did the person handle comments, including positive or negative criticism?</i>	
Adapts to Change <i>If applicable, did the person tolerate change to routines?</i>	
Performs Non-preferred Tasks <i>Did the person willing to complete tasks that were not preferred without complaint?</i>	

Initiative & Motivation

Skill Area	Comments
Independent Work Initiative <i>Did the person begin repeated routine tasks without being prompted?</i>	
Maintains Attention to Task <i>Did the person stay focused on the task until completion without prompting?</i>	
Ability to Ask for Assistance <i>Did the person independently initiate contact with coworkers or supervisor for assistance?</i>	

Problem Solving Skills

Skill Area	Comments
Initiates Troubleshooting Independently <i>Did the person attempt to fix a problem on their own when a problem arose?</i>	

Organizational Skills & Productivity

Skill Area	Comments
Materials Management <i>Did the person retrieve and properly use the items necessary for the job?</i>	
Meets Productivity Goals <i>Did the person meet the expected productivity goal or the average productivity with quality?</i>	

Based on the information gathered during this assessment:

1. What strengths, skills, and areas of interest did you assess?



2. Describe the types of jobs that could be possible employment options.

3. What limitations, challenges, or barriers were observed?

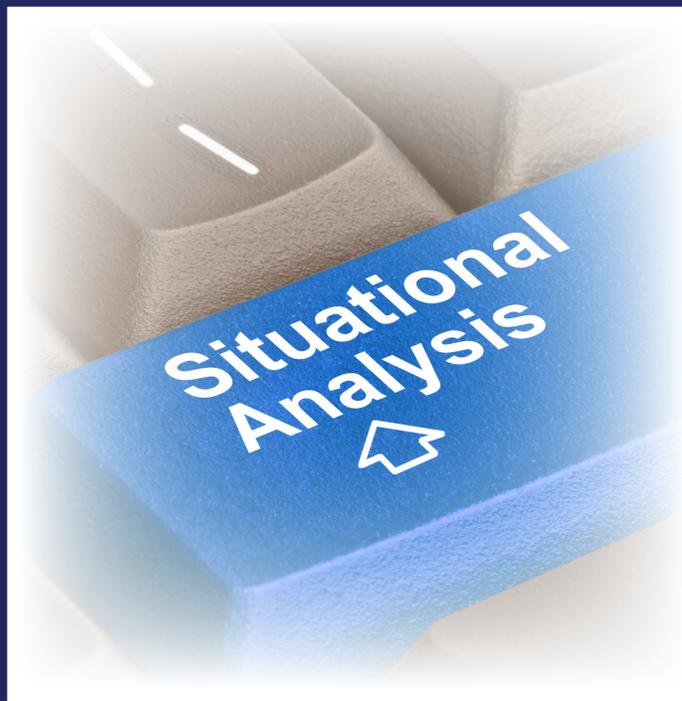


4. What services/supports will the job seeker need to perform the duties?

THE BOGGS CENTER ON DEVELOPMENTAL DISABILITIES

New Jersey's University Center for Excellence in Developmental Disabilities Education, Research, and Service

New Jersey's Leadership Education in Neurodevelopmental and Related Disabilities Program



To register for the Situational Assessment Training, please visit The Boggs Center website:
<http://rwjms.rutgers.edu/boggscenter/>

For consultation or technical assistance, please contact:
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